

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 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 (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site 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 Community Schools Strategic Site Plan 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 Community Schools Strategic Site Plan.

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 2013-2014 Community Strategic Site Plan for Bella Vista Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Bella Vista Elementary

6001655

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all 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 and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is 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. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, 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. Thank you!

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. **STUDENT DEMOGRAPHICS:** Bella Vista is very proud of the true diversity present at our school. * This year the student body is 50% Asian, 25% African American, 20% Latino, 4.5% White and 0.5% Other/Non-Specified. This year the population of Asian students decreased slightly due to the expansion of a charter school into the elementary grades. * While 60% of our students speak a language other than English at home, only 40% of our students are officially classified as English Learners. Students can reclassify starting in 3rd grade, and Bella Vista is proud of its efforts to accelerate English Language Development for our students. * More than 16% of our students receive services from the Programs for Exceptional Children (speech therapy, Resource Specialist, Special Day Class). Our students with disabilities are fully integrated in the life of our school, participating in all programs (computer lab, creative movement, assemblies, mainstreaming, etc.). * 28% of students in grades 3-5 have been identified as gifted and participate in our school's Gifted and Talented Education (GATE) program. Our GATE students benefit for a 30-minute GATE "class" that meets 3-4 times per week. **STAFF DEMOGRAPHICS:** Bella Vista's staff for 2012-2013 includes more than 50 employees, including the following positions that support instruction: 23 classroom teachers; a Computer Lab teacher; shared teachers for Resource services for students with disabilities and for Music; an Instructional Facilitator who coaches teachers and leads small-group interventions for struggling readers, and 15 Instructional Assistants/Aides to Special Education who

support teachers in their classrooms. Most of the instructional staff at Bella Vista have at least ten years of experience. Bella Vista's principal is completing her second year leading the school. **STUDENT ACHIEVEMENT:** Bella Vista's Academic Performance Index for 2012 is 849, a 5-point gain from 2011. Though we did not make Adequate Yearly Progress (AYP) in 2012, and are now identified as a school in Program Improvement, we met 26 of 29 AYP criteria. We acknowledge the sizable gap at our school in achievement between Asian students and African American and Latino students, and are committed to finding effective instructional strategies to not just close but eliminate the gap. **INSTRUCTIONAL FOCUS:** This year, the faculty at Bella Vista focused on five instructional priorities: a Balanced Approach to Literacy, Elementary Science, Professional Learning Communities, Social Emotional Learning, and Systematic English Language Development. With a retooled Instructional Leadership Team and the introduction of a shared leadership model, the faculty is giving input that will refine and narrow both our instructional priorities for next year and the resulting professional development needed to achieve school and District goals.

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 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 and Mathematics 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) - the Coordination of Services Team (COST) will provide data each month that will be reviewed 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

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.

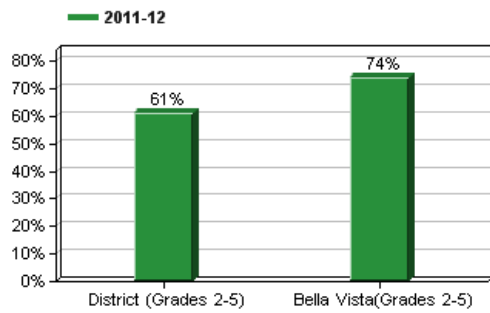
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

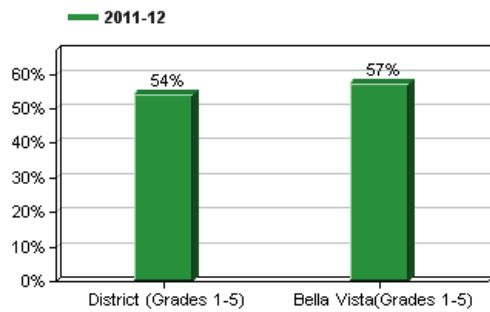
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



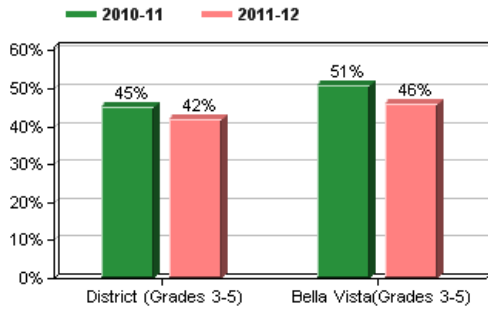
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

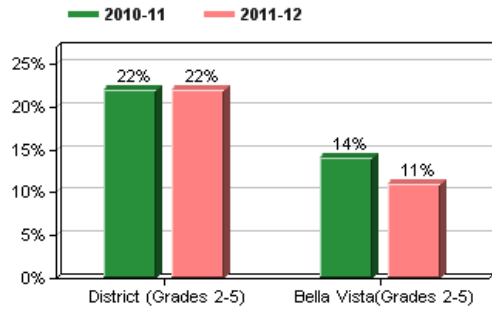


CST

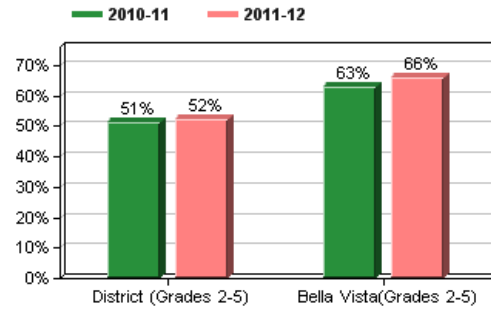
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

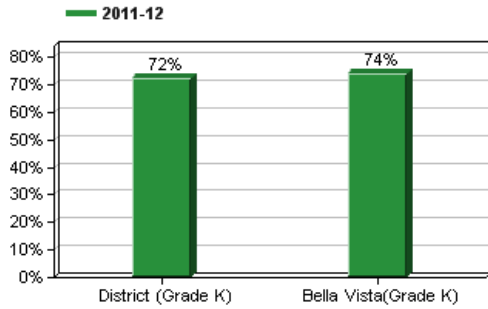


CST/CMA ELA % Prof/Adv

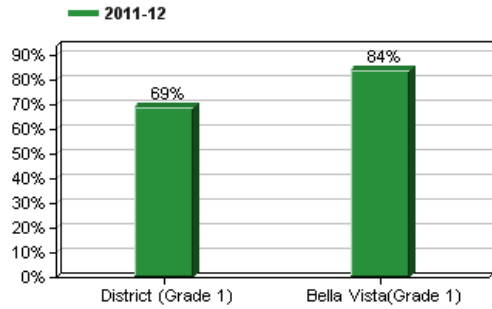


DIBELS

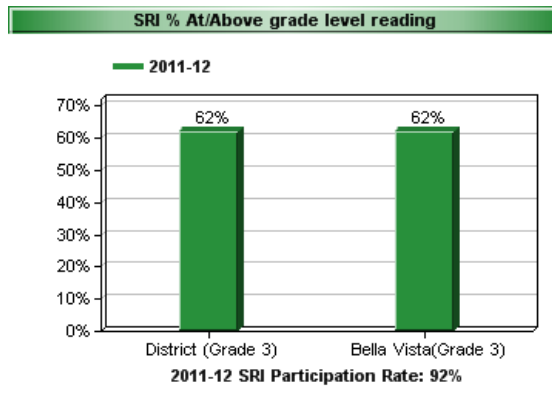
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- Grades K-1: DIBELS results (early literacy indicators) from February 2013 show that: - 90% of Kindergarten students know the letters of the alphabet - 71% of Kindergarten students know the first (or initial) sounds of words - 61% of 1st graders can blend letters together to form "nonsense words" at grade level - 78% of 1st graders can produce individual sounds within a given word at grade level
- Grades 2-5 * District ELA Benchmark results from January 2013 (percentage of students at/above benchmark) - 2nd grade: 53% - 3rd grade: 55% - 4th grade: 62% - 5th grade: 59% * Scholastic Reading Inventory (results from January 2013) showed overall growth in all subgroups

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 RFEF 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 of Action

- (1) If we strengthen Reading Workshop and implement Writing Workshop schoolwide (with a focus on independence and accountability), then students will be able to receive more individualized instruction in areas of need.
- (2) If we offer robust professional development to teachers focused on helping them recognize the demands of the Common Core State Standards, then teachers will implement instructional strategies to prepare students to meet/exceed standards.
- (3) If we use leveled texts to teach reading in small groups to students at their individual reading level, then we can accelerate and motivate all readers, specifically, struggling readers.
- (4) If we partner with other schools who are also implementing a Balanced Approach to Literacy, then we can leverage collective expertise to implement successful instructional practices that are aligned to the Common Core state Standards.
- (5) If we strengthen and expand our interventions at all levels (Tiers I/II/III), then struggling readers will have greater opportunities to read on grade level by the end of the year.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue the implementation of a Balanced Approach to Literacy.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	5/6/2013	102SQ11A3499	Teachers will use common planning time to meet in Professional Learning Communities to plan for instruction using a Balanced Approach to Literacy.	N/A			0	\$0.00
Continue the implementation of a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	Every Marking Period	Other	5/6/2013	102SQ11A4243	Instructional Facilitator will provide coaching, demo lessons, and planning support to teachers.	N/A			0	\$0.00
Continue the implementation of a Balanced Approach to Literacy.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Leadership Team	5/6/2013	102SQ11A4302	Teachers will develop formative assessments based on District-provided units of study & the Common Core State Standards in ELA	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	5/6/2013	102SQ11A6106	Provide professional development to teachers on the Common Core State Standards in ELA.	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	5/6/2013	102SQ11A6107	Provide professional development to teachers on the Common Core State Standards in Mathematics.	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Survey data (CHKS, etc.)	All Students	End of Year	Leadership Team	5/6/2013	102SQ11A6108	Provide professional development to teachers on the Next Generation Science Standards.	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Local assessments (benchmarks, PWA)	All Students	Every Semester	Leadership Team	5/6/2013	102SQ11A6109	Teachers will develop formative assessments based on the CCSS/NGSS.	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Other (OCR, etc)	All Students	End of Year	Grade level team	5/6/2013	102SQ11A6119	Teachers will teach one CCSS-aligned ELA unit (either District-developed or teacher-developed).	N/A			0	\$0.00
Refine the literacy intervention structure for the school.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Other	5/14/2013	102SQ11A3500	Implement Fountas & Pinnell Leveled Literacy Intervention program for struggling readers in grades K-3	7090-EIA - SCE		TC111F0094	0.35	\$34,336.45
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Other	5/14/2013	102SQ11A1278	Instructional Facilitator leads Tier 2 intervention groups	7090-EIA - SCE		TC111F0094	0	\$0.00
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Other	5/14/2013	102SQ11A4232	Prep teacher leads Tier 2 interventions for students scoring below benchmark	7090-EIA - SCE		TCEEIP0136	0.1	\$10,819.33
Provide Tier 2	Local											

interventions for struggling readers with frequent use of progress monitoring	assessments (benchmarks, PWA)	English Learners	End of Year	Other	5/14/2013	102SQ11A5772	Prep teacher leads Tier 2 interventions for upper grades English Learners	7091-EIA - LEP		TCEEIP0136	0.1	\$10,819.33
Literacy Coach to support the implementation of a Balanced Approach to Literacy.	Local assessments (benchmarks, PWA)	All Students	End of Year	Other	5/14/2013	102SQ11A4244	Instructional Facilitator leads the implementation of a Balanced Approach to Literacy	3010-Title I		TC111F0094	0.3	\$29,431.24
Literacy Coach to support the implementation of a Balanced Approach to Literacy.	Local assessments (benchmarks, PWA)	All Students	End of Year	Other	5/14/2013	102SQ11A5746	Instructional Facilitator leads the implementation of a Balanced Approach to Literacy	7090-EIA - SCE		TC111F0094	0	\$0.00
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Other	5/6/2013	102SQ11A1262	Teacher-led team will monitor use of schoolwide Guided Reading library.	N/A			0	\$0.00
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Grade level team	5/6/2013	102SQ11A4464	Deploy/Organize classroom leveled libraries provided by the District	N/A			0	\$0.00
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Other	5/6/2013	102SQ11A4480	Purchase additional resources (books, lesson plans, PD books, etc.) to support the effective use of leveled readers.	7090-EIA - SCE	4310-SUPPLIES		0	\$2,236.37

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

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.

