

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Bella Vista Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Bella Vista Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Bella Vista Elementary School.



Bella Vista Elementary School

School Site Council Membership Roster

School Name: Bella Vista School Year 2011-2012

Chairperson: Ms. Tandra DeBose	Co-Chairperson: Mr. Stacy Thompson
Secretary: Ms. Lanaya Morris	DAC Rep:

Members' Names	Mailing Address (with zip code)	Check Appropriate Representation			
		Principal	Classroom Teacher	Other Staff	Parent/Comm
John Garvey					X
Tandra DeBose					X
Lanaya Morris					X
Samantha Pham					X
Stacy Thompson					X
Felicia Phillips		X			
Leah Wachtel			X		
Vila Wong			X		
Vivian Nguyen			X		
Yin Huang				X	
Alternates					

SSC Legal Requirements:

- Members **MUST** be selected/elected by peer groups;
- (1) There must be an equal number of school staff and parent/community members;
 - (2) Majority of school staff membership must be classroom teachers;
 - (3) Parent/community members cannot be employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent/Community



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Bella Vista Elementary

6001655

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

- A: School Culture (including Meaningful Student Engagement)
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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Welcome to Bella Vista Elementary School. Located in Oakland's Bella Vista neighborhood, our school serves approximately 600 students in grades K-5. We celebrate the diversity of our student body: more than half of our students speak another language at home. In fact, nearly 20 languages are represented at Bella Vista. We are a Community of Learners, promoting academic excellence in everything we do. Our teachers and staff work to inspire students each day to do their very best. What we do best is exemplified in our school's motto: We learn. We live. We achieve.

VISION

It is the vision of Bella Vista Elementary School to ensure that our culturally diverse students and families become life-long learners, make positive life choices and become architects of their future. With parents and guardians as valued partners, the mission is to provide a solid educational program with high expectations and a strong emphasis on language development. With our culturally rich student population, we encourage everyone to draw on, value and respect their own and each others' cultures. We provide a safe and nurturing environment. Students learn to become leaders, and to see themselves as interdependent members of a diverse community.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. English Learners Advisory Council At its meetings, the ELAC will monitor the academic achievement of English Learners. ELAC members will also review CELDT data and assessments from English Language Development classes. Monitoring of Student Achievement - The school's Leadership Team and classroom teachers will review benchmark data in English Language Arts, English Language Development and Mathematics three times per year. They will look at student progress, identify students who need additional diagnostics, and refer students to the Student Success Team (SST) for intervention and follow-up. Benchmark/Internal data review will take place either in a 1:1 meeting with the principal or in a faculty planning session. - Benchmark data in ELA and Math will also be presented at Parent Committee meetings, displayed in the office, sent home to families, and shared in the SSC meetings following each administration. - Staff will collectively monitor progress and create corrective instruction plans of students identified as being out of the sphere of success and in our achievement gap. - Progress toward implementation of transition plan to the Common Core State Standards in English Language Arts will be monitored by the Leadership Team. Monitoring of Safe, Healthy & Supportive Learning Environment - Positive School Climate committee will monitor data provided by Student Attendance Review Team (SART) and the Coordination of Services Team (COST) will provide data each month review by the Positive School Climate committee related to support provided to students in need of counseling or other mental health services

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

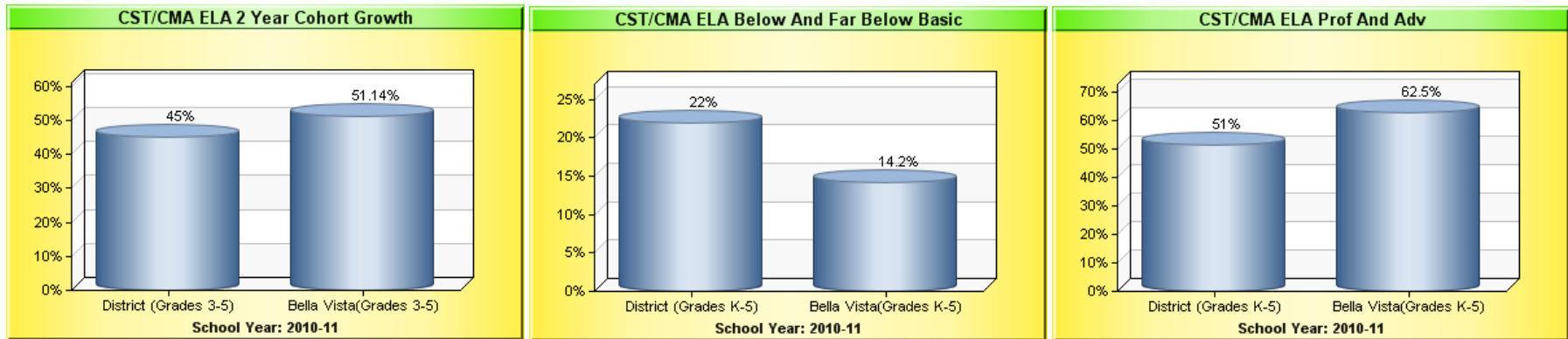
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- Grades K-1 (DIBELS Early Literacy Assessment): Highest score for Kindergarten are in Letter Naming (81% scored @ highest level) and Nonsense Words (76%). For 1st grade, highest scores are in phoneme segmentation (78%) and oral reading (77%).
- Grades 2-5 (ELA District Assessment): Students scoring at/above on multiple choice portion increased fourteen points to 62% (Jan). For writing assesment (grade 5), 44% scored proficient or above. On SRI (grades 2-5), 61% scored at/above grade level.

Data Analysis

- The benchmark data shows that our African American and Latino subgroups are underperforming up to 20% less compared to the grade level average
- In contrast our RFEP students outperform our school average by at least 12% on benchmark exams.
- We need to continue to decrease the number of students in FBB/BB categories on the CSTs and ensure that our Basic students move to proficiency.

