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| Introduction Date                               | 8/24/22 |
| Enactment Number                                |         |
| Enactment Date                                  |         |



# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## **2022-2023 School Plan for Student Achievement (SPSA)**

**School:** Bella Vista Elementary School  
**CDS Code:** 1612596001655  
**Principal:** Linda Flynn  
**Date of this revision:**

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

|  |  |
|--|--|
| <b>Contact:</b> Linda Flynn                                | <b>Position:</b> Principal   |
| <b>Address:</b> 1025 East 28th Street<br>Oakland, CA 94610 | <b>Telephone:</b> 510-436-4900<br><b>Email:</b> linda.flynn@ousd.org |

*The School Site Council recommended this revision of the SPSA for Board approval on:*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

**2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Bella Vista Elementary School **Site Number:** 102

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant     |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program         | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |  |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** April 28, 2022

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages     
  Announcement at a public meeting     
  Other (notices, ParentSquare blasts, etc.)

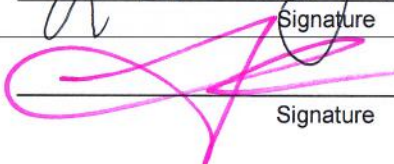
**Signatures:**

Linda Flynn  
Principal

  
Signature


5/13/2022  
Date

Zoey Turek  
SSC Chairperson

  
Signature

5/13/22  
Date

Monica Thomas  
Network Superintendent

  
Signature

5.13.2022  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

5/16/22  
Date

## 2022-23 SPSA ENGAGEMENT TIMELINE

**School Site:** Bella Vista Elementary School

**Site Number:** 102

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

| Date      | Stakeholder Group    | Engagement Description   |
|-----------|----------------------|--|
| 12/9/2021 | SSC & SELLS combined | Shared overview of site plan   |
| 1/5/2022  | Faculty              | Work session to review strategies and actions with faculty for 2021-22. Review budget priorities for 2022-23 |
| 1/6/2022  | SSC & SELLS combined | Budget training and review budget priorities for 2022-23   |
| 1/19/2022 | Faculty              | Shared SSC Feedback on budget priorities. Work session to review strategies and actions with faculty 2022-23 |
| 1/26/2022 | Faculty              | Work session to review strategies and actions with faculty   |
| 2/7/2022  | Leadership Team      | Work session to draft strategies and actions   |
| 2/27/2022 | SSC & SELLS combined | Shared draft Strategies and Actions for 2022-23 school year and allowed for public input                     |
| 3/7/2022  | Leadership Team      | Review and revise MTSS plan, ELL Crosswalk and Enrollment Plan   |
| 3/16/2022 | Faculty              | Draft review of 2022-23 SPSA   |
| 3/24/2022 | SSC & SELLS combined | Final review to prepare for SSC approval of 2022-23 SPSA   |

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

| Description   | Amount       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$133,250.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0.00       |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$621,923.77 |

### Federal, State, and Local Funds

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

| Federal Programs  | Projected Budget    | Final Budget  | State and Local Programs  | Projected Budget    | Final Budget  |
|---|---------------------|---------------|---|---------------------|---------------|
| Title I, Part A: Schoolwide Program<br>(Title I #3010)              | \$121,875.00        | TBD           | Local Control Funding Formula Base Grant<br>(General Purpose Discretionary #0000)     | \$23,340.00         | TBD           |
| Title I, Part A: Parent Engagement Activities<br>(Title I #3010)    | \$3,250.00          | TBD           | Local Control Funding Formula Supplemental Grant<br>(LCFF Supplemental #0002)         | \$262,190.00        | TBD           |
| 21st Century Community Learning Centers<br>(Title IV #4124)         | \$0.00              | TBD           | Local Control Funding Formula Concentration Grant<br>(LCFF Concentration #0003)       | \$0.00              | TBD           |
| Title IV: Student Support & Academic<br>Enrichment (Title IV #4127) | \$8,125.00          | TBD           | After School Education and Safety Program<br>(ASES #6010)                             | \$131,143.77        | TBD           |
| Comprehensive Support and Improvement<br>(CSI #3182)                | \$0.00              | TBD           | Early Literacy Support Block Grant<br>(ELSBG #7812)                                   | \$0.00              | TBD           |
|   |                     |               | Measure G Library Support<br>(Measure G #9334)  | \$72,000.00         | TBD           |
|   |                     |               | Measure G1: Teacher Retention and Middle School<br>Improvement Act (Measure G1 #9332) | \$0.00              | TBD           |
|   |                     |               | Measure N: College & Career Readiness For All<br>(Measure N #9333)                    | \$0.00              | TBD           |
| <b>SUBTOTAL OF FEDERAL FUNDING:</b>                                 | <b>\$133,250.00</b> | <b>\$0.00</b> | <b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>   | <b>\$488,673.77</b> | <b>\$0.00</b> |

|  |                     |
|--|---------------------|
| <b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b> | <b>\$621,923.77</b> |
| <b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>     | <b>TBD</b>          |