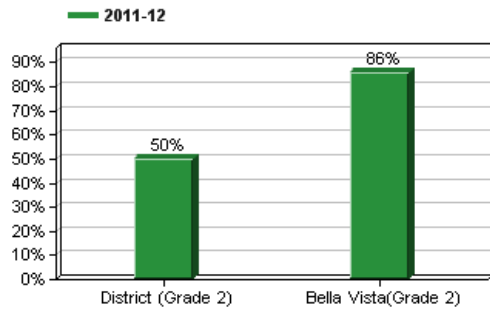
School Quality Standards relevant to this Strategic Priority

A quality school...

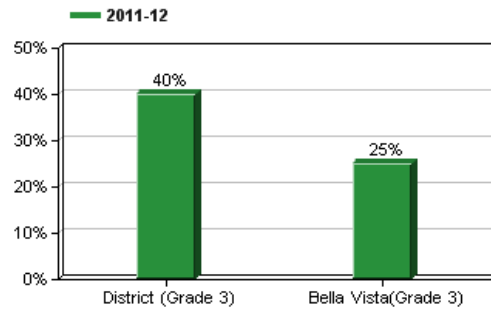
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

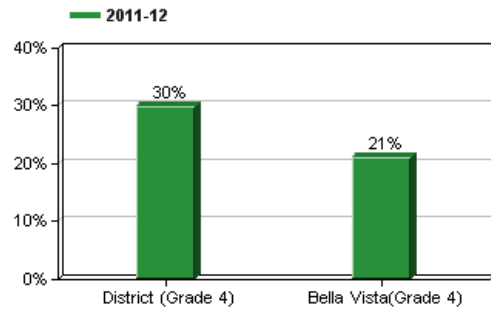
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



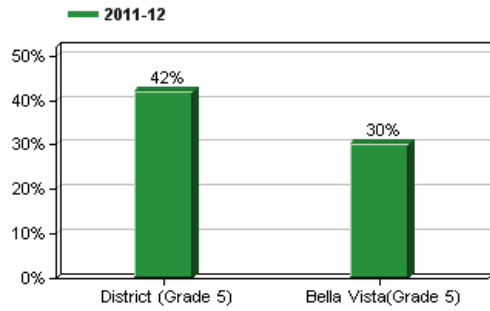
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

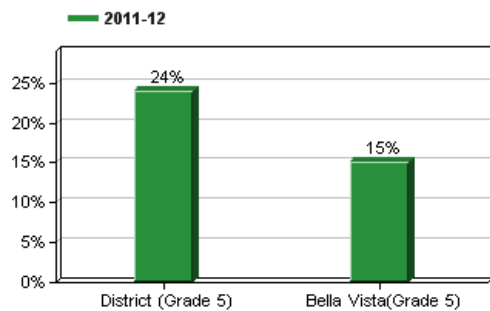


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

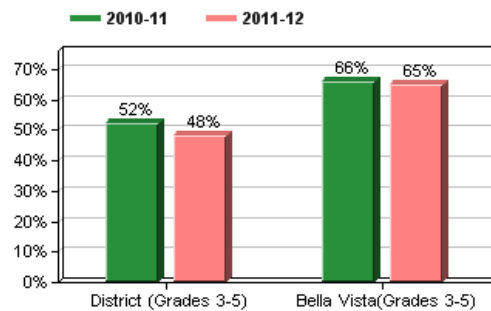


CST

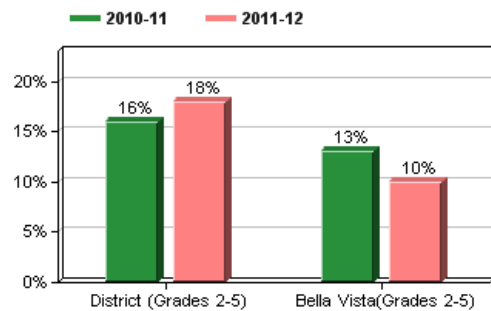
CST/CMA Gr5/Gr8 Science % BB/FBB

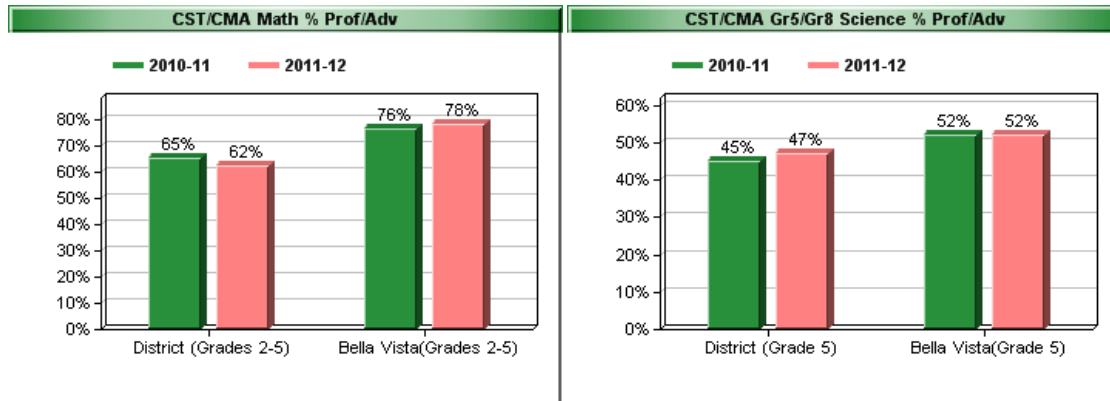


% Growth in CST/CMA Math 2 Year Cohort Growth Report



CST/CMA Math % BB/FBB





School Data

- Mathematics (multiple choice questions): Fall Math Benchmark results show that 83% of all students in grades K-5 scored at/above benchmark. Winter Math Benchmark results show that 63% of all students in grades 2-5 score at/above benchmark. Mathematics (open-ended Performance Tasks aligned to Common Core State Standards): Fall Math Benchmark results show that 49%-98% of students (depending on grade level) scored at/above benchmark, and Winter Benchmark results show that 63%-75% scored at/ab
- Science: In the inaugural Science Writing Task (January 2013), 38% of all students in grades 3-5 scored at/above benchmark.

Data Analysis

- (1) Persistent gaps exist (20-30 percentage points) between our Asian students and our African American and Latino students.
- (2) Consequently, a reverse achievement gap exist by language fluency (62% of English Learners scored at/above benchmark on the Winter Math Benchmark vs, 51% for English Only students).

Theory of Action

- (1) If we implement the enVision math curriculum with fidelity along with CCSS-aligned supplemental resources, then students will have more opportunities to develop the eight Standards for Mathematical Practice that are identified in the Common Core
- (2) If we offer a Tier II mathematics intervention for upper grades students, then they will be more successful in accessing grade-level mathematics content.
- (3) If we offer professional development to teachers focused on understanding tthe Common Core State Standards in Math and the Next Generation Science Standards, then teachers can modify instruction to prepare students to meet/exceed standards.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Prepare teachers for instruction aligned to the Common Core State Standards.	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	5/6/2013	102SQI1B6106	Provide professional development to teachers on the Common Core State Standards in ELA.	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	5/6/2013	102SQI1B6107	Provide professional development to teachers on the Common Core State Standards in Mathematics.	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Survey data (CHKS, etc.)	All Students	End of Year	Leadership Team	5/6/2013	102SQI1B6108	Provide professional development to teachers on the Next Generation Science Standards.	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Local assessments (benchmarks, PWA)	All Students	Every Semester	Leadership Team	5/6/2013	102SQI1B6109	Teachers will develop formative assessments based on the CCSS/NGSS.	N/A			0	\$0.00
Prepare teachers for instruction aligned to the Common Core State Standards.	Other (OCR, etc)	All Students	End of Year	Grade level team	5/6/2013	102SQI1B6119	Teachers will teach one CCSS-aligned ELA unit (either District-developed or teacher-developed).	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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 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

School Data

- Of the students currently assigned to Bella Vista for TK/Kindergarten for 2013-2014, 22% are enrolled at the Bella Vista CDC. We travel to the CDC each fall for an information session for prospective families. Of our current 5th graders, 75% have been assigned to attend our two feeder middle schools (Edna Brewer & Roosevelt). Each fall 5th grade students go on walking field trips to each campus for school tours and information sessions with the principals.
-
- Unique to Bella Vista is the growing number of students who transfer to our school in a grade other than Kindergarten. Next year, 35 students will be transferring from other schools (mostly American Indian Public Charter School).

Data Analysis

- Bella Vista is looking to improve its already-strong relationships with the Bella Vista CDC and Edna Brewer and Roosevelt middle schools.

Theory of Action

- If we establish relationships with incoming families before the school year begins, then students will make a smooth transition into our school community.
- If we build deeper relationships with our feeder middle schools, then fewer students will leave OUSD after elementary school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Establish relationships with incoming students and their families	Other (OCR, etc)	Pre-Kindergarten	End of Year	Community Partner	5/6/2013	102SQ11C6124	Sponsor a summer welcome event for kindergarten students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Other (OCR, etc)	All Students	End of Year	Community Partner	5/6/2013	102SQ11C6125	Sponsor a summer welcome event for transfer students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Other (OCR, etc)	All Students	Every Marking Period	Principal	5/6/2013	102SQ11C6126	Sponsor a new student orientation for transfer students in grades 1-5.	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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.

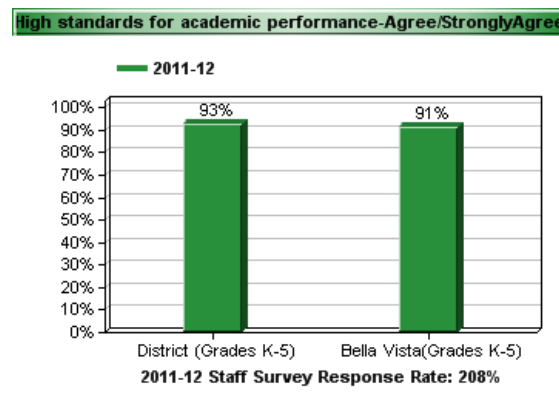
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

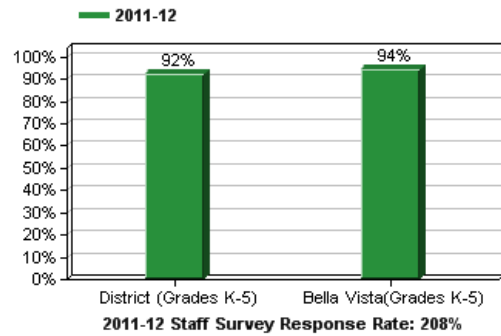
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

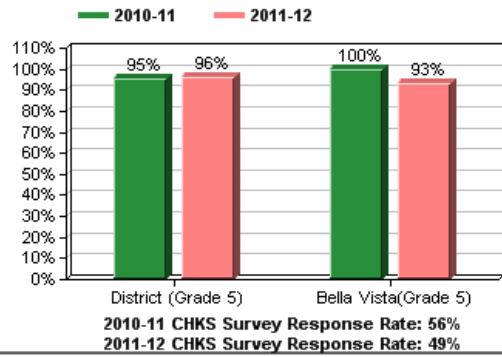


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



;

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

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 Quality Standards relevant to this Strategic Priority

A quality school...