Theory Action

- If we strengthen our Tier I interventions by differentiating instruction in ELA to best serve the needs of our students then we will see growth in all groups
- If we create formative standards based assessments then it will guide our instruction in ELA and allow us to progress monitor our students' successes and deficiencies in certain standards
- If we conduct peer observations within a lesson design study cycle then teachers will be able to improve practice through PLC discussions after the lessons and observations and data analysis
- If we implement reading and writing workshops during the day then students will be able to receive more individualized instruction in areas of need
- If we have a robust small group intervention program for our instructional assistants to implement then we will be able to have targeted Tier I/II interventions to move our students forward.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop a vision for a Balanced Approach to Literacy for the school site	site-based plan	All Students	08/2012 - 02/2013	Nikki Seaberg	5/14/2012	102SQ11A4244	Articulate a professional development plan to move toward a Balanced Approach to Literacy	N/A			0	\$0.00
Identify and re-purpose appropriate materials on site to support a Balanced Approach to	leveled						Establishment of a teacher-led team that will engage school & community resources to	9901-Title I -				

Literacy so that teachers will be able to provide differentiated instruction and choose materials that fit the needs of their students.	classroom libraries	All Students	08/2012 - 12/2012	Nikki Seaberg	5/14/2012	102SQ11A1262	redeploy existing literacy materials in accordance with a Balanced Approach to Literacy	Parent Participation	4310-SUPPLIES		0	\$816.95
Identify and re-purpose appropriate materials on site to support a Balanced Approach to Literacy so that teachers will be able to provide differentiated instruction and choose materials that fit the needs of their students.	leveled classroom libraries	All Students	08/2012 - 12/2012	Nikki Seaberg	5/14/2012	102SQ11A4464		3010-Title I	4399-SURPLUS		0	\$1,084.00
Identify and re-purpose appropriate materials on site to support a Balanced Approach to Literacy so that teachers will be able to provide differentiated instruction and choose materials that fit the needs of their students.	leveled classroom libraries	All Students	08/2012 - 12/2012	Nikki Seaberg	5/14/2012	102SQ11A4480		7090-EIA - SCE	4399-SURPLUS		0	\$970.00
Develop schoolwide structures to support the development of a Balanced Approach to Literacy & Literacy Across the Curriculum	school implementation plan	All Students	08/2012 - 06/2013	Felicia Phillips & the Leadership Team	5/14/2012	102SQ11A3499	Engage teachers in planning for differentiated instruction (including workshop time), by and discuss strategies for differentiating instruction.	N/A			0	\$0.00
Develop schoolwide structures to support the development of a Balanced Approach to Literacy & Literacy Across the Curriculum	school implementation plan	All Students	08/2012 - 06/2013	Felicia Phillips & the Leadership Team	5/14/2012	102SQ11A4243	Utilize peer observations within the lesson design study cycle to improve teaching strategies	N/A			0	\$0.00
Develop schoolwide structures to support the development of a Balanced Approach to Literacy & Literacy Across the Curriculum	school implementation plan	All Students	08/2012 - 06/2013	Felicia Phillips & the Leadership Team	5/14/2012	102SQ11A4302	Create formative assessments based on units of study & the CCS in ELA	N/A			0	\$0.00
Refine the literacy intervention structure for the school.	Exit from SST process, benchmark scores	FBB, BB and BAS	08/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ11A3498	Coordinate literacy interventions with Student Success Team	N/A			0	\$0.00
Refine the literacy intervention structure for the school.	Exit from SST process, benchmark scores	FBB, BB and BAS	08/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ11A3500	Identify preferred technology-based interventions in reading and mathematics	7090-EIA - SCE	4310-SUPPLIES		0	\$1,834.47
Refine the literacy intervention structure for the school.	Exit from SST process, benchmark scores	FBB, BB and BAS	08/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ11A3501	Select Tier 1 intervention materials for use by Instructional Assistants	3010-Title I	4310-SUPPLIES		0	\$690.18

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

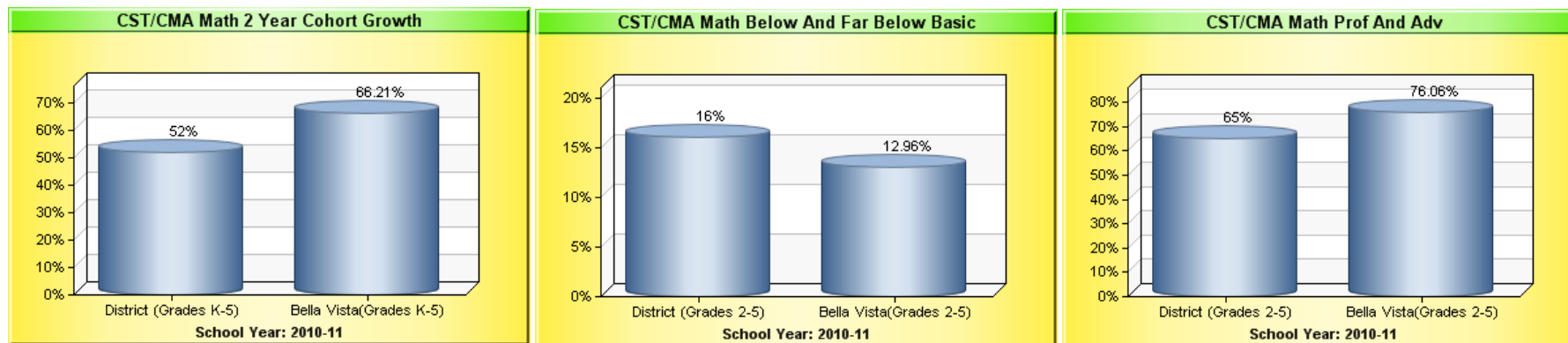
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

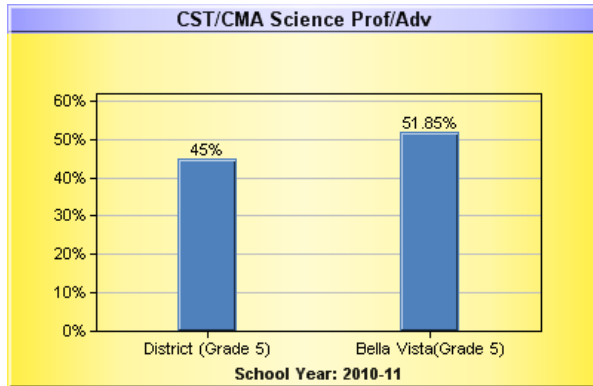
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- Grades K-1: 78% of percents scored proficient or advanced on fall benchmark.
- Grades 2-5: 82% of students scored proficient or advanced on midyear benchmark.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

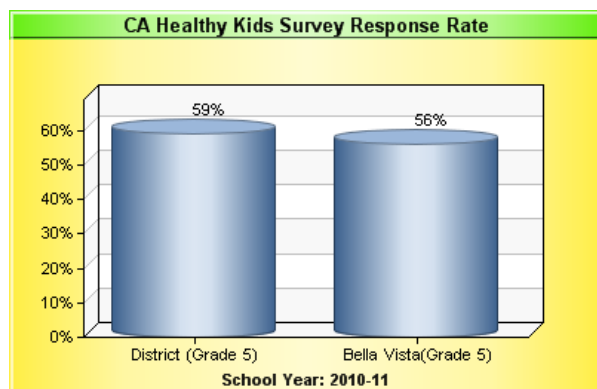
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



School Data

- Of our current students, 131 (or 23%) attended one of the District's Child Development Centers. Of the 97 students currently assigned to Bella Vista for Kindergarten for 2012-2013, 32% are enrolled at the Bella Vista CDC.
- Of our current 5th graders, 85% have been assigned to attend our two feeder middle schools (Edna Brewer and Roosevelt).