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Bella Vista Elementary School

**School ID:** 102

**School Description**

Bella Vista Elementary, located in Oakland’s Bella Vista neighborhood, celebrates 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 have high expectations for students and work to inspire them to do their very best each day. At Bella Vista, we prioritize the partnerships between parents, staff and students that make our school a safe, caring and respectful learning environment. Collectively we foster creativity, curiosity and joy towards learning as we support all of our students to reach their highest potential.

**School Mission and Vision**

Bella Vista students will excel academically, socially and emotionally.  
 We will :  
 Collaborate with families and community  
 Create and sustain a safe, respectful and caring learning environment  
 Celebrate and foster diversity, inclusion, and academic excellence  
 Develop ALL students

**1B: STUDENT GOALS & TARGETS**

**LCAP Goal 1: All students graduate college, career, and community ready.**

**Early Literacy Measures & Annual Targets**

| Measure  | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome                      | 2022-23 Target |
|--|----------------------|------------------|-----------------|--------------------------------------|----------------|
| i-Ready Reading at or above Mid-Grade (Kindergarten) | All Students         | n/a              | 47%             | <i>not available until Fall 2022</i> | 90%            |
| i-Ready Reading at or above Mid-Grade (Grade 1)      | All Students         | n/a              | 39%             | <i>not available until Fall 2023</i> | 70%            |
| i-Ready Reading at or above Mid-Grade (Grade 2)      | All Students         | n/a              | 33%             | <i>not available until Fall 2024</i> | 55%            |

**English Language Arts Measures & Annual Targets**

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|---------|----------------------|------------------|-----------------|-----------------|----------------|
|---------|----------------------|------------------|-----------------|-----------------|----------------|

|  |                             |                         |                        |                                      |                       |
|--|-----------------------------|-------------------------|------------------------|--------------------------------------|-----------------------|
| SBAC ELA Distance from Standard Met<br><i>*2018-19 baseline</i>  | All Students                | -58.8                   | n/a                    | <i>not available until Fall 2022</i> | -20                   |
| i-Ready Reading at or above Mid-Grade (Grades 3-5)               | All Students                | n/a                     | 20%                    | <i>not available until Fall 2022</i> | 63%                   |
| <b>Mathematics/Science Measures &amp; Annual Targets</b>         |                             |                         |                        |                                      |                       |
| <b>Measure</b>   | <b>Target Student Group</b> | <b>2019-20 Baseline</b> | <b>2020-21 Outcome</b> | <b>2021-22 Outcome</b>               | <b>2022-23 Target</b> |
| SBAC Math Distance from Standard Met<br><i>*2018-19 baseline</i> | All Students                | -25.2                   | n/a                    | <i>not available until Fall 2022</i> | -5                    |
| i-Ready Math at or above Mid-Grade (Grades K-5)                  | All Students                | n/a                     | n/a                    | <i>not available until Fall 2022</i> | 70%                   |
| CAST (Science) at or above Standard                              | All Students                | 24%                     | n/a                    | <i>not available until Fall 2022</i> | 44%                   |

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**Academic Measures & Annual Targets for Focal Student Groups**

| Measure  | Target Student Group       | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome                      | 2022-23 Target |
|--|----------------------------|------------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met<br><i>*2018-19 baseline</i>  | Special Education Students | -135.2           | n/a             | <i>not available until Fall 2022</i> | -115.0         |
| SBAC ELA Distance from Standard Met<br><i>*2018-19 baseline</i>  | African American Students  | -105.1           | n/a             | <i>not available until Fall 2022</i> | -58.0          |
| i-Ready Reading at or above Mid-Grade (Grades 3-5)               | Special Education Students | n/a              | 4%              | <i>not available until Fall 2023</i> | 65%            |
| SBAC Math Distance from Standard Met<br><i>*2018-19 baseline</i> | Special Education Students | -100.5           | n/a             | <i>not available until Fall 2024</i> | -80.0          |
| SBAC Math Distance from Standard Met<br><i>*2018-19 baseline</i> | African American Students  | -86.6            | n/a             | <i>not available until Fall 2022</i> | -30.0          |