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

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 of 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
Refine the literacy intervention structure for the school.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Other	5/14/2013	102SQ1E3500	Implement Fountas & Pinnell Leveled Literacy Intervention program for struggling readers in grades K-3	7090-EIA - SCE		TC111F0094	0.35	\$34,336.45
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Other	5/14/2013	102SQ1E1278	Instructional Facilitator leads Tier 2 intervention groups	7090-EIA - SCE		TC111F0094	0	\$0.00
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Other	5/14/2013	102SQ1E4232	Prep teacher leads Tier 2 interventions for students scoring below benchmark	7090-EIA - SCE		TCEEIP0136	0.1	\$10,819.33
Provide Tier 2 interventions for struggling readers with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	English Learners	End of Year	Other	5/14/2013	102SQ1E5772	Prep teacher leads Tier 2 interventions for upper grades English Learners	7091-EIA - LEP		TCEEIP0136	0.1	\$10,819.33
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	5/14/2013	102SQ1E5762	Deploy bilingual Instructional Assistant to support classroom instruction by providing Tier I interventions	3010-Title I		IABIL0013	0.1	\$6,105.33
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	5/14/2013	102SQ1E5764	Deploy bilingual Instructional Assistant to support classroom instruction by providing Tier I interventions	7090-EIA - SCE		IABIL0013	0.3	\$18,316.00
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	5/14/2013	102SQ1E5766	Deploy bilingual Instructional Assistant to support classroom instruction by providing Tier I interventions to English Learners	7091-EIA - LEP		IABIL0013	0.4	\$24,421.33
Provide in-class Tier 1 interventions for struggling students with frequent use of progress monitoring	Local assessments (benchmarks, PWA)	English Learners	Monthly	Principal	5/14/2013	102SQ1E6135	Deploy bilingual Instructional Assistant to support classroom instruction by providing Tier I interventions to English Learners	3010-Title I		IABIL0041	0.4	\$21,526.79
Facilitate Student Study Team meetings based on COST referrals	Survey data (CHKS, etc.)	FBB, BB and BAS	Every Marking Period	Other	5/6/2013	102SQ1E1274	Facilitation of Student Study Team meetings	3010-Title I		PSYCHL0008	0.2	\$19,540.79
Provide specific literacy support for students who have been in the United States for 2 years or less.	Local assessments (benchmarks, PWA)	English Learners	End of Year	Other	4/12/2013	102SQ1E1276	Newcomers literacy class taught daily by Instructional Facilitator	7091-EIA - LEP		TC111F0094	0.35	\$34,336.45
Provide ELD support for upper grades students scoring at CELDT Levels 1 & 2.	Local assessments (benchmarks, PWA)	English Learners	End of Year	Principal	5/14/2013	102SQ1E1277	Purchase ELD materials for upper grades students	7091-EIA - LEP	4310-SUPPLIES		0	\$184.52
Teachers will differentiate instruction							Identified GATE students will receive					

in the classroom to provide additional curriculum for identified GATE students.	Other (OCR, etc)	GATE	End of Year	Principal	5/6/2013	102SQ11E6064	differentiated instruction in the classroom to challenge them.	N/A			0	\$0.00
Facilitate the school's Coordination of Services Team	Other (OCR, etc)	Below Basic	Every Marking Period	Other	5/6/2013	102SQ11E1275	retain School Psychologist to facilitate COST	3010-Title I		PSYCHL0008	0.2	\$19,540.79

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

From OUSD Strategic Plan:

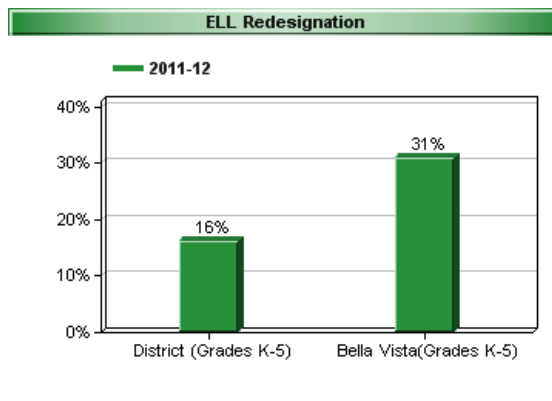
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together 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 Quality Standards relevant to this Strategic Priority

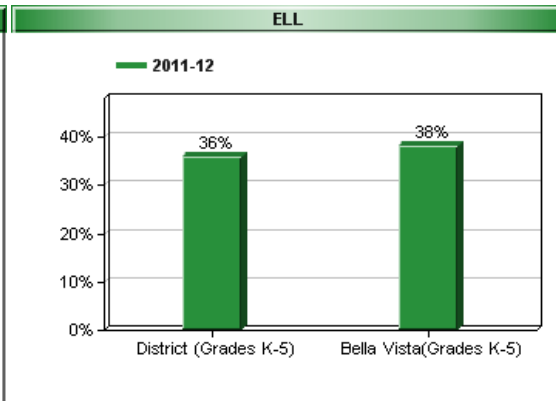
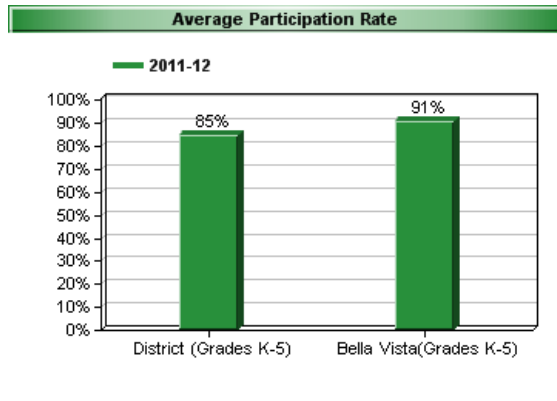
A quality school...

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

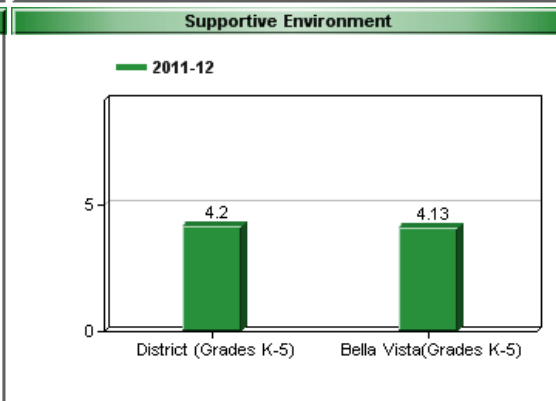
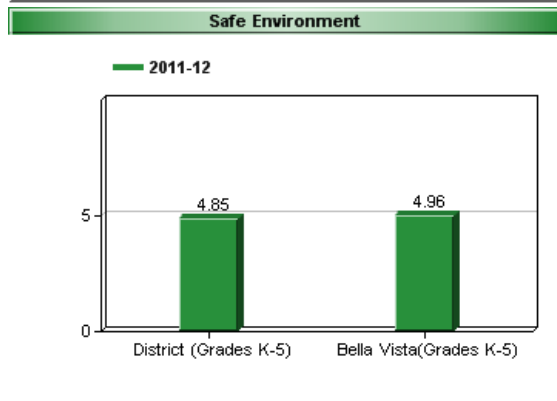
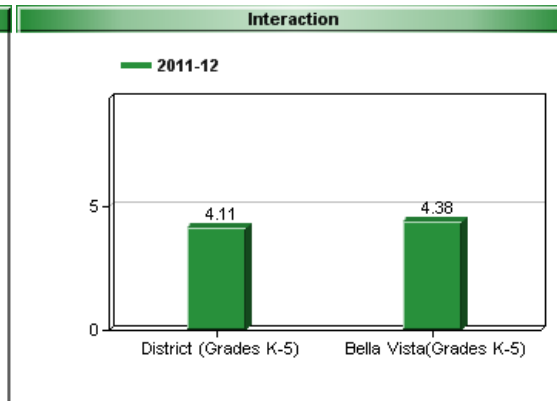
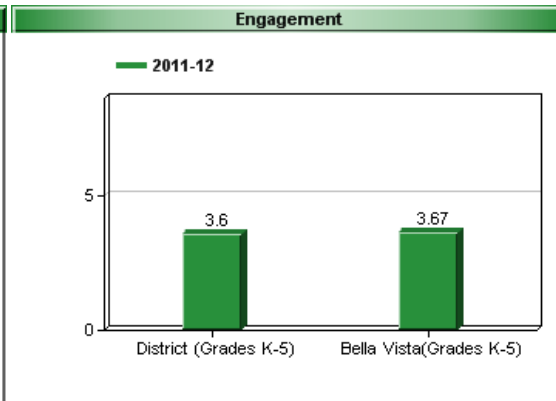
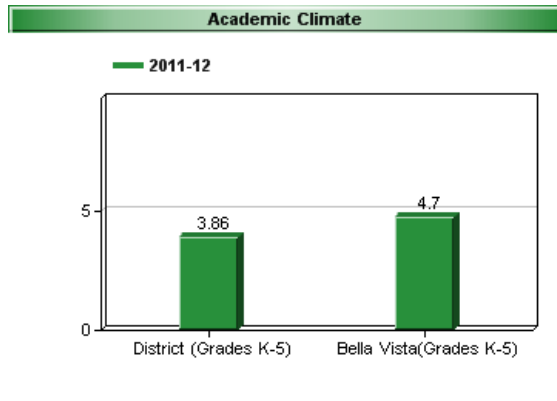
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- Site-based free after school program operated by EBAYC enrolls 90 students (grades 2-5). Informal partnerships exist with three off-site, fee-based providers (Harbor House, F.M. Smith Recreation Center and Studio One Arts Center) that enroll an additional 30 students (grades K-5). This year, we partnered with a faith-based organization (Trybe) to run a pilot, fee-based after school "club" one day a week for 60 students in grades K-5.
- Several teachers provide before school and after school tutoring to students; they do not receive a stipend. The newly-chartered PTA is interested in running a "Learning Resource Center" after school one day per week that would offer tutoring to students.

Data Analysis

- Families are asking for a site-based after school program for students in grades K-1. EBAYC does not offer programming for this age group. There is a 50-student waiting list in grades 2-5 for the site-based after school program operated by EBAYC.
- Next year EBAYC will charge a nominal monthly fee for students enrolled in its program; it will be competitive with other extended learning time providers.
- Response from families in the Trybe after school clubs has been very positive. The clubs represent a unique school-community partnership.

Theory of Action

- If we strengthen and expand partnerships with a variety of organizations that offer high-quality out-of-school programming, then more students will have additional opportunities to learn and achieve.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Establish new partnerships to meet extended learning time needs of students.	Other (OCR, etc)	All Students	Every Semester	Principal	5/6/2013	102SQI1F6121	Identify options for K-1 after school programming.	N/A			0	\$0.00
Establish new partnerships to meet extended learning time needs of students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Community Partner	5/6/2013	102SQI1F6122	Partner with PTA to offer drop-in tutoring for students.	Funded by Community Partner			0	\$0.00
Establish new partnerships to meet extended learning time needs of students.	Other (OCR, etc)	All Students	Every Marking Period	Principal	5/6/2013	102SQI1F6123	Establish teacher-sponsored enrichment clubs	Non-SSC approved			0	\$0.00

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

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 Safety Plan Goals

Goal 1: Sustain a school campus where a culture of calm prevails among our students.

- Strategy 1.1: Implement Second Step curriculum with fidelity. This year every teacher will teach a Second Step lesson weekly, there will be daily reinforcements in every class, and we will engage parents to help us increase students' self-esteem, regulate their emotions, develop empathy for others and become better problem-solvers.
- Strategy 1.2: Refer students to Coordination of Services Team (COST) for additional support in managing chronic misbehavior.

Goal 2: Promote parental engagement and involvement that honors the "good order and peaceful conduct of school activities."

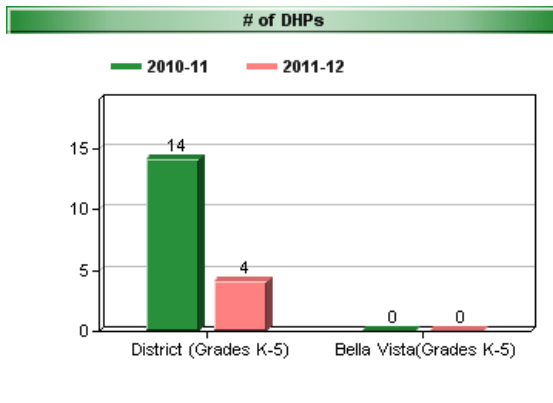
- Strategy 2.1: Promote newly-chartered Parent Teacher Association (PTA) among families and support its efforts to connect families to the school.
- Strategy 2.2: Use a variety of communications vehicles to share expectations related to parents' conduct while on school grounds.