Data Analysis

- Though the Bella Vista CDC is not on the same campus as our school, we have had a longstanding relationship with them and have

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

School Quality Standards relevant to this Strategic Priority

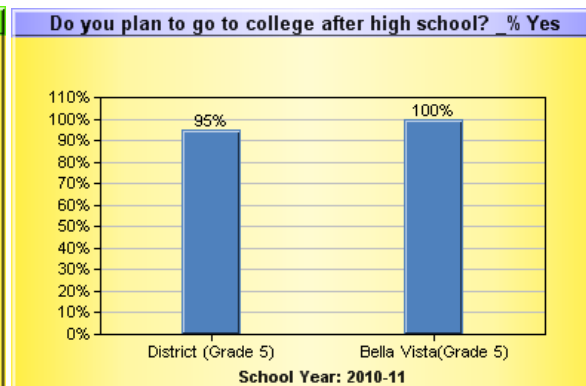
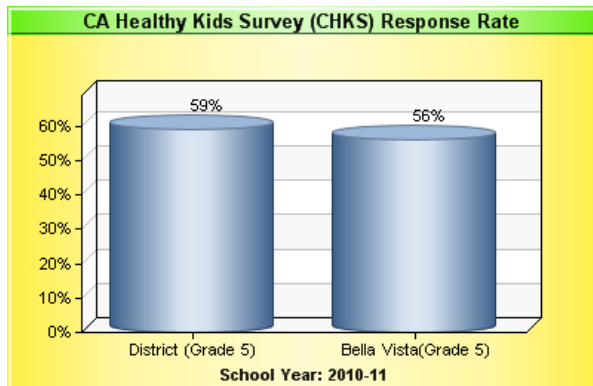
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- English Learners: Of the 76 3rd-5th grade students eligible for reclassification in 2011-2012, 66% were approved by teachers for reclassification as Fluent English Proficient.
- Struggling Students: About 35 students have been referred to the Student Study Team this year. At least a half-dozen Tier 1 & Tier 2 interventions -- led by teachers, Instructional Assistants & TSAs -- have been created to support their suc

Data Analysis

- 46% of students in grades 2-5 are ELs. Newcomers Reading Class exists for ELs who have been in the US less than 3 yrs. All ELs are enrolled in ELD classes. Teachers are being trained in Systematic ELD instruction.
- Our K-5, 4-classroom SDC program for students with language needs has 40 students. Up to 15% of those students are mainstreamed for Reading and/or Math. Twenty students are in the Resource program and they receive pull-out support 3 times/week.
- Achievement gap between Asian students (56% of student population) & African American students (20%): 17 percentage pts in ELA, 31 percentage pts in Math (both gaps based on midyear benchmarks).
- Achievement gap between Asian students (56% of student population) & Latino students (18%): 16 percentage pts in ELA, 25 percentage pts in Math (both gaps based on midyear benchmarks).
- There are currently 73 students in grades 3-5 that qualify for the GATE program (27% of all 3rd-5th graders). There is a GATE coordinator but there is no pull-out instruction for GATE students; instead, teachers are asked to differentiate.

Theory Action

- If we provide targeted data driven Tier I interventions in classrooms then our students will receive instruction on their specific needs.
- If we provide newcomers with daily leveled reading instruction then they will be able to better access grade level curriculum and achieve English proficiency

- If we use the SST process to target our Tier II interventions then we will ensure that we have followed RtI guidelines in serving our students and providing them with as many resources as possible to ensure their successes.
- If we use frequent progress monitoring of interventions then we will be able to track how well students are responding to the instruction and adjust as needed based on the data.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1264	Deploy bilingual Instructional Assistants in grades K-3 classrooms	3010-Title I		IABIL0013	0.2	\$11,511.06
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1265	Deploy bilingual Instructional Assistants in grades K-3 classrooms	7090-EIA - SCE		IABIL0013	0.3	\$17,266.59
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1266	Deploy bilingual Instructional Assistants in grades K-3 classrooms	7091-EIA - LEP		IABIL0013	0.3	\$17,266.59
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1267	Deploy bilingual Instructional Assistants in grades K-3 classrooms	7090-EIA - SCE		IABIL0041	0.2	\$10,057.68
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1268	Deploy bilingual Instructional Assistants in grades K-3 classrooms	7091-EIA - LEP		IABIL0041	0.399	\$20,065.07
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1269	Deploy bilingual Instructional Assistants in grades K-3 classrooms	7090-EIA - SCE		K12IA0018	0.2	\$8,860.34
	ELA benchmark											

Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1270	Deploy bilingual Instructional Assistants in grades K-3 classrooms	7091-EIA - LEP		K12IA0018	0.399	\$17,676.38
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1271	Deploy bilingual Instructional Assistants in grades K-3 classrooms	3010-Title I		IABIL0037	0.3	\$9,510.18
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1272	Deploy bilingual Instructional Assistants in grades K-3 classrooms	7090-EIA - SCE		IABIL0037	0.3	\$9,510.18
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	ELA benchmark data, data from intervention curricula, data from Edusoft teacher created assessments for progress monitoring	English Learners	09/2012 - 05/2013	Nikki Seaberg	5/14/2012	102SQ1E1273	Deploy Instructional Assistants in grades K-1 classrooms	3010-Title I		K12IA0044	0.4	\$15,278.12
Refine the Student Study Team process to implement with fidelity a Response to Intervention framework	data re: entry into & exit out of SST	FBB, BB and BAS	09/2012 - 05/2013	Zarah de Vera	5/14/2012	102SQ1E1274	Facilitation of Student Study Team	3010-Title I		PSYCHL0008	0.2	\$19,362.41
Provide specific literacy support for students who have been in the United States for 2 years or less.	ELA benchmarks, CST (ELA)	English Learners	09/2012 - 06/2013	Pamela Curtiss-Horton	5/14/2012	102SQ1E1276	Newcomers literacy class taught daily by Teacher on Special Assignment	7091-EIA - LEP		T10TSA0011	0.3	\$30,544.67
Provide ELD support for upper grades students scoring at CELDT Levels 1 & 2.	ADEPT, ELA benchmarks, CST	English Learners	08/2012 - 06/2013	Pamela Curtiss-Horton	5/14/2012	102SQ1E1277	ELD classes (beginning/early intermediate) for students in grades 3-5	7090-EIA - SCE		T10TSA0011	0.35	\$35,635.44
Provide Tier 2 interventions for struggling students with frequent use of progress monitoring	Exit from SST process, benchmark scores	FBB, BB and BAS	09/2012 - 05/2013	Felicia Phillips	5/14/2012	102SQ1E1278	Literacy Coach leads Tier 2 intervention groups	3010-Title I		TC111F0094	0.349	\$33,657.02
Provide Tier 2 interventions for struggling students with frequent use of progress monitoring	Exit from SST process, benchmark scores	FBB, BB and BAS	09/2012 - 05/2013	Felicia Phillips	5/14/2012	102SQ1E1279	TSA leads Tier 2 intervention groups	3010-Title I		T10TSA0011	0.35	\$35,635.44
Provide Tier 2 interventions for struggling students with frequent use of	Exit from SST process, benchmark	FBB, BB and BAS	09/2012 - 05/2013	Felicia Phillips	5/14/2012	102SQ1E4232	Prep teacher leads Tier 2 interventions	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