**Reclassification Measures & Annual Targets**

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|---------|----------------------|------------------|-----------------|-----------------|----------------|
|---------|----------------------|------------------|-----------------|-----------------|----------------|



|                       |                            |    |    |                                      |     |
|-----------------------|----------------------------|----|----|--------------------------------------|-----|
| ELL Reclassification  | English Learners           | 8% | 3% | <i>not available until Fall 2022</i> | 10% |
| LTEL Reclassification | Long-Term English Learners | 0% | 0% | <i>not available until Fall 2022</i> | 5%  |

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

| Measure                         | Target Student Group       | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome                      | 2022-23 Target |
|---------------------------------|----------------------------|------------------|-----------------|--------------------------------------|----------------|
| Student Connectedness to School | All Students               | 66%              | 76%             | <i>not available until Fall 2022</i> | 85%            |
| Out-of-School Suspensions       | All Students               | 0%               | n/a             | <i>not available until Fall 2022</i> | 0%             |
| Out-of-School Suspensions       | African American Students  | 2%               | n/a             | <i>not available until Fall 2022</i> | 0%             |
| Out-of-School Suspensions       | Special Education Students | 2%               | n/a             | <i>not available until Fall 2022</i> | 0%             |
| Chronic Absenteeism             | All Students               | 19%              | 10%             | <i>not available until Fall 2022</i> | 5%             |
| Chronic Absenteeism             | African American Students  | 34%              | 21%             | <i>not available until Fall 2022</i> | 10%            |

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

| Measure   | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome                      | 2022-23 Target |
|---|----------------------|------------------|-----------------|--------------------------------------|----------------|
| Staff Satisfaction with Professional Development          | All Staff            | n/a              | n/a             | <i>not available until Fall 2022</i> | 90%            |
| Staff Participation in Foundational Professional Learning | All Staff            | n/a              | n/a             | <i>not available until Fall 2022</i> | 100%           |

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

| Focus Area:                                  | Priority Strengths   | Root Causes of Strengths   |
|--|--|--|
| <i>LCAP Goal 1: College/Career Readiness</i> | Kindergarten benchmark goals<br>SPED performance growth  | Focused whole class goal first trimester<br>Established Inclusion program K - 5th.<br>Teacher on Special Assignment dedicated to teacher and reading tutor support and coaching  |
| <i>LCAP Goal 2: Focal Student Supports</i>   | Early Literacy small group program w/ SIPPS.<br>Weekly grade level team meetings to analyze student work and collaborate around instruction next steps.  | Grants and funding of additional Reading Tutors to support classroom teachers in meeting ALL students developmental level.<br>Funding a TSA dedicated to Literacy Instruction  |
| <i>LCAP Goal 3: Student/Family Supports</i>  | Mental Health supports available for students.<br>Bilinguals services available for families in the office and contract service for translation via phone. Parent workshops for Letter Naming strategies held for targeted families. | Grant and site funded mental health support available for students on campus, and Bilingual Attendance Clerk and Community School Manager . Family Engagement around specific content area.  |
| <i>LCAP Goal 4: Staff Supports</i>           | Comprehensive PD programs around Early Literacy and newly adopted ELA curriculum.<br>Weekly time to meet in professional learning communities to look at student work  | Centrally provided PD on new curriculum.<br>Dedicated weekly time for grade level professional learning communities to collectively examine student work and develop next steps with instruction   |
| Focus Area:                                  | Priority Challenges  | Root Causes of Challenges  |
| <i>LCAP Goal 1: College/Career Readiness</i> | Continued proficient progress with early literacy skills   | Too much curriculum and not enough time.<br>Absenteeism. Inconsistent instruction in small groups  |
| <i>LCAP Goal 2: Focal Student Supports</i>   | Inconsistent Attendance delays growth and acceleration. Building student independence and growth mindset. African American students disproportionately perform below grade level   | Covid virus and protocols to ensure safety disrupt the typical systems in place to support students that are struggling with attendance.<br>Too much teacher directed time during instruction, and not enough time dedicated to student independence and struggle. |

|                                      |   |   |
|--------------------------------------|---|---|
| LCAP Goal 3: Student/Family Supports | Student Attendance  | Students w/ attendance issues have complex needs than can not be easily met and the process for support can impact an entire year of learning. Our family engagement was around other areas, and we did not create incentives for attendance. |
| LCAP Goal 4: Staff Supports          | Elementary classroom teachers need PD that matches the diverse content that they are expected to teach. | PD centrally and at the site has been focused only on literacy.   |