School Quality Standards relevant to this Strategic Priority

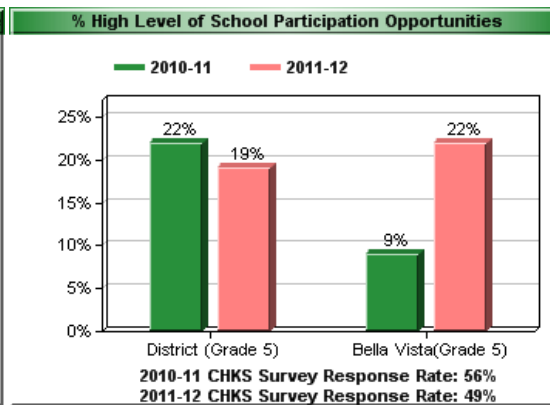
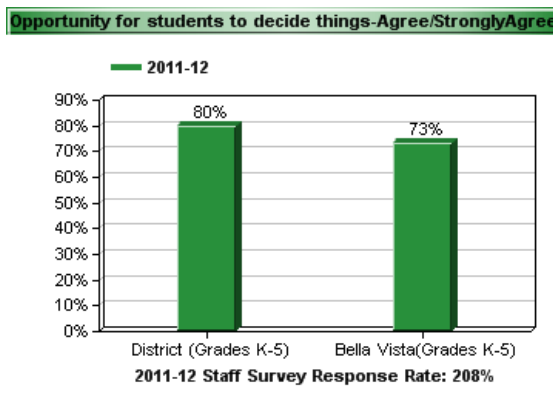
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- 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
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

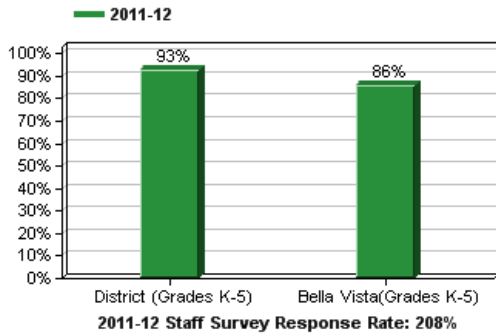


Survey - Engagement

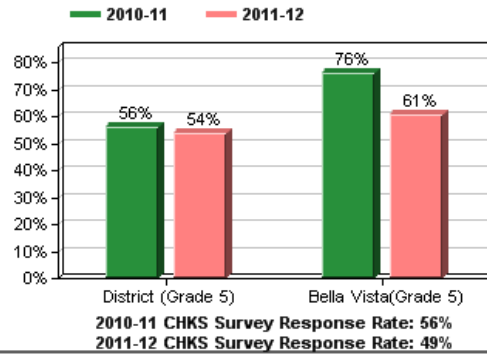


Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

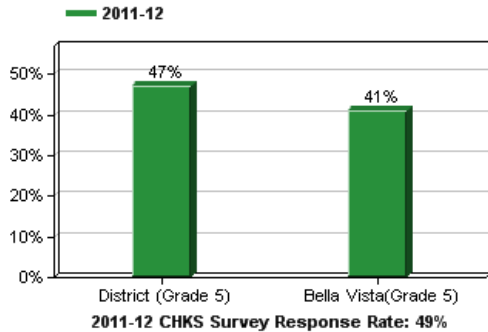


% High Level of Caring Relationships with Adults at School

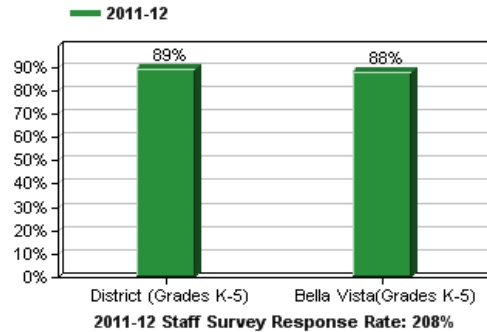


Survey - Safety

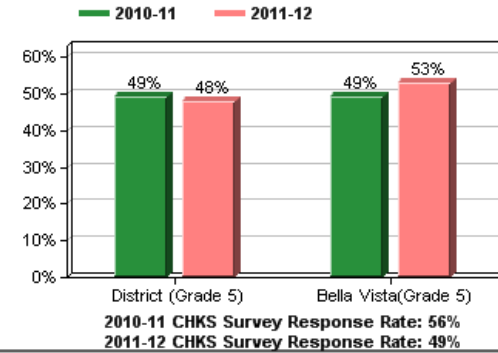
% Hit or pushed by other kids at school



This school is a safe place for students. % Agree/Strongly Agree

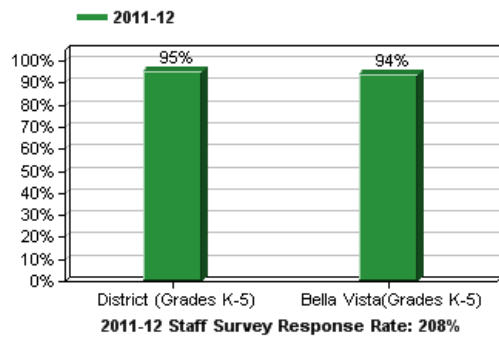


% feeling safe at school all of the time



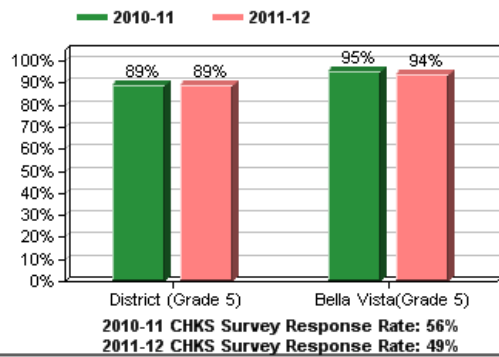
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

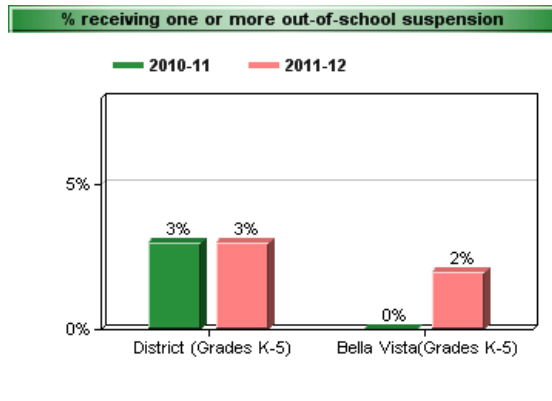


Survey- Beliefs

Most/All the time teachers believe you can do a good job.



Suspensions



School Data

- **STUDENT DISCIPLINE:** For school year 2012-2013, there have been 9 student suspensions, up from 4 during the same period last year. There are 91 discipline entries in Aeries (as of May 6, 2012) that did not result in suspension. Restorative practices, led by the principal, have been used six times to resolve conflict among students. Two stay-away letters were issued to parents during 2012-2013, and one lockdown was implemented in the fall of 2012 as the after school program was ending.
- **STUDENT ENGAGEMENT:** There is an active Student Council consisting 40 representatives from 3rd-5th grade classes. They provide input to the faculty on issues related to student engagement and student safety. They will co-sponsor the first Sprit Week, and they help adults supervise student movement around campus during recess. To celebrate student achievement, each month the school recognizes students for excellence and improvement during the Student of the Month assemblies.

Theory of Action

- If we strengthen our schoolwide implementation of Second Step with weekly lessons and daily reinforcement, then we will see a reduction in conflicts between students because they will develop empathy, self-regulation and problem-solving skills.
- If we enhance our Student Council so that it becomes a true governing body, with authentic authority to influence school culture, then students will join adults in a meaningful way in improving school culture.
- If we continue to implement and monitor Tier II/III behavior interventions through the Coordination of Services Team, then students will receive the individualized support they need to make responsible decisions and improve their behavior.
- If we partner with families throughout the year to engage them in conversations about school culture, then they reinforce messages to students as part of a collaborative effort to increase student connectedness to our school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Establish relationships with incoming students and their families	Other (OCR, etc)	Pre-Kindergarten	End of Year	Community Partner	5/6/2013	102SQI2A6124	Sponsor a summer welcome event for kindergarten students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Other (OCR, etc)	All Students	End of Year	Community Partner	5/6/2013	102SQI2A6125	Sponsor a summer welcome event for transfer students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Other (OCR, etc)	All Students	Every Marking Period	Principal	5/6/2013	102SQI2A6126	Sponsor a new student orientation for transfer students in grades 1-5.	Non-SSC approved			0	\$0.00
Facilitate the school's Coordination of Services Team	Other (OCR, etc)	Below Basic	Every Marking Period	Other	5/6/2013	102SQI2A1275	retain School Psychologist to facilitate COST	3010-Title I		PSYCHL0008	0.2	\$19,540.79
Increase parental participation	Other (OCR, etc)	All Students	Every Marking Period	Principal	5/6/2013	102SQI2A5776	Purchase refreshments for parent workshops	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$818.97
Increase parental participation	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	102SQI2A6113	Host parent meetings focused on school culture and student engagement.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	5/6/2013	102SQI2A6114	Provide Second Step training to personnel new to Bella Vista.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)	All Students	Every Marking Period	Other	5/6/2013	102SQI2A6115	Monitor schoolwide implementation of Second Step	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)	All Students	Every Marking Period	Other	5/6/2013	102SQI2A6116	Distribute Second Step Home Links to families.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Other (OCR, etc)	All Students	Every Marking Period	Other	5/6/2013	102SQI2A6117	Create recognition program for students whose actions reflect good use of the Second Step messages.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

From OUSD Strategic Plan:

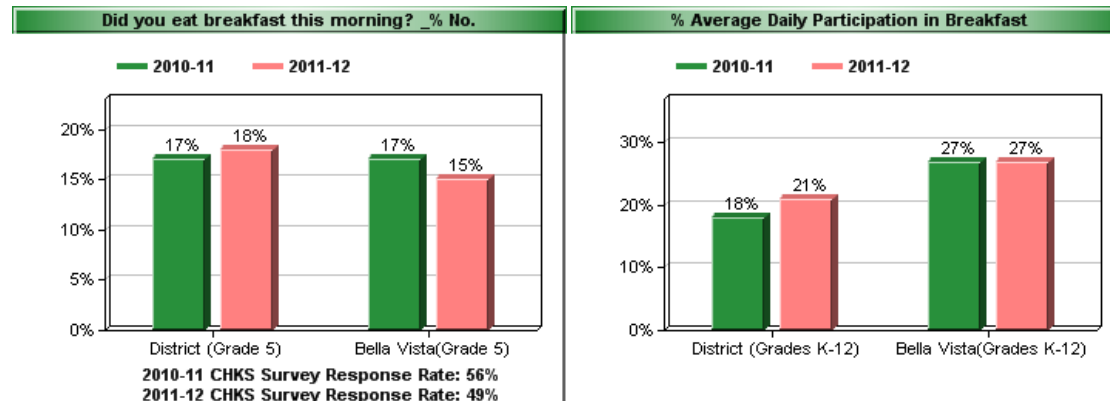
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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 Standards relevant to this Strategic Priority

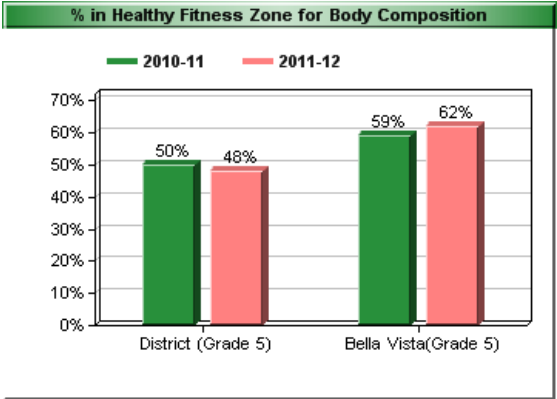
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