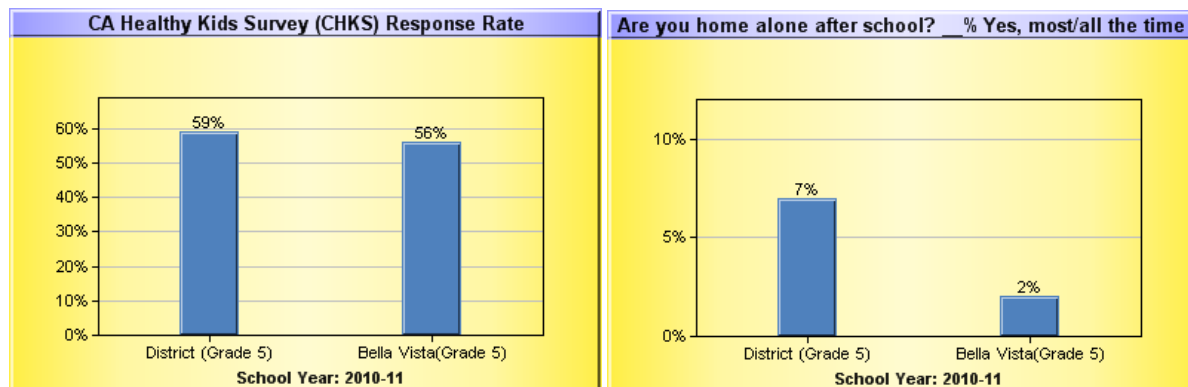
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- Site-based after school program operated by EBAYC enrolls nearly 100 students (grades 2-5), and informal partnerships exist with three off-site, fee-based providers that enroll an additional 50 students (grades K-5).
- Several teachers provide after school tutoring as well as enrichment activities and, until recently, were not paid for their extra efforts.

Data Analysis

- In the past Bella Vista has provided after school programming for students in grades K-1, but cannot afford to do so at this time.
- There is a 50-student waiting list in grades 2-5 for our after school program.

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

School Quality Standards relevant to this Strategic Priority

A quality school...

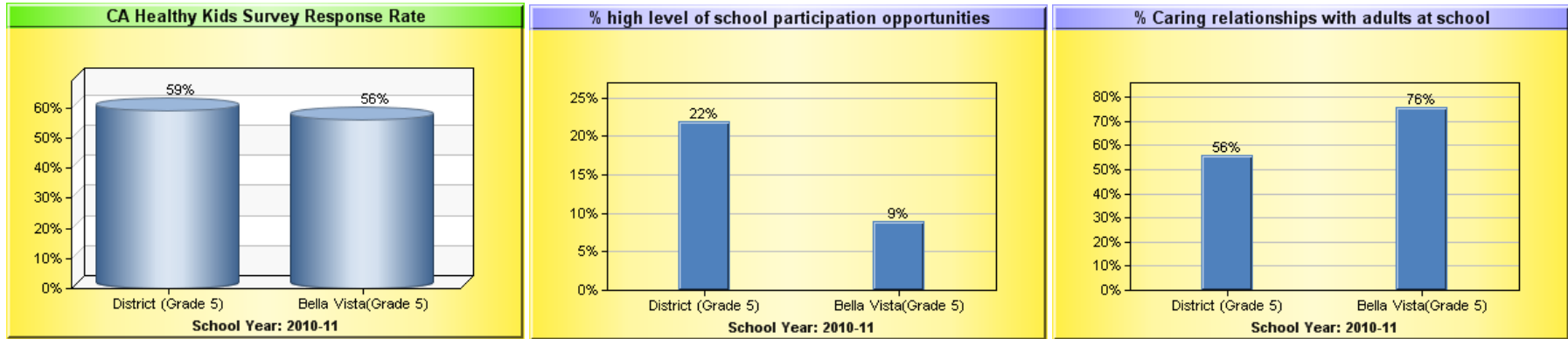
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

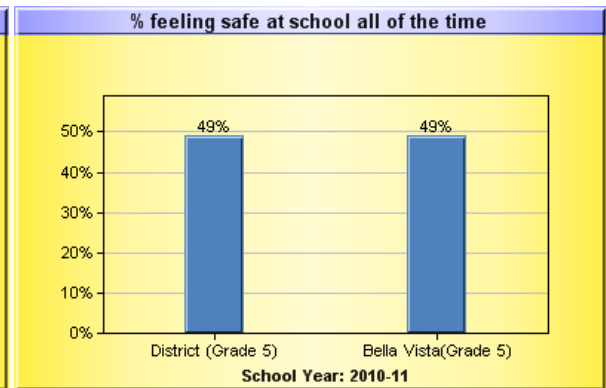
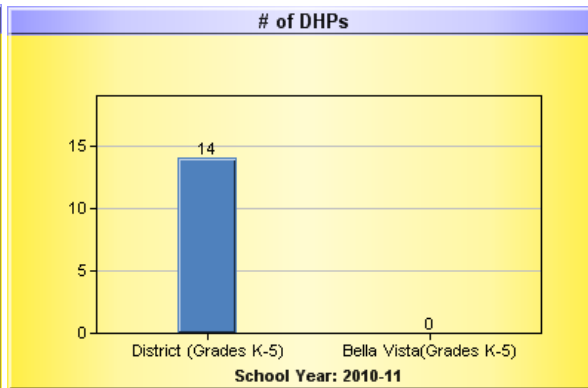
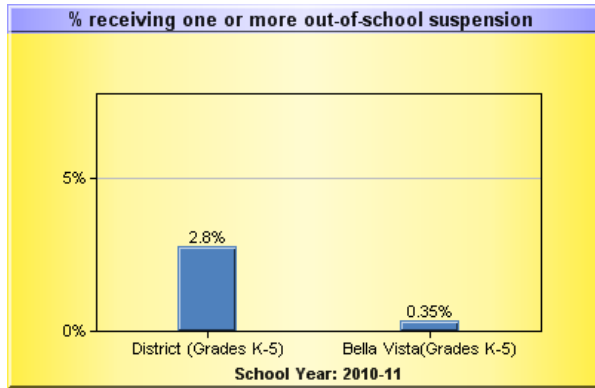
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- For school year 2011-2012, there have been 4 student suspensions.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement a Coordination of Services Team					3/6/2012	102SQI2A1275	Facilitation of COST	3010-Title I		PSYCHL0008	0.2	\$19,362.41