**1D: IDENTIFIED NEED**

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

Students do not receive instruction from curriculum that is up to date and Common Core State Standard aligned in all content areas. Additional coaching support would help build teacher capacity to differentiate to meet every learners needs. Student needs exceed teacher capacity and students would benefit from additional adult support academically and behaviorally. . 25% of the students are referred to the COST for academic and behavior concerns. Students need and deserve pesonalized time and attention to excel. Systems and supports are lacking to provide additional services for students in both areas. Students would benefit from additional mental health supports including trauma support. Students would benefit for the building to be updated with better ventilation and cooling and heating. Classrooms are extremely hot for 50% of the school year and this impacts learning.

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

At Bella Vista we regularly review student performance data. We pay special attention our students that are historically underserved including low income students, students with disabilities, English Learners, African American students and Latino(a) students. Weekly grade level teams look at student work, develop plans to address students needs, and measure the effectiveness of strategies implemented based on student tasks. School wide cycle goals, practices and targets are established each trimester; and monitored to track progress towards Bella Vista's annual student performance targets.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Bella Vista Elementary School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

COVID 19 had an impact on some areas of the implementation of our plan. Our attendance plan was challenging to execute with the safety protocols, and following CDH guide lines in place for the 2021-22 school year. It was difficult to meet goals of decreasing chronic attendance to the extent that was desired. Instead for the 1st semester our Attendance Clerk's additional time was spent supporting COVID safety protocols for our students and families. We began the year with virtual home visits to build strong relationships with families. Implementation of a weekly PLC provided teachers weekly time to build capacity with standards and content, analyze student work and collaborate on next steps to improve student performance. The focused foundational work with Early Literacy increased the % of students meeting grade level benchmarks at the Kindergarten level, and mild gains at 1st and 2nd grade. Along with implementation of a new OUSD adopted ELA curriculum students have increased opportunities to work with rigorous ELA tasks.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

An early literacy focus, led by our Teacher on Special Assignment led to strong implementation of SIPPS small groups across all grade levels. Daily small group instruction on phonics increased proficiency levels at the Kindergarten and 1st grade levels. Holding weekly PLCs supported implementation of a new ELA curriculum and to analyze patterns and trends in student learning.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

The 2021 -22 school year focused primarily on literacy, and we have built a strong foundation TK - 5 with a standards aligned curriculum. For 2022-23 school year we will build onto the work of the 2021 -22 school year and focus on increasing quality of instruction and practices to continue to challenge students towards independence and accelerated growth towards proficiency. During the 2022-23 school year we will balance our focus to include math. A new math curriculum will be adopted for the 2022-23 school year and will be a focus content area in addition to literacy.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

| Title I Expenditure | Target Addressed by Expenditure | Actions/Activities<br><i>(e.g., what does this person or program do?)</i> | What is working? Why?<br>What is not working? Why not? | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|---------------------|---------------------------------|---|--|--|
|---------------------|---------------------------------|---|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
| <p>.80 TSA 11 month to build teacher capacity through PD and PLC support, monitor Tier 1 and 2 Instruction, provide Tier 2 interventions</p> | <p>i-Ready Reading at or above Mid-Grade</p> | <p>Review and gather data of instructional practices, and student performance in order to inform PLC action cycles, and school wide professional development. Scope of work will include coaching teachers in the content areas of Math and English Language Development instruction. Coaching and feedback will be provided to individual teachers. The Teacher on Special Assignment (TSA) will also lead grade level PLCs on a weekly basis to develop and implement cycles of inquiry to improve student outcomes. 40% of the TSA position will provide instruction and intervention to Newcomers and English Language Learners.</p> | <p>Leading PLCs is working and creating cohesion and allows Bella Vista teachers to reflect on ideas, improve teaching and learning, and stay on top of new research and tools. Coaching teachers in the content area of English Language Development occurred on a regular basis. Newcomers and English Language learners receive dedicated instruction. Coaching teachers in the content area of Math did not occur on a regular basis and was replaced with a site goal around literacy and the implementation of a newly adopted English Language Arts curriculum. TSA providing small group instruction did not begin until December due to a high need of coaching support with the newly adopted English Language Arts curriculum. TSA was increased to 1.0FTE. This allowed for additional support of teachers and students.</p> | <p>TSA will be 1.0 FTE for 10months in order to provide more consistent teacher and student support.</p> <p>The TSA will continue to support English Language Learner (ELL) instruction site wide and provide instruction and acceleration to Newcomer ELLs.</p> <p>PLCs will be overseen by the TSA; however teacher leaders will facilitate grade level PLCs going forward to increase teacher ownership. Data will continue to drive PLC actions.</p> <p>TSA will continue to focus on Literacy. The content area of Math will assigned to teacher leaders for the next school year to allow a continued focus on improving quality. Feedback will be provided in the area of literacy, and managing small group instruction for differentiated literacy instruction. 40% of the daily job responsibilities to provide instruction will begin no later than September 2022 for the 2022-23 school year.</p> |
| <p>Field Trips and Assemblies to extend learning beyond the classroom, and to provide real world applications</p>                            | <p>College/Career Readiness</p>              | <p>Due to COVID and CDH safety protocols, field trips and assemblies did not happen during the 2021-22 school year. These funds were repurposed to increase the TSA position from .80FTE to 1.0 FTE</p>  | <p>COVID and CDH safety protocols eliminated this need for the 2021 - 22 school year.</p>  | <p>This will be resumed for the 2022-23 school year.</p>   |