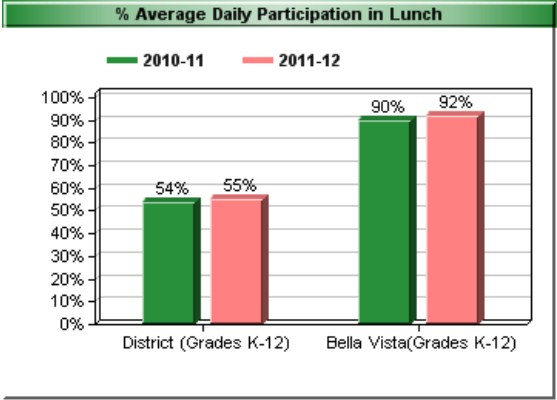
Breakfast



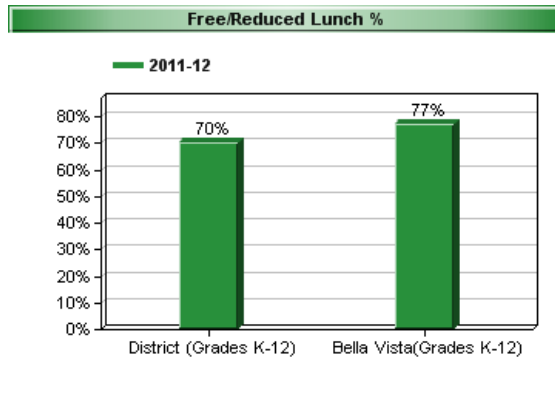
Fitness



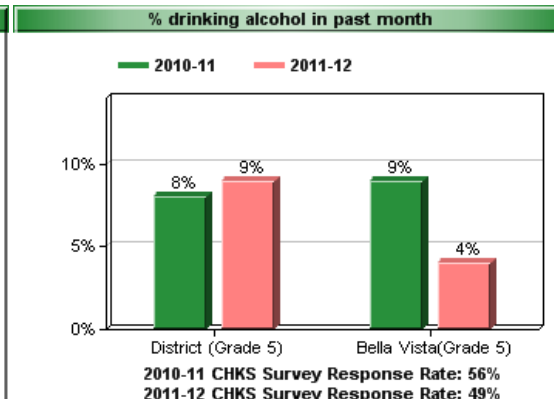
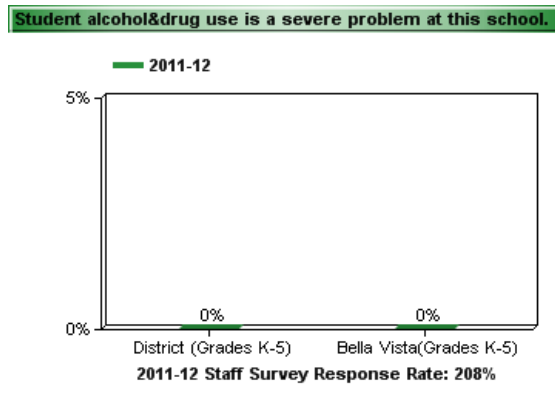
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- Health Education: Bella Vista has a teacher serving as our School Wellness champion, and current initiatives include Harvest of the Month samples for all students, garden education for several classes, and puberty education for 5th graders. Mental Health: This year Bella Vista created a Coordination of Services Team to serve as a clearinghouse for referrals for site-based mental health services for students. As a result, nearly 30 students receive individual or group counseling.
- Healthy School Environment: Bella Vista students enjoy breakfast and lunch from a kitchen that cooks meals from scratch nearly every day, students have 45 minutes of recess each day and PE/creative movement classes. Social Emotional Learning: Bella Vista uses the Second Step social emotional learning curriculum to develop students' empathy, emotion management, and problem-solving skills.

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

From OUSD Strategic Plan:

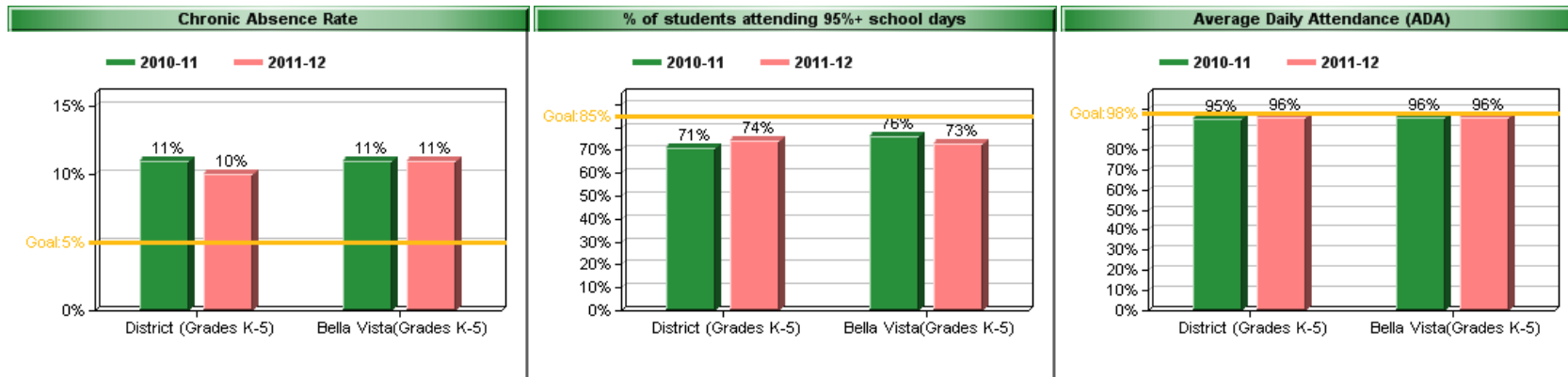
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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 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



School Data

- As of April 26, 2013, Bella Vista's average daily attendance (ADA) is 94.87%, down from 96.5% in April, 2012. In addition, 14% of students (77) were identified as chronically absent (missing 10% or more of days enrolled), which is an increase from last year. Chronic absence rates are highest among students with disabilities and African American students.
- Student Attendance Review Team meetings have been held for 16 students, with improved attendance for 8 students following the SART meeting.

Data Analysis

- There is no one person at Bella Vista currently responsible for attendance maintenance and attendance monitoring. It is a shared responsibility among the office staff and the principal. As a result, attendance does not receive the priority necessary
- Previously, there was a Teacher on Special Assignment responsible for leading Student Attendance Review Team meetings. The position was consolidated in the Fall of 2012, and the principal was unable to maintain the same SART meeting schedule.
- Parents have not been responsive to letters informing them of students' absences, but are responsive to phone calls/meetings. They are also responsive when the meetings are focused on solutions to the absence problem rather than assigning blame.
- Incentives for positive attendance have mostly encouraged students with good attendance to continue arriving on time every day, and have had little impact on students with chronic/at-risk absence rates.

Theory of Action

- If we establish an Attendance Team with members whose job responsibilities focus mainly on attendance, then we can provide families of chronically absent students with support so that they can improve their students' attendance rate.
- 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 increase our efforts to emphasize the importance of good attendance, then families will recognize its importance and student attendance rates will increase.
- If we focus on improving attendance for a specific target group, then we can identify and refine effective attendance interventions that could be expanded to other groups.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide recognition for students and classrooms with good attendance.	Attendance	All Students	Monthly	Attendance Team	5/14/2013	102SQI2C4327	Community Relations Assistant to work with teachers and families on recognizing good attendance and academic progress.	7090-EIA - SCE		CMRAIB9999	0.05	\$2,506.82
Provide recognition for students and classrooms with good attendance.	Attendance	All Students	Monthly	Attendance Team	5/14/2013	102SQI2C5775	Supplies to recognize students, their families and classrooms for good or improved attendance and academic progress.	3010-Title I	4310-SUPPLIES		0	\$1,496.07
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Survey data (CHKS, etc.)	All Students		Attendance Team	5/6/2013	102SQI2C4332	create parent-organized walking teams or carpools to support getting kids to school	7090-EIA - SCE		CMRAIB9999	0.1	\$5,013.65
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	Pre-Kindergarten	Every Marking Period	Attendance Team	5/6/2013	102SQI2C4333	emphasize importance of daily attendance to Kindergarten families (in conjunction with School Nurse)	7090-EIA - SCE		CMRAIB9999	0.05	\$2,506.82
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	English Learners	Monthly	Attendance Team	5/6/2013	102SQI2C4334	create parent committee to monitor/discuss attendance	7091-EIA - LEP		CMRAIB9999	0.05	\$2,506.82
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	English Learners	Every Semester	Attendance Team	5/6/2013	102SQI2C5773	strengthen the Student Attendance Review Team with better monitoring and follow up	7091-EIA - LEP		CMRAIB9999	0.15	\$7,520.47
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	All Students	Monthly	Attendance Team	5/6/2013	102SQI2C5774	strengthen the Student Attendance Review Team with better monitoring and follow up	7090-EIA - SCE		CMRAIB9999	0.1	\$5,013.65

Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	Special Education	Every Marking Period	Attendance Team	5/6/2013	102SQI2C6111	emphasize importance of daily attendance to families of students with disabilities (in conjunction with School Nurse)	N/A				0	\$0.00
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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

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.

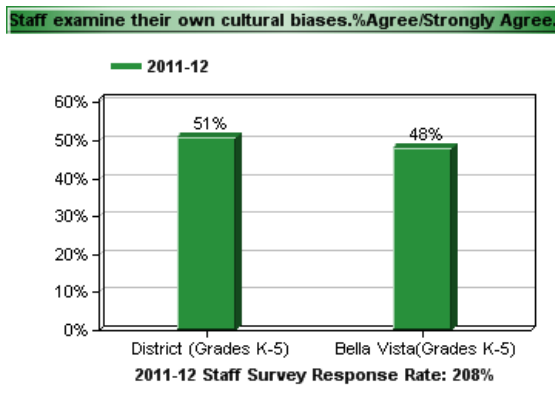
1. Improve the conditions in schools to retain 80% of effective teachers

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.

Survey - Professional Learning



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Literacy Coach to support the implementation of a Balanced Approach to Literacy.	Local assessments (benchmarks, PWA)	All Students	End of Year	Other	5/14/2013	102SQI3A4244	Instructional Facilitator leads the implementation of a Balanced Approach to Literacy	3010-Title I		TC111F0094	0.3	\$29,431.24
Literacy Coach to support the implementation of a Balanced Approach to Literacy.	Local assessments (benchmarks, PWA)	All Students	End of Year	Other	5/14/2013	102SQI3A5746	Instructional Facilitator leads the implementation of a Balanced Approach to Literacy	7090-EIA - SCE		TC111F0094	0	\$0.00
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Other	5/6/2013	102SQI3A1262	Teacher-led team will monitor use of schoolwide Guided Reading library.	N/A			0	\$0.00
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Grade level team	5/6/2013	102SQI3A4464	Deploy/Organize classroom leveled libraries provided by the District	N/A			0	\$0.00
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Other	5/6/2013	102SQI3A4480	Purchase additional resources (books, lesson plans, PD books, etc.) to support the effective use of leveled readers.	7090-EIA - SCE	4310-SUPPLIES		0	\$2,236.37

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

Strategic Priority A. Family & Community Engagement

School: Bella Vista Elementary

Principal: FELICIA PHILLIPS

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.

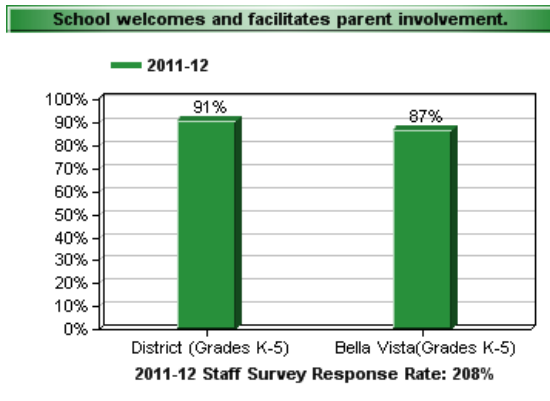
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School 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

Survey - Welcoming



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
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Other	5/6/2013	102SQI4A1262	Teacher-led team will monitor use of schoolwide Guided Reading library.	N/A			0	\$0.00
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Grade level team	5/6/2013	102SQI4A4464	Deploy/Organize classroom leveled libraries provided by the District	N/A			0	\$0.00
Continue to create an inventory of leveled texts on site to support a Balanced Approach to Literacy.	Other (OCR, etc)	All Students	End of Year	Other	5/6/2013	102SQI4A4480	Purchase additional resources (books, lesson plans, PD books, etc.) to support the effective use of leveled readers.	7090-EIA - SCE	4310-SUPPLIES		0	\$2,236.37
Establish relationships with incoming students and their families	Other (OCR, etc)	Pre-Kindergarten	End of Year	Community Partner	5/6/2013	102SQI4A6124	Sponsor a summer welcome event for kindergarten students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Other (OCR, etc)	All Students	End of Year	Community Partner	5/6/2013	102SQI4A6125	Sponsor a summer welcome event for transfer students and their families	Funded by Community Partner			0	\$0.00
Establish relationships with incoming students and their families	Other (OCR, etc)	All Students	Every Marking Period	Principal	5/6/2013	102SQI4A6126	Sponsor a new student orientation for transfer students in grades 1-5.	Non-SSC approved			0	\$0.00
Establish new partnerships to meet extended learning time needs of students.	Other (OCR, etc)	All Students	Every Semester	Principal	5/6/2013	102SQI4A6121	Identify options for K-1 after school programming.	N/A			0	\$0.00
Establish new partnerships to meet extended learning time needs of students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Marking Period	Community Partner	5/6/2013	102SQI4A6122	Partner with PTA to offer drop-in tutoring for students.	Funded by Community Partner			0	\$0.00
Establish new partnerships to meet extended learning time needs of students.	Other (OCR, etc)	All Students	Every Marking Period	Principal	5/6/2013	102SQI4A6123	Establish teacher-sponsored enrichment clubs	Non-SSC approved			0	\$0.00
Increase parental participation	Other (OCR, etc)	All Students	Every Marking Period	Principal	5/6/2013	102SQI4A5776	Purchase refreshments for parent workshops	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$818.97
Increase parental participation	Survey data (CHKS, etc.)	All Students	End of Year	Principal	5/6/2013	102SQI4A6113	Host parent meetings focused on school culture and student engagement.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	5/6/2013	102SQI4A6114	Provide Second Step training to personnel new to Bella Vista.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)	All Students	Every Marking Period	Other	5/6/2013	102SQI4A6115	Monitor schoolwide implementation of Second Step	N/A			0	\$0.00