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

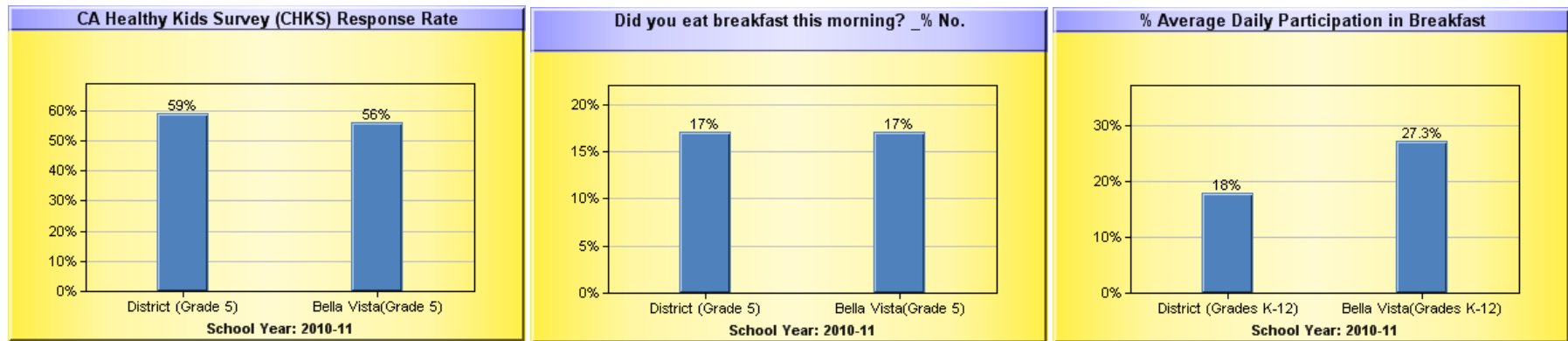
School Quality Standards relevant to this Strategic Priority

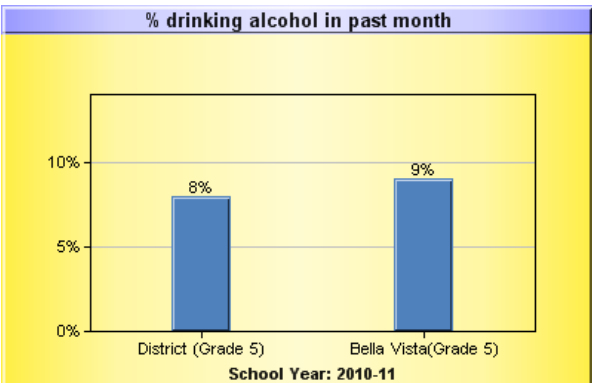
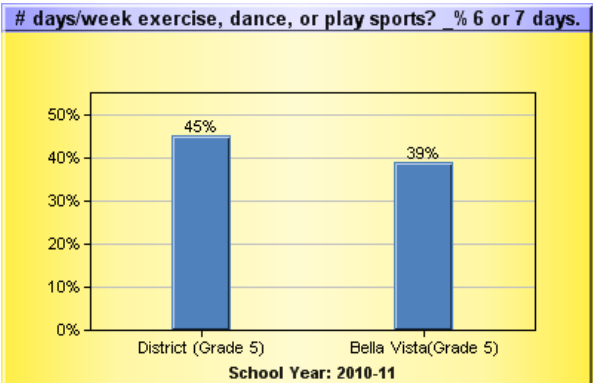
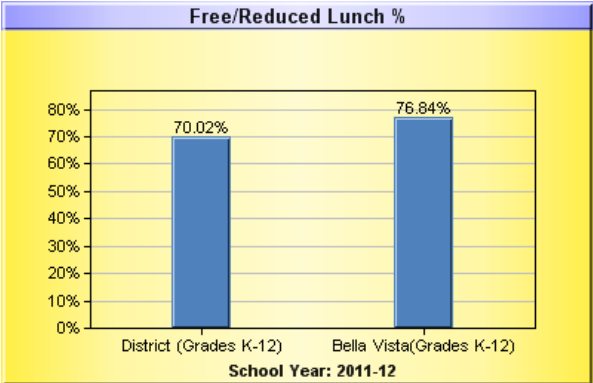
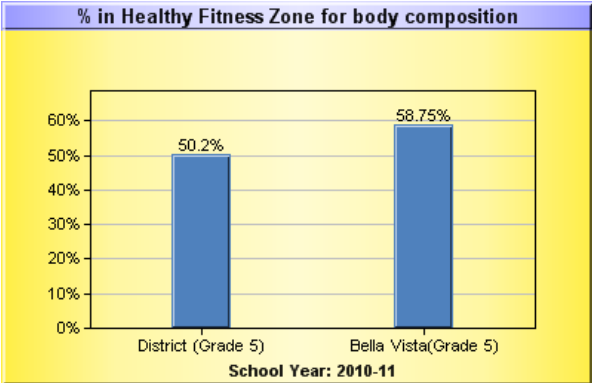
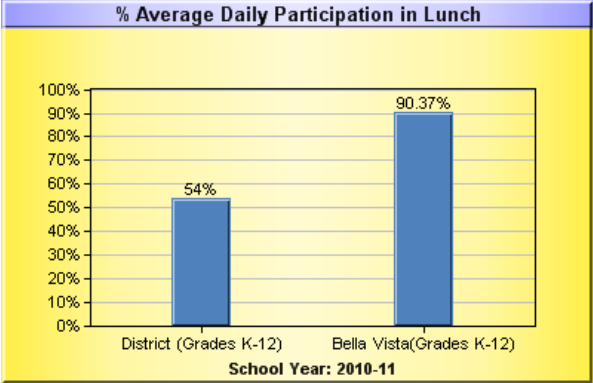
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