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| <p>Extra time to pay classroom teachers to conduct home visits at the beginning of the year to build strong home to school connections</p> | <p>Student Connectedness to School</p> | <p>Teachers meet with each students family during the first six weeks of school. During 2021-22, due to COVID, these home visits occurred virtually. Bella Vista averaged meeting with 58% of their students beyond the regular work day. This allows strong relationship building at the beginning of the school year to build home to school connections. Paying teachers to meet and visit with families at the beginning of the school year provides the foundation for families to support students learning beyond the classroom setting, establishes a trust between teachers and families, and builds a partnership that will benefit students.</p> | <p>Feedback from families that participate in the home visit express a strong connection and relationship with their child's classroom teacher. Teachers express that they are able to bring the context from these initial visits to connect at a deeper level with their students, and set a foundation for stronger teacher-parent partnerships to support students.</p> <p>Language and technology are a barrier for some home visits. Highest need students had a lower percentage of home visits at the beginning of the year.</p> | <p>Home Visits are a powerful tool to connect with families. Based on some of the barriers during the 2021-22 school year we will be more intentional with our Home Visits for the 2022-23 school year. 10 students, from each classroom, will be identified by students current teacher, as priority students for Home Visits at the start of the 2022-23 school year. Focus Group students will make up 75% of the priority Home Visit students for the 2022-23 school year.</p> <p>Grant Funds from the Office of Equity and Family Engagement was able to fund extra time to pay classroom teachers for the 2021-22 school year. If grant funds are not available for this work during the 2022-23 school year; the site will prioritize funds for a minimum of 10 home visits per classroom teacher for the 2022-23 school year.</p> |
| <p>Extra time to pay for translation services for diverse language needs of families</p>   | <p>ELL Reclassification</p>            | <p>Clear communications policy and plan for parents in order to identify best ways to support student learning at home.</p>   | <p>Staff have both in person to communicate regularly with all families. 43% of Bella Vista families speak languages other than English.</p>   | <p>Continue these services to minimize any language barriers for all families.</p>  |
| <p>Supplies to support parent engagement</p>   | <p>Student Connectedness to School</p> | <p>Held Literacy Parent meeting for families at the K-2 level. 30% of families attended and received supplies to use at home to support student to meet grade level goals.</p>  | <p>Targetted parent meetings on specific topics support students to meet literacy proficiency goals. Providing 19 families with at home supplies allowed for families to have the recommended resources at hand to use with students.</p>  | <p>Continue to build family resource center for parents to have supplies to provide hands on support at home.</p>   |
| <p>Service contract for language translation to support classroom teacher communication with diverse home languages of families</p>        | <p>Student Connectedness to School</p> | <p>Clear communications policy and plan for parents in order to identify best ways to support student learning at home.</p>   | <p>Staff have contract services available on demand to communicate with all non English speaking families. 43% of Bella Vista families speak languages other than English.</p>   | <p>Continue these services to minimize any language barriers for all families.</p>  |

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Bella Vista Elementary School

**School ID:** 102

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING**

**School Priority:** Develop strong relationships between students, families and staff

**School Theory of Change:** If we create a positive culture focused on the following three areas: clear schoolwide expectations, strong relationships with students and families, and student centered classrooms; then we will see a decrease in referrals and suspensions, and school attendance will improve.