Continue implementation of Second Step social emotional learning program.	Survey data (CHKS, etc.)	All Students	Every Marking Period	Other	5/6/2013	102SQI4A6116	Distribute Second Step Home Links to families.	N/A			0	\$0.00
Continue implementation of Second Step social emotional learning program.	Other (OCR, etc)	All Students	Every Marking Period	Other	5/6/2013	102SQI4A6117	Create recognition program for students whose actions reflect good use of the Second Step messages.	N/A			0	\$0.00
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Survey data (CHKS, etc.)	All Students		Attendance Team	5/6/2013	102SQI4A4332	create parent-organized walking teams or carpools to support getting kids to school	7090-EIA - SCE		CMRAIB9999	0.1	\$5,013.65
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	Pre-Kindergarten	Every Marking Period	Attendance Team	5/6/2013	102SQI4A4333	emphasize importance of daily attendance to Kindergarten families (in conjunction with School Nurse)	7090-EIA - SCE		CMRAIB9999	0.05	\$2,506.82
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	English Learners	Monthly	Attendance Team	5/6/2013	102SQI4A4334	create parent committee to monitor/discuss attendance	7091-EIA - LEP		CMRAIB9999	0.05	\$2,506.82
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	English Learners	Every Semester	Attendance Team	5/6/2013	102SQI4A5773	strengthen the Student Attendance Review Team with better monitoring and follow up	7091-EIA - LEP		CMRAIB9999	0.15	\$7,520.47
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community Relations Assistant and the new Attendance Clerk.	Attendance	All Students	Monthly	Attendance Team	5/6/2013	102SQI4A5774	strengthen the Student Attendance Review Team with better monitoring and follow up	7090-EIA - SCE		CMRAIB9999	0.1	\$5,013.65
Reduce chronic absence and chronic tardiness by developing an Attendance Team led by the new Community	Attendance	Special Education	Every Marking Period	Attendance Team	5/6/2013	102SQI4A6111	emphasize importance of daily attendance to families of students with disabilities (in	N/A			0	\$0.00

Relations Assistant and the new Attendance Clerk.							conjunction with School Nurse)					
Increase participation of parents of English Learners in the life of the school	Other (OCR, etc)	English Learners	End of Year	Principal	5/6/2013	102SQI4A4454	Provide oral and written translation for parents in Chinese, Spanish and Vietnamese using in-house and outside resources.	9901-Title I - Parent Participation	4310-SUPPLIES		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

From OUSD Strategic Plan:

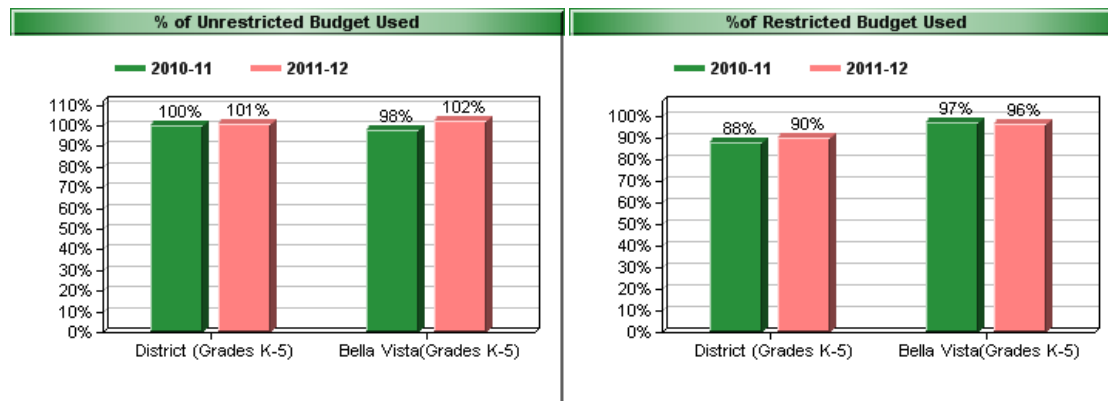
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations 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 Quality Standards relevant to this Strategic Priority

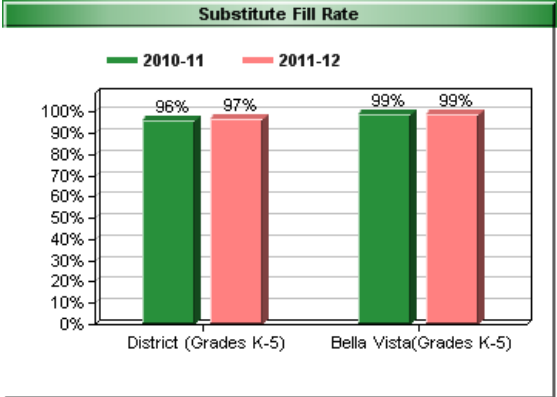
A quality school...

- 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.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget



Sub Fill Rate







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State & Federal Preliminary and Final Budget

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$80,749.10	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$79,788.92	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$160,538.02	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$97,641.01	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$2,318.97	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$99,959.98	

Appendices

- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: Bella Vista Elementary School
Site Number: 102

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on N/A
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 23, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

Tandra DeBose
SSC Chairperson's Name (printed)

5/14/13
Date

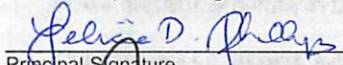
N/A

ELAC Chairperson's Signature

N/A

ELAC Chairperson's Name (printed)

Date



Principal Signature

Felicia Phillips
Principal's Name (printed)

05/10/2013
Date



Executive Officer's Signature

Janette Hernandez
Executive Officer's Name (printed)

5/16/13
Date



Director, State & Federal Compliance Signature

Susana Ramirez
Director, State & Federal's Name (printed)

6/4/13
Date

School Site Council Membership Roster – Elementary School

School Name: Bella Vista Elementary (102)

School Year 2012-2013

Chairperson: Tandra DeBose	Vice Chairperson: Vacant
Secretary: Lanaya Morris	DAC Representative: Vacant

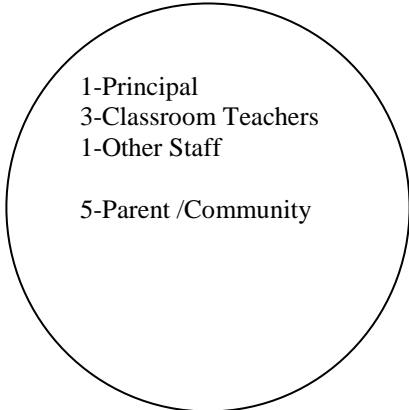
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Tandra DeBose	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610				X
Lanaya Morris	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610				X
April Gomez	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610				X
Stacy Thompson	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610				X
Felicia Phillips	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610	X			
Leah Wachtel	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610		X		
Vila Wong	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610		X		
Vivian Nguyen	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610		X		
Ronnie Johnson	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610			X	
John Garvey	c/o Bella Vista Elementary School 1025 E 28 th Street, Oakland, CA 94610				X
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	Last Tuesday of each month at 4:00 p.m.
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SSC Legal Requirements:

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



Title I School Parental Involvement Policy 2012 - 2013

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Bella Vista Elementary School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan. The Title I plan is presented by the principal and updated based on input from the School Site Council.
- Offer a flexible number of meetings for parents. The School Site Council meets monthly, and will offer information sessions for parents on a variety of topics related to academic achievement, social emotional learning and developing partnerships between school and home.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
- Provides parents of Title I students with timely information about Title I programs. The annual Title I meeting, held in the fall, provides an overview of the program. During the spring Open House, updates on the Title I program will be shared.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. During the Title I annual meeting as well as during the First Trimester Parent Conferences, parents will receive information on the curriculum, assessment and benchmark goals that their students should meet.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. There are First Trimester Parent Conferences for all students, with follow-up conferences after the Second Trimester (in March) as necessary.

School-Parent Compact

Bella Vista Elementary School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Bella Vista Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Training sessions will be offered at least three times a year for parents that will focus on literacy, mathematics and science.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. In addition to our Parent Teacher Association (PTA), parents are welcome to volunteer in classrooms, join classes on field trips and help out in other ways.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. The School Site Council will be responsible for coordinating such activities.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Families receive information via flyers and via voice mail messages. Most correspondence with families is translated into Chinese, Spanish and Vietnamese.


Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. At most schoolwide meetings, school staff members are available to translate for our Cantonese-speaking, Spanish-speaking and Vietnamese-speaking families.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by feedback from the School Site Council meeting on October 30, 2012.

This policy was adopted by the Bella Vista School Site Council on November 27, 2012, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before December 14, 2012. It will be made available to the local community on or before January 7, 2013. Bella Vista Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



 (principal's signature)

 December 10, 2012
 (date)



Bella Vista Elementary School

HOME-SCHOOL COMPACT

District and Site Staff Pledge

We believe all students can learn, and we will do the following to ensure their success:

- We will set high standards for all.
- We will welcome you and treat you with respect as a partner in your child's education.
- We will respond in a timely manner to your request for information.
- We will regularly share with you your child's concerns and progress.
- We will provide motivating and interesting learning experiences.
- We will use teaching methods and materials that work best for your child.
- We will regularly assign your child homework.
- We will help you support your child's educational needs.

Parent Pledge

I believe that parents and family are the child's first and most important teachers. I will encourage my child's learning and success in school, by doing the following:

- I will send my child to school on time every day.
- I will make sure that my child gets adequate sleep and has a healthy diet.
- I will provide a quiet place and time for my child to do homework, and I will review the homework.
- I will promptly respond to messages from my child's school.
- I will attend Back to School Night, Parent-Teacher-Student Conferences, Open House, and other school events.
- I will help my child's school however possible.
- I will endeavor to participate in the total school program.
- I will sign in with the office when visiting my child's school.
- I will read to my child or have my child read for at least 20 minutes every day.
- In accordance with the law, I am prepared to sit with my child in class in the event that negative behaviors need to be corrected.
- I will limit the amount of time my child watches television.

Student Pledge

I believe that I can be successful in school and I will show it by doing the following:

- I will come to class on time every day.
- I will come to school ready to learn.
- I will follow school rules, always show respect and be responsible for my own behavior.
- I will be a cooperative learner.
- I will ask for help when I need it.
- I will carry information between school and home.
- I will return my completed homework on time.
- I will read at home at least 20 minutes every day.

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)
March 2013

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district may also provide Common Core State Standards (CCSS)-aligned instructional materials.	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the locally-adopted, standards-aligned, basic core instructional program materials in RLA/ELD, which may include CCSS-aligned instructional materials. These materials are implemented to support the needs of all students.</p> <ul style="list-style-type: none"> • At all levels, teachers use the locally-adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • If the selected program has been designed with additional ancillary materials, including intensive vocabulary instructional support kindergarten through grade three (K–3), and reading intervention kits (grades one through three), those ancillary materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u>528</u> All Students. <u>211</u> ELs. <u>87</u> SWDs.</p> <p>Use Identify all that apply: <u>X</u> Basic core and/or CCSS-aligned materials are used as designed. _ Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed.	Full implementation means that ELs are provided locally-adopted, standards-aligned, instructional program materials in ELD. These materials are implemented as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components of the adopted program used in the district or supplemental material designed for ELD with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All EL students are appropriately <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate locally-adopted, standards-aligned, instructional program materials. Appropriate Use <u>X</u> Materials/ELD components are used as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Bella Vista Elementary School uses the following ELD materials: Systematic ELD, Language for Learning and Language for Writing.					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																												
1. Instructional Program	1.3 The school/district provides RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.	Full implementation means that all students identified as needing intensive intervention (two or more years below grade level) in grades four through eight, including ELs and SWDs, are provided the intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are provided to all identified students and implemented as designed. <ul style="list-style-type: none"> Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. 	Objective	Fully	Substantially	Partially	Minimally																																								
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																								
			Key Components Appropriate Instructional Program Materials All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate intervention program materials.																																												
			<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th>Gr. 4</th> <th>Gr. 5</th> <th>Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">16</td> <td style="text-align: center;">21</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">9</td> <td style="text-align: center;">12</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">10</td> <td style="text-align: center;">5</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4">Number/Percentage Provided Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Intensive ELs</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table> Appropriate Use <u>X</u> Materials are used as designed.					Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	16	21	N/A	All Intensive ELs	9	12	N/A	All Intensive SWDs	10	5	N/A	Number/Percentage Provided Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	100%	100%	N/A	Intensive ELs	100%	100%	N/A	Intensive SWDs	100%	100%	N/A
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Intensive SWDs	100%	100%	N/A																																												
Documentation		Additional Comments																																													
	Reading/Language Arts/ELD	Bella Vista Elementary School uses the following programs for students in grades 4-5 needing intensive intervention include: Imagine Learning, Achieve 3000, and Open Court Intervention.																																													
District Purchase Date:																																															
School Distribution Date:																																															
Classroom Distribution Date:																																															
Attach publisher PO documentation for sets of classroom basic core materials.																																															

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides California standards-aligned, or CCSS-aligned, basic core instructional programs and materials in mathematics in every classroom with materials for every student, including ancillary materials for universal access. These programs are implemented as designed.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided California or CCSS standards-aligned, basic core instructional program materials in mathematics. These materials are implemented as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers use the locally-adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. If the selected program has been designed with additional ancillary materials, those materials should be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. In grade eight, all students, including ELs and SWDs, may be placed in CCSS grade 8, Integrated Mathematics 1, Algebra I or in a pre-Algebra/Algebra Readiness program based on placement assessment data. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Instructional Program Materials All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided locally-adopted, standards-aligned, instructional program materials. This may include CCSS-aligned materials.</p> <p>Number of Students: <u>528</u> All Students. <u>211</u> ELs. <u>87</u> SWDs.</p> <p>Appropriate Use Identify all that apply: <u>X</u> Basic core and/or CCSS-aligned materials are used as designed. _____ Ancillary materials are used as designed.</p>				
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom basic core materials.							