School Quality Standards relevant to this Strategic Priority

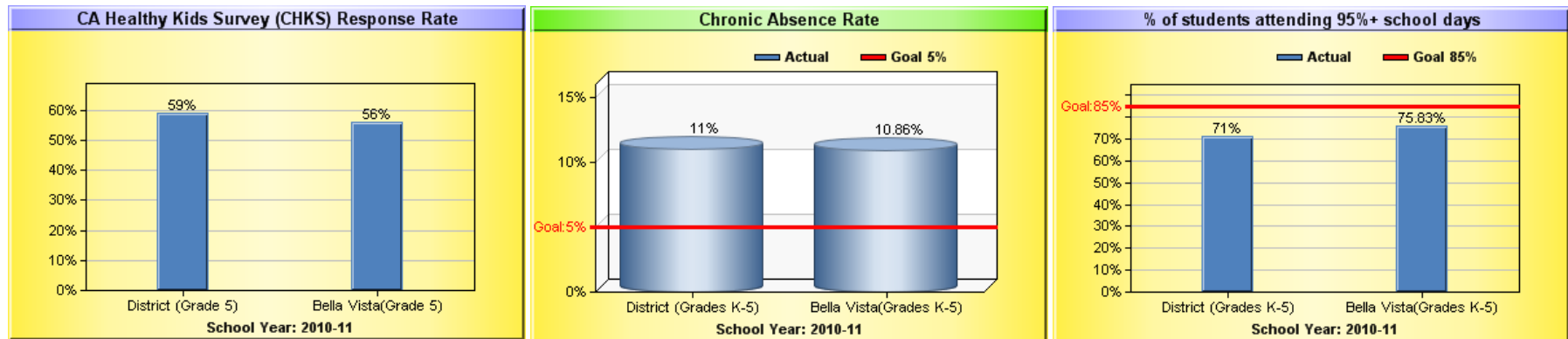
A quality school...

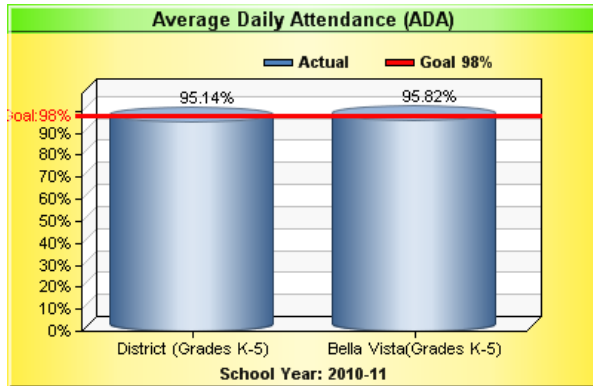
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





School Data

- As of April 6, 2012, Bella Vista's average daily attendance (ADA) is 96.5%. In addition, 70% of students had satisfactory attendance (95+% attendance) and 10% of students were identified as chronically absent (missing 10% or more of days enrolled).
- More than 50 students have been referred to the school's Student Attendance Review Team (SART), and of that group 8 have been referred to the District's Student Attendance Review Board (SARB) for SART no-show or for failure to honor SART contracts.

Data Analysis

- Lowest attendance rates are in grades K-2, among African American and Latino students, and students with disabilities.

Theory Action

- If we partner with families who live out-of-zone to emphasize the importance of good attendance, then the families will feel more connected to school and will make a greater effort to send their children on time every day.
- If we reinstate and improve student and classroom incentives for good attendance, then students will want to come to school every day and on time.
- If we involve parent leaders in outreach to parents whose children have attendance problems, then parents will feel a greater connection to school and will be more encouraged to bring their children to school every day on time.
- If we expand our school-based follow-up procedures to identify students well before District guidelines, then fewer students will become chronically absent or tardy.
- If we have dialogues with parents of African-American and Latino students to explain the connection between good attendance and academic achievement, then the families will consider the consequences of poor attendance before keeping students at home.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reinstate awards/incentives for students and classrooms with good attendance.	Attendance data	All Students	08/2012 - 10/2012	Felicia Phillips	5/7/2012	102SQI2C4327	Reinstate awards/incentives for students and classrooms with good attendance.	N/A			0	\$0.00
Increase parent outreach related to attendance	Attendance data		08/2012 - 05/2013	Pamela Curtiss-Horton	5/7/2012	102SQI2C4332	create parent-organized walking teams or carpools to support getting kids to school	N/A			0	\$0.00
Increase parent outreach related to attendance	Attendance data		08/2012 - 05/2013	Pamela Curtiss-Horton	5/7/2012	102SQI2C4333	emphasize importance of daily attendance during Kindergarten orientation	N/A			0	\$0.00

Increase parent outreach related to attendance	Attendance data		08/2012 - 05/2013	Pamela Curtiss-Horton	5/7/2012	102SQI2C4334	create parent committee to monitor/discuss attendance	N/A			0	\$0.00
Create early-warning systems for students at-risk of receiving truancy letters from the District	Attendance data	All Students	08/2012 - 10/2012	Pamela Curtiss-Horton	5/7/2012	102SQI2C4336	Assemble a team of parents to give positive reminders to parents of tardy/absent students	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

School Quality Standards relevant to this Strategic Priority

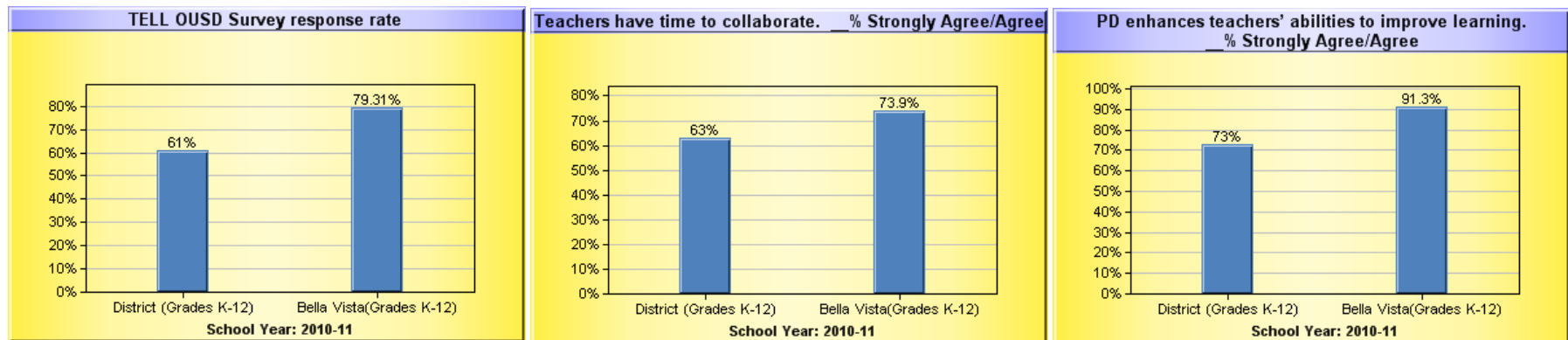
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

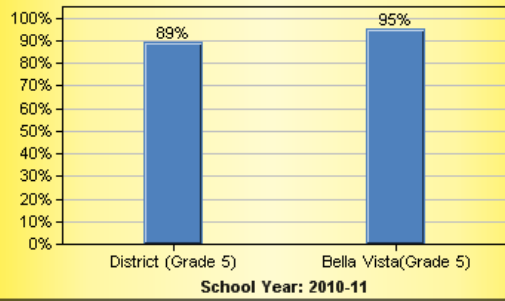
From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

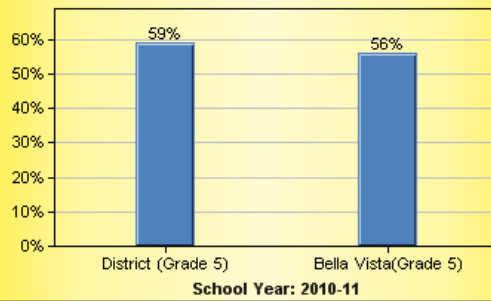
1. Improve the conditions in schools to retain 80% of effective teachers



**Do the teachers believe you can do a good job?
_ % Yes, most/all of the time.**



CA Healthy Kids Survey Response Rate



School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Data

- For school year 2011-2012, nearly 300 parents attended the fall Back to School Night, and nearly 90% of families attended report card conferences for Trimester 1.
- Parents will soon organize a Parent Teacher Association (PTA) as of Spring 2012.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase participation of parents of English Learners in the life of the school	attendance of non-English speaking parents at schoolwide events	English Learners	09/2012 - 05/2013	Felicia Phillips	5/14/2012	102SQI4A4454	Provide oral translation in Cantonese, Spanish and Vietnamese at every parent meeting (SSC, ELAC, PTA, parent conferences, etc.).	9901-Title I - Parent Participation	2120-INSTRAIDES SALARIES STIPENDS		0	\$2,120.00
Increase participation of parents of English Learners in the life of the school	attendance of non-English speaking parents at schoolwide events	English Learners	09/2012 - 05/2013	Felicia Phillips	5/14/2012	102SQI4A4455	Provide written translation in Chinese, Spanish and Vietnamese of important school documents (schedule notices, event flyers, etc.)	7090-EIA - SCE	2120-INSTRAIDES SALARIES STIPENDS		0	\$1,500.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

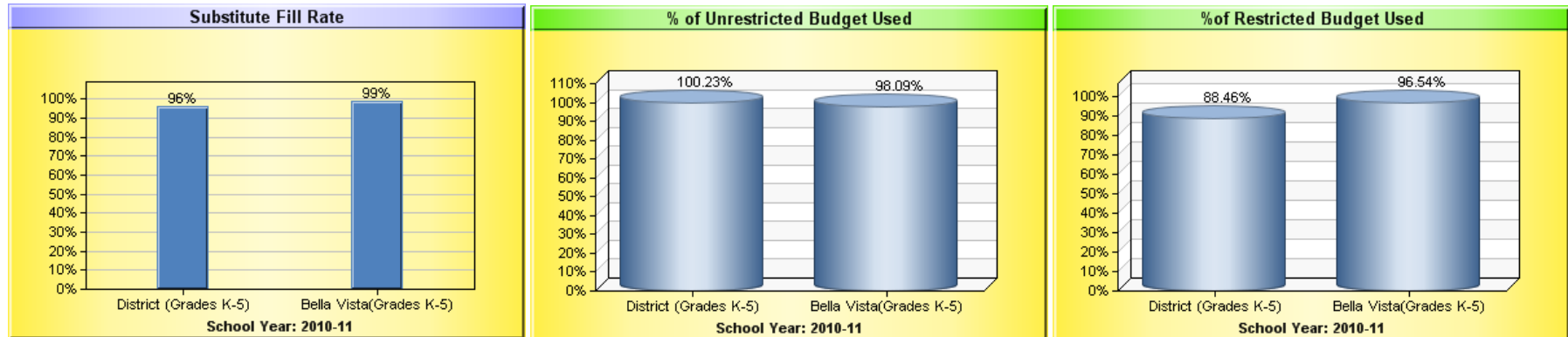
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.





School Parental Involvement Policy

Part 1. General Expectations

Bella Vista agrees to implement the following official requirements:

1. The school will develop with parents, distribute to parents of participating children, a *School Parent Involvement Policy* that school and parents of participating children agree on.
2. The school will notify parents about the *School Parental Involvement Policy* in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
3. The school will make the *School Parental Involvement Policy* available to the local community.
4. The school will periodically update the *School Parental Involvement Policy* to meet the changing needs of parents and the school.
5. The school will adopt the school's Home-School compact as a component of its *School Parental Involvement Policy*.
6. The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - That parents play an integral role in assisting their child's learning
 - That parents are encouraged to be actively involved in their child's education at school
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- 1) Bella Vista will take the following actions to involvement parents in the joint development and joint agreement of its *School Parental involvement Policy* and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Schedule a meeting of Title 1 parents to discuss the T-1 program and to disseminate T-1 materials
 - Review the T-1 program and policy and access the needs through data analysis using the current State testing results, during School Site Council meetings.
- 2) Bella Vista will take the following actions to distribute to parents of participating children and the local community, the *School Parental Involvement Policy*:
 - Copy and distribute the policy to each identified child or distribute during Teacher-Parent conferences or Back to School Night/Open House or Family Night events.
- 3) Bella Vista will update periodically its *School Parental Involvement Policy* to meet the changing needs of parents and the school:
 - During School Site Council meetings
 - As per teacher-family or school-family communications
- 4) Bella Vista will convene an annual meeting to inform parents of the following:
 - Their child's school participates in Title 1
 - Requirements of Title 1
 - Parents' rights to be involved
 - Parents' right to participate in the development of the District's Title 1 Plan
 - Parents' school's participation in Title 1
 - Title1 program discussion during Back to School Night
- 5) Bella Vista will hold a flexible number of meetings at varying times, and will provide translation service and/or child care, paid for the Title 1 funding as long as these services relate to parental involvement:

- Develop and implement a progress report to more effectively inform Title 1 parents regarding the academic needs of the children in addition to strategies to improve academic achievement in reading and/or math.
- 6) Bella Vista will provide information about Title 1 programs to parents of participation children in a timely manner:
 - Through the school flyers and mailers.
- 7) Bella Vista will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - Distribute content standards at Back To School Night
 - Distribute content standards during conference periods (Nov – Dec.)
 - Review the Benchmark Assessments using the “Progress Report”
- 8) Bella Vista will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Parents have ample opportunities request scheduled formal meetings with teachers, as well as informal meeting at times that are mutually convenient.
- 9) Bella Vista will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Parents will be made aware of ways to comment about the SWP through the following:
 - District Complaint Process
 - Office of Accountability (documents are kept in the office)

Part 3. Shared Responsibilities for high Student Academic Achievement

- 1) Bella Vista elementary School will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. *SSC meetings – Chairperson’s report, share feedback and concerns*
 - b. *Family Night Events – select an event to support, attend and coordinate:*
 - i. *Reading Night, Art Night, Math/Science Night, Cultural Day, Talent Show Night*
 - c. *After-school programs - parental meetings*
 - d. *Traffic patrol duty*
 - e. *Champions for Change*
 - f. *Classroom volunteers*
 - g. *School Library volunteers*
- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
 - a. *Reiterated during Back to School Night*
 - b. *SSC Meeting*
 - c. *Registration Packet*
 - d. *Title I Meeting*
- 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - a. *The State of California’s academic content standards*
 - b. *The State of California’s student academic achievement standards*
 - c. *The State of California’s and Oakland Unified School District’s academic assessment, including the alternate assessments*
 - d. *The requirements of Title I*
 - e. *How to monitor their child’s progress*
 - f. *How to work with educators*
 - g. *Provide translators*
 - h. *Simplify content to more parent-friendly presentations*

- i. *Parent/Teacher conferences*
- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children’s academic achievement by:
 - a. *Parent/Teacher formal and informal conferences*
 - b. *SST meetings that give parents suggestions on how to help their child at home*
 - c. *SSC meetings to include samplings of what and how teachers teach*
 - d. *Parent Conference regarding State programs for English Learners*
- 5) The school will, with the assistance of its District and parents, educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents program and build ties between parents and school, by:
 - a. *Principal’s meetings*
 - b. *Staff meetings*
 - c. *Wednesday Staff Development meetings*
 - d. *Academic Trainings as offered throughout the school year & summer*
 - e. *Staff Weekly Bulletin*
 - f. *Conferences – Professional Learning Community, CABE, instructional trainings*
- 6) The school will, to the extend feasible and appropriate, coordinate and integrate parent involvement programs and activities with:
 - a. *Bella Vista CDC, EBAYC Higher Learning, Alameda County Nutrition Services, Friends of Bella Vista Park, Champions for Change, Second Steps and other programs, and*
 - b. *conduct other activities that encourage and support parents in more fully participating in the education of their children by:*
 - i. *ongoing meetings with CDC for Kindergarten transitions*
 - ii. *Middle school presentations to our 5th graders*
 - iii. *RIF book distributions*
 - iv. *STAR Readers Program*
- 7) The school will, to the extend feasible and appropriate, take the following actions to ensure that information related to the school and parents –programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
 - a. *Monthly Parent Newsletter*
 - b. *Conference for parent Notification Letters/EL Program Options*
 - c. *Bilingual Instructional Assistants*
 - d. *Bilingual Student Assessment Office*
 - e. *Bilingual Teachers*
 - f. *Bilingual Administrator*

Part 4. Adoption

This *School Parental Involvement Policy* has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by **September 30, 2010**, and will be in effect for the period of 3 years, 2010 - 2013. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 30 and reviewed in May of each year. It will be made available to the local community on or before October of each year. The Bella Vista’s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Principal’s signature)

(Date)

(School Site Council Chairperson Signature)

(Date)



School – Parent Compact

Bella Vista and the parents of the students agree that this compact outlines how the parents, entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2011-2012 school year.

School Responsibility – Bella Vista will:

- 1) Provide high quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:
 - a. *Setting high standards and routines for all;*
 - b. *Providing interesting and motivating learning experiences;*
 - c. *Using teaching materials and methods that work best for each student;*
 - d. *Team-teaching through the grade circuit and across the grade levels;*
 - e. *Implementing in-house tutorial and intervention programs;*
 - f. *Implementing routine assessment benchmarks to monitor student achievement; and*
 - g. *Regularly assigning and monitoring homework.*
- 2) Hold parent-teacher conferences annually during which this compact will be discussed as it relates to the individual child's achievement. *This annual conferences are scheduled during the 2nd week of December.*
- 3) Provide parents with frequent reports on their children's progress during *scheduled reporting periods, in December, in March and in June; during [as needed] scheduled academic conferences by the teachers; and during [as needed] scheduled Student Study Team meetings.*
- 4) Provide parents reasonable access to *staff and school administration before and after school; as scheduled with the teachers during the school day; and through Back to School night, Open House night, Parent-teacher-student conferences, family night events, and other school enrichment events.*
- 5) Provide parents opportunities to volunteer, participate and observe classroom activities through *scheduling with classroom teachers on volunteer days, signing-in at the office for classroom observations, Healthy Living Council/Champions for Change activities, fieldtrips, safety patrol duties, student council activities, School Site Council meetings, EL Parent Notification Conferences and school wide enrichment events.*

Parent Responsibility –

We, as parents, will support our children's learning in the following ways:

- a. *Get my child to school on daily basis*
- b. *make sure homework is complete and is submitted*
- c. *monitor amount of television viewing time*
- d. *promote positive use of child's out of school time*
- e. *ensure my child gets adequate sleep and has a healthy diet*
- f. *respond promptly to messages from my child's school*
- g. *respond and support school's effort in implementing consequences for misbehaviors*
- h. *attend school events, including but not limiting to Back to School, Open House, Parent-Teacher conferences*
- i. *read to my child and/or listen to my child read at least 20 minutes daily*
- j. *sit with my child in class in the event that extreme negative behaviors needs to be corrected*
- k. *Sign in the office when visiting my child's school.*

Student Responsibility –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- a. *come to school on time every day*
- b. *come to school ready to learn*
- c. *follow school rules, always show respect and be responsible for my own behavior*
- d. *be a cooperative and respectful learner*
- e. *ask for help when and as needed*
- f. *carry information between school and home*
- g. *return the complete homework on time*
- h. *read at home at least 20 minutes every day*