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	1.5 The school/district provides locally-adopted, standards-aligned mathematics intervention programs and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students identified as needing intensive mathematics intervention are provided additional time and support using the ancillary materials from the locally-adopted program.	Full implementation means that all students identified as needing intensive intervention (two or more years below level in mathematics) in grades four through seven, including ELs and SWDs, are provided locally-adopted, standards-aligned intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
			Key Components Appropriate Instructional Program Materials All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate locally-adopted, standards-aligned instructional program materials. Students served:																								
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="4">Number of Intensive Intervention Students</th> </tr> <tr> <th></th> <th style="text-align: center;">Gr. 4</th> <th style="text-align: center;">Gr. 5</th> <th style="text-align: center;">Gr. 6</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">6</td> <td style="text-align: center;">21</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">3</td> <td style="text-align: center;">9</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>								Number of Intensive Intervention Students					Gr. 4	Gr. 5	Gr. 6	All Intensive learners	6	21	N/A	All Intensive ELs	3	9	N/A	All Intensive SWDs	3	4	N/A
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All Intensive ELs	3	9	N/A																								
All Intensive SWDs	3	4	N/A																								
Documentation			Additional Comments																								
Mathematics		Intervention materials used at Bella Vista Elementary School for students in grades 4-5 needing intensive intervention in mathematics include Timez Attack and enVision Intervention resources.																									
District Purchase Date:																											
School Distribution Date:																											
Classroom Distribution Date:																											
Attach publisher PO documentation for sets of classroom basic core materials.																											

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.1 The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the, locally-adopted, standards-aligned, basic core programs for RLA/ELD, which may include CCSS-aligned instructional materials. This time is given priority and protected from interruptions.	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms adequate instructional time in the RLA/ELD basic core materials, which may include CCSS-aligned instructional materials. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			Key Components Allocation of Instructional Time <input checked="" type="checkbox"/> Time is given priority and protected from interruptions. Identify the number of instructional minutes (length of periods) offered at each grade level. <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>110</td> <td>130</td> <td>130</td> <td>150</td> <td>150</td> <td>150</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>ELs</td> <td>110</td> <td>130</td> <td>130</td> <td>150</td> <td>150</td> <td>150</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SWDs</td> <td>110</td> <td>130</td> <td>130</td> <td>150</td> <td>150</td> <td>150</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	110	130	130	150	150	150	N/A	N/A	N/A	ELs	110	130	130	150	150	150	N/A	N/A	N/A	SWDs	110	130	130	150	150	150
Number of instructional minutes at each grade level																																																						
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ELs	110	130	130	150	150	150	N/A	N/A	N/A																																													
SWDs	110	130	130	150	150	150	N/A	N/A	N/A																																													
Documentation		Additional Comments																																																				
	Reading/Language Arts/ELD	Bella Vista Elementary School follows Program 1 (supplementing the basic program with instructional elements for English Learners and struggling readers, including students with disabilities). At Bella Vista Elementary School, students' participation in the voluntary instrumental music program for students in grades 4-5 means that they may miss part of one Reading/ELA period per week in order to attend their music class. This would affect up to 50% of students in grades 4-5.																																																				
District Instructional Regulations:																																																						
School Instructional Regulations:																																																						
Attach appropriate documents																																																						

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.								
2. Instructional Time	2.2 The school/district provides adequate additional instructional time as described and recommended on page 290 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for students identified for strategic support in RLA.	Full implementation of strategic support means that the school schedule allocates adequate additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. • Students identified as in need of strategic support are defined as students demonstrating proficiency in RLA standards no more than two years below grade level. • Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. • The locally-adopted, standards-aligned, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally				
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%				
			Key Components								
			Allocation of Instructional Time _____ Time is given priority and protected from interruptions.								
			Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students								
			K	1	2	3	4	5	6	7	8
Additional time provided identified Strategic students			20	30	30	30	20	20	N/A	N/A	N/A
Additional time provided identified Strategic ELs			30	30	30	30	20	20	N/A	N/A	N/A
Additional time provided identified Strategic SWDs			30	30	30	30	30	30	N/A	N/A	N/A
Documentation		Additional Comments									
		Readina/Lanuaage Arts/ELD									
District Instructional Regulations:											
School Instructional Regulations:											
Attach appropriate documents											

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 The school/district provides adequate additional instructional time within the school day as recommended on pages 290-91 of the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for ELD instruction for identified ELs. This time is given priority and protected from interruptions.	Full implementation means that the school’s schedule allocates adequate ELD instructional time for all identified ELs. This time is in addition to instructional time in the basic core program, is given priority, and is protected from interruptions. <ul style="list-style-type: none"> ELs are appropriately placed into ELD using CELDT and all available English proficiency measures... ELs who are also identified as SWDs must receive ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			Key Components																
			Allocation of Instructional Time Identify all that apply: _____ Time is given priority and protected from interruptions. <input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.																
			Identify number of EL students by CELDT level and number of ELD minutes offered at each CELDT level.																
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Proficiency Levels</th> <th style="text-align: center;">Levels 1-2</th> <th style="text-align: center;">Level 3</th> <th style="text-align: center;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td style="text-align: center;">39</td> <td style="text-align: center;">61</td> <td style="text-align: center;">101</td> </tr> <tr> <td>Number of Instructional minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	Number of Students	39	61	101	Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	0	0	0
Proficiency Levels	Levels 1-2	Level 3	Level 4-5																
Number of Students	39	61	101																
Number of Instructional minutes in ELD (beyond 2.1 and 2.2)	0	0	0																
Documentation		Additional Comments																	
	Reading/Language Arts/ELD																		
District Instructional Regulations:																			
School Instructional Regulations:																			
Attach appropriate documents																			

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																	
2. Instructional Time	2.4 The school/district provides adequate instructional time as recommended on page 291 in the California RLA Framework at http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf for the locally-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions.	Full implementation means that the school schedule provides adequate, uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The RLA intensive intervention reading program materials are utilized as designed to provide adequate instruction and practice to meet the needs of all identified intensive intervention students. <ul style="list-style-type: none"> This time is given priority and protected from interruption. Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. The school schedule allocates sufficient instructional time for implementation of the intensive intervention programs as stated in the framework. The school schedule reflects that ELs in an intensive reading intervention program designated for ELs also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended time. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
			Key Components Allocation of Instructional Time _____ Time is given priority and protected from interruptions. Indicate total length (minutes) designated for intensive intervention:																																	
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California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
2. Instructional Time	2.5 The school/district provides adequate instructional time as recommended on page 10 of the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for the locally-adopted, standards-aligned, basic core programs for mathematics and may include CCSS-aligned instructional materials. This time is given priority and is protected from interruptions.	Full implementation means that the school schedule provides adequate instructional time for all mathematics classrooms in the locally-adopted, standards-aligned mathematics basic core materials, which may include CCSS-aligned instructional materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, adequate instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
			Key Components																																																						
			<p>Allocation of Instructional Time <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify number of instructional minutes offered at each grade level:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="10">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>55</td> <td>60</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>ELs</td> <td>55</td> <td>60</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SWDs</td> <td>55</td> <td>60</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>					Number of instructional minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	55	60	70	70	70	70	N/A	N/A	N/A	ELs	55	60	70	70	70	70	N/A	N/A	N/A	SWDs	55	60	70	70	70	70	N/A	N/A	N/A
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Documentation		Additional Comments																																																							
		Mathematics																																																							
District Instructional Regulations:		At Bella Vista Elementary School, students' participation in the voluntary instrumental music program for students in grades 4-5 means that they may miss part of one math period per week in order to attend their music class. This would affect up to 50% of students in grades 4-5																																																							
School Instructional Regulations:																																																									
Attach appropriate documents																																																									

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																																																																															
2. Instructional Time	2.6 The school/district provides adequate additional instructional time as described and recommended on page 235 in the California Mathematics Framework at http://www.cde.ca.gov/ci/cr/cf/documents/mathfrwk.pdf for kindergarten through grade eight students identified for strategic intervention support in mathematics.	Full implementation means that the school schedule allocates adequate additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> Strategic students are defined as demonstrating proficiency in mathematics standards within two grade levels, but are unable to master grade-level standards. Assessments will determine whether a student’s learning difficulties may be addressed by the regular classroom teacher with minimal assistance beyond differentiation within the core period or whether the student’s need will be better met by additional time with targeted instruction. For kindergarten through grade eight, the basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers. 	Objective	Fully	Substantially	Partially	Minimally																																																																																																											
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																																																																											
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			<p>Appropriate Allocation of Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify Number of Strategic students served and the amount of strategic instructional time offered at each grade level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="11" style="text-align: center;">Number of students at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th></th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>1</td> <td>1</td> <td>11</td> <td>14</td> <td>10</td> <td>12</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>All Strategic ELs</td> <td>0</td> <td>0</td> <td>5</td> <td>9</td> <td>3</td> <td>3</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>All Strategic SWDs</td> <td>1</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="11" style="text-align: center;">Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th></th> </tr> </thead> <tbody> <tr> <td>Additional time provided to strategic students</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>15</td> <td>15</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Additional time provided to identified EL strategic students</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Additional time provided to identified SWD strategic students</td> <td>0</td> <td>0</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> </tbody> </table>					Number of students at each grade level												K	1	2	3	4	5	6	7	8		All Strategic	1	1	11	14	10	12	N/A	N/A	N/A		All Strategic ELs	0	0	5	9	3	3	N/A	N/A	N/A		All Strategic SWDs	1	0	0	2	0	0	N/A	N/A	N/A		Number of additional instructional minutes (or length of period) at each grade level for identified Strategic Students												K	1	2	3	4	5	6	7	8		Additional time provided to strategic students	0	0	0	15	15	15	N/A	N/A	N/A		Additional time provided to identified EL strategic students	0	0	0	0	0	0	N/A	N/A	N/A		Additional time provided to identified SWD strategic students	0	0	15	15	15	15	N/A
Number of students at each grade level																																																																																																																		
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Additional time provided to strategic students	0	0	0	15	15	15	N/A	N/A	N/A																																																																																																									
Additional time provided to identified EL strategic students	0	0	0	0	0	0	N/A	N/A	N/A																																																																																																									
Additional time provided to identified SWD strategic students	0	0	15	15	15	15	N/A	N/A	N/A																																																																																																									

Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																	
2. Instructional Time	2.7 The school/district provides adequate instructional time in the locally-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.	Full implementation means that the school's schedule allocates adequate instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. <ul style="list-style-type: none"> For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels but unable to master grade-level standards. For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. For districts using the 2007 SBE-adoption: <ul style="list-style-type: none"> The locally-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. For districts using the 2001 and 2005 SBE-adoptions: <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the locally-adopted program. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
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Allocation of Instructional Time _____ Time is given priority and protected from interruptions.																																				
Indicate total number of additional minutes:																																				
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Instructional/Assessment Pacing Guides <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> In use at every grade level. Pacing Guide Use Monitored <input checked="" type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means the annual district instructional/assessment pacing guides are in use to fully implement the locally-adopted, standards-aligned mathematics program by grade-level (and by tracks if a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the locally-adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Instructional/Assessment Pacing Guides <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> In use at every grade level. Pacing Guide Use Monitored <input checked="" type="checkbox"/> Principal monitors use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.1 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials, including CCSS-aligned instructional materials, in use at the school through a knowledgeable, experienced provider.	<p>Full implementation means the district validates that-the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned RLA/ELD basic core and intervention program materials including CCSS-aligned instructional materials in use at the school. The professional development provided by a knowledgeable, experienced provider focuses on the following:</p> <ul style="list-style-type: none"> The RLA/ELD basic core or intensive reading intervention materials including CCSS-aligned materials in use at the school; The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; Curriculum framework language and the academic content standards addressed in the materials; The use of the instructional/assessment pacing guide; Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Principal <input checked="" type="checkbox"/> Training in RLA/ELD. <input checked="" type="checkbox"/> Coaching, as resources permit.</p> <p>Vice Principal(s) <input type="checkbox"/> Training in RLA/ELD. <input type="checkbox"/> Coaching, as resources permit.</p>				
Suggested Documentation		Additional Comments					
	RLA/ELD						

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Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. Professional Development for School Administrators	4.2 The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring to fully implement the locally-adopted, standards-aligned, mathematics basic core and intervention materials, including CCSS-aligned instruction materials, in use at the school through a knowledgeable, experienced provider.	Full implementation means the district validates that the principal and vice-principal(s) are engaged in professional development focused on the locally-adopted, standards-aligned, mathematics basic core and intervention program materials, including CCSS-aligned instructional materials. The professional development provided by a knowledgeable, experienced provider focuses on the following: <ul style="list-style-type: none"> • The current locally-adopted, standards-aligned mathematics materials including CCSS-aligned instructional materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum framework language and the academic content standards addressed in the materials; • The use of the instructional/assessment pacing guide; • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-aligned, curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; and • A professional development system to advance teachers to a level of fully and skillfully implementing all components of the locally-adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components				
			Principal <input checked="" type="checkbox"/> Training in Mathematics. <input type="checkbox"/> Coaching, as resources permit.				
			Vice Principal(s) <input type="checkbox"/> Training in Mathematics. <input type="checkbox"/> Coaching, as resources permit.				
Suggested Documentation		Additional Comments					
	Mathematics						

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. Professional Development for School Administrators	4.3 The district provides and monitors on-going targeted professional development and support to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use of data including formative curriculum-embedded assessments, district benchmarks, and state summative data to inform classroom and school-wide practices. • Supporting and training general, special education, and intervention teachers to use common, standards-aligned formative assessments to collaborate about the progress and adapt instruction to support struggling learners. • Training to facilitate meetings, have difficult conversations, and provide teachers with constructive instructional feedback. • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) to provide support for tiered intervention and implementation and monitoring of standards-aligned IEPs. • Training in effective communication with teachers, parents, and community stakeholders about implementation of instructional materials. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Identify type of professional development/ support. (Refer to the suggested targeted professional development and support list.)</p> <p>Principal has participated in the following professional development opportunities during school year 2012-2013:</p> <ol style="list-style-type: none"> 1. <i>Having Hard Conversations</i> 2. <i>New Leaders, Inc. Principals Institute</i>, which included modules on the following: <ul style="list-style-type: none"> • School Culture Assessment and Action Planning • Building a Culture of DDI • Action and Tools to Drive Rigor in the Classroom • Personal Leadership Challenges and Problem Solving • Planning, Scheduling and Budgeting • Teacher Effectiveness: Observation, Feedback, Monitoring, Evaluation • Personal Leadership Challenges and Problem Solving • School Culture: Assessing Progress and Managing Change • Recruiting and Hiring 3. <i>Regional Principals' Meetings</i>, focusing on: <ul style="list-style-type: none"> • Common Core State Standards in ELA and Mathematics • Next Generation Science Standards • Teacher Observation and Feedback • Using Data to Inform/Improve Instruction 				

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Suggested Documentation			Additional Comments
	RLA/ELD	Mathematics	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			X Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	RLA/ELD	Mathematics					

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Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD and intensive intervention program, and/or CCSS-aligned instructional materials, in use at the school.	<p>Full implementation means that all teachers of RLA/ELD and intensive intervention are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum-embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally- 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Indicate number of teachers at each grade level engaged in professional development.				
	# of Teachers	Training	Classroom Support				
Grade 1	4	• Professional Learning Communities; Systematic ELD	Coaching by Instructional Facilitator				
Grade 2	4	• Professional Learning Communities; Guided Reading; Formative assessments	Coaching by Instructional Facilitator				
Grade 3	3	• Professional Learning Communities; Guided Reading; Formative assessments	Coaching by Instructional Facilitator				
Grade 4	4	• Professional Learning Communities; Balanced Literacy	Coaching by Instructional Facilitator				
Grade 5	3	• Professional Learning Communities; Balanced Literacy; Results for Academic Language & Literacy	Coaching by Instructional Facilitator				
Grade 6	N/A	•					
Grade 7	N/A	•					
Grade 8	N/A	•					

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		<p>adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</p> <ul style="list-style-type: none"> • Participation in English language learner professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned Individualized Education Program (IEP). • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	RLA/ELD		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education and ELD) with instructional materials professional development focused on locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned materials in use at the school.	<p>Full implementation means that all teachers of mathematics are engaged in instructional materials professional development focused on the locally-adopted, standards-aligned mathematics program, intensive intervention program, and/or CCSS-aligned instructional materials in use at the school.</p> <p>The professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the locally-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of a variety of assessments including placement and common standards-aligned, curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the locally-adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some activities might include:</p> <ul style="list-style-type: none"> • Use of intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the locally-adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: classroom coaching tied directly to the skillful implementation of all components of the locally-adopted program, which may include content support as 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			<p>Key Components</p> <p>Indicate number of teachers at each grade level engaged in professional development.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;"># of Teachers</th> <th style="width: 45%;">Training</th> <th style="width: 30%;">Classroom Support</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td style="text-align: center;">4</td> <td>enVision Mathematics Curriculum; Analysis of Benchmark Data</td> <td></td> </tr> <tr> <td>Grade 2</td> <td style="text-align: center;">4</td> <td>enVision Mathematics Curriculum; Analysis of Benchmark Data</td> <td></td> </tr> <tr> <td>Grade 3</td> <td style="text-align: center;">3</td> <td>Analysis of Benchmark Data</td> <td></td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">4</td> <td>Analysis of Benchmark Data; enVision Mathematics Curriculum</td> <td></td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">4</td> <td>Analysis of Benchmark Data</td> <td></td> </tr> <tr> <td>Grade 6</td> <td style="text-align: center;">N/A</td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">N/A</td> <td></td> <td></td> </tr> <tr> <td>Algebra 1</td> <td style="text-align: center;">N/A</td> <td></td> <td></td> </tr> <tr> <td>Pre-algebra/Algebra Readiness</td> <td style="text-align: center;">N/A</td> <td></td> <td></td> </tr> </tbody> </table>						# of Teachers	Training	Classroom Support	Grade 1	4	enVision Mathematics Curriculum; Analysis of Benchmark Data		Grade 2	4	enVision Mathematics Curriculum; Analysis of Benchmark Data		Grade 3	3	Analysis of Benchmark Data		Grade 4	4	Analysis of Benchmark Data; enVision Mathematics Curriculum		Grade 5	4	Analysis of Benchmark Data		Grade 6	N/A			Grade 7	N/A			Algebra 1	N/A			Pre-algebra/Algebra Readiness
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		<p>well as research-based strategies for effective delivery of instruction.</p> <ul style="list-style-type: none"> • Participation in English language professional development to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the locally-adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: use of technology tools provided with the locally-adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-aligned IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and strategic and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s locally-adopted, standards-aligned RLA/ELD, intensive intervention, and/or CCSS aligned instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current locally-adopted program and implementation of the CCSS and are provided ongoing professional development and support to assist them in strengthening the instructional 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Coaches/content experts/specialists <input checked="" type="checkbox"/> Type of instructional assistance. <input type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <ul style="list-style-type: none"> classroom observations during literacy block and feedback intervention placement and monitoring co-planning materials review modeling/demonstration lessons professional development <p>Describe criteria used for identifying and providing coaching support:</p> <ul style="list-style-type: none"> grade-level teams or Instructional Leadership Team identify coaching needs co-planning 				

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		<p>practices of teachers.</p> <ul style="list-style-type: none"> The principal structures and monitors the use and impact of coaching services on students' achievement. 	<p>Monitoring Coaching System <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Provided with materials-based training.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p> <ul style="list-style-type: none"> District-provided content training for ELA teacher leaders <i>New Leaders, Inc. Emerging Leaders Program</i> (featuring modules on adult leadership, instructional leadership, culture leadership, and personal leadership)
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
School Plan for Assistance and Support to Teachers:			
Attach appropriate documents.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention teachers. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the locally-adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s current locally-adopted, standards-aligned instructional programs and/or CCSS-aligned programs in mathematics to improve student achievement. <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current, locally-adopted program and/or CCSS-aligned programs and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Coaches/content experts/specialists: _____ Type of instructional assistance. _____ Works primarily in classrooms. Describe type of classroom/teacher assistance regularly provided to teachers: Describe criteria used for identifying and providing coaching support: Monitoring Coaching System _____ Principal structures/monitors instructional assistance services. Trained Coaches/ Content Experts/Specialists _____ Provided with materials-based training. Describe type of training/ support planned and/or provided for coaches/content experts/specialists:				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned RLA/ELD, intensive intervention, and any CCSS-aligned programs used in the school/district. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p>Ongoing Assessment and Monitoring System</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> District supported electronic data management system. <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide. <p>Training on Accessing and Using Electronic Data System</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system. <p>Using Formative Assessment Results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently. <input type="checkbox"/> School-wide assessment calendar developed and used. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction. 							
Documentation		Additional Comments					
Reading/Language Arts/ELD							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:	District						
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally-adopted, standards-aligned, basic core mathematics, intensive intervention, and/or CCSS-aligned programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals about student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-aligned instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the locally-adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Ongoing Assessment and Monitoring System <input checked="" type="checkbox"/> District supported electronic data management system. <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide. Training on Accessing and Using Electronic Data System <input type="checkbox"/> Staff trained on using and accessing data from the electronic data system. Using Formative Assessments Results <input type="checkbox"/> Curriculum embedded/formative assessments administered frequently. <input type="checkbox"/> School-wide assessment calendar developed and used. <input type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.				
Documentation		Additional Comments					
Mathematics							
Example of Curriculum Embedded Assessments:							
Sample report of assessment at the following levels							
Classroom:	District						
Attach appropriate documents.							

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8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the instructional programs in use at the school. The purpose of collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Scheduled Structured Collaboration Meetings</p> <p><u>1</u> Number per month.</p> <p><input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><input checked="" type="checkbox"/> Meetings are structured; protocols/tools are developed and used.</p> <p><input type="checkbox"/> Training for collaboration meeting protocols provided to teachers.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content</p> <p><input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students.</p> <p><input checked="" type="checkbox"/> Strengthening program implementation.</p> <p><input checked="" type="checkbox"/> Designing and improving lessons and instruction.</p> <p><input type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessments of student progress in the mathematics instructional programs in use at the school. The purpose of the collaboration is to guide student placement, instructional planning and delivery, and progress monitoring.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Scheduled Structured Collaboration Meetings</p> <p><u>1</u> Number per month.</p> <p><input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p><input checked="" type="checkbox"/> Meetings are structured; protocols/tools are developed and used.</p> <p><input type="checkbox"/> Training for collaboration meeting protocols provided to teachers.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p>Collaborative Meeting Discussion Content</p> <p><input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students.</p> <p><input checked="" type="checkbox"/> Strengthening program implementation.</p> <p><input checked="" type="checkbox"/> Designing and improving lessons and instruction.</p> <p><input type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district’s general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Allocation of Funds <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
Plan uses all revenues appropriately.							
Attach appropriate documents.							

California Department of Education
Academic Program Survey— Bella Vista Elementary School (Oakland Unified School District)

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Allocation of Funds <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							