**Related Goal:** Students and families are welcomed, safe, healthy, and engaged.

**Students to be served by these actions:** *All Students*

| #   | TEACHING ACTIONS   | LEADERSHIP ACTIONS   | EVIDENCE OF IMPLEMENTATION  | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|--|---|--|--|
| 1-1 | Develop clear expectations and community agreements that are communicated early and monitored often for student success to students and families. Communicate a clear communication policy for parents to be able to support student success | <p>Monitor attendance data weekly with attendance team and develop interventions.</p> <p>Plan trimester celebrations and School Wide Positive Incentives Program.</p> <p>Create classroom goal setting and award system.</p> <p>Target Kindergarten families during the first 6 weeks of school to clarify attendance expectations in an effort to maintain satisfactory attendance and how to navigate illness, &amp; family emergencies.</p> | <p>Increased Average Daily Attendance (ADA) Rate to 90%</p> <p>3 Trimester Attendance Celebrations</p> <p>10 Monthly Classroom Goals and Award</p> <p>Family Engagement for Kinders within the first 6 weeks of school</p> <p>3 Family Engagement events for community building</p> |  | Tier 1                                     |

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| 1-2 | Participate in conversations regarding the importance of attendance and student success. Serve as a liason between the student/student's family and leadership to support the whole child. | Identify students that are on the Chronic Absent list from the previous year and engage early with the SART and SARB process Attendance team checks in with classroom teacher on a regular basis to partner with providing student/family support in tandem with the use of SART and SARB. Connect this work into the work of COST. Fund Attendance clerk time to 1.0 in order to lead Attendance Team and to become a member of COST. Focus on Moderate Chronic and At Risk Groups with first six week of school connections and relationship building between teacher and family/student. | Increased Average Daily Attendance (ADA) Rate to 90%<br>3 Trimester Attendance Celebrations<br>10 Monthly Classroom Goals and Award<br>Family Engagement for Kinders within the first 6 weeks of school |  | Tier 2 |
| 1-3 | Implement Caring School Community Curriculum to create a strong SEL component to the daily classroom routine.  | Monitor and support implementation of curriculum during the first 6 weeks of school.<br>Provide ongoing feedback and coaching throughout the year. Target support to new teachers for the first 8 weeks of school to build strong classroom community and culture   | Informal or Formal Learning Walk Data<br><br>Observations from Instructional Coach  |  |        |



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| 1-4 | Intentionally create opportunities to build community within the classroom and with families through home visits, daily class meetings, restorative practices, Social Emotional Learning.   | Fund Community School Manager to coordinate adult connections with high need students. Community School Manager builds and strengthens school partnerships to meet needs of homeless, and foster youth students.<br>Professional development and translation support for parent communication.<br>Schoolwide community building events. | % of home visits conducted by 9/30/22<br>Observation and Walk Through data<br># of Community Building Events<br>Parent Feedback |  |        |
| 1-5 | Teach the Caring School Community Curriculum daily. Facilitate restorative conversations with students to solve conflicts. Promote positive behavior by focusing on prevention and explicitly modeling and teaching behaviors, strategies and expectations. | Unite and integrate school wide initiatives for Restorative Justice, Social Emotional Learning, PBIS, and Attendance. Clearly communicate the Sequence of Consequences to students, families and staff  | Informal and formal walkthrough and feedback data. # of URF referrals by student, and classroom                                 |  | Tier 1 |
| 1-6 | Provide family workshops to support the home to school connection.  | Fund teachers for additional pay to work outside of work hours in order to be able to meet with families.   | # of family workshops held<br>Family Workshop agendas   |  | Tier 1 |
| 1-7 | Identify and provide learning beyond the classroom that is connected to site goals  | Support teachers with applying for grants for field trips and assemblies. Budget site funds to support with costs associated with field trips.  | a minimum of 1 experience beyond the classroom per grade level  |  | Tier 1 |

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

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| <b>School Priority:</b>                        | Mathematics - Math Curriculum Implementation   |
| <b>School Theory of Change:</b>                | If we provide foundational professional development and coaching support for the new math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students' to become college and career ready, problem solvers, collaborators, communicators, and owners of the math. |
| <b>Related Goal(s):</b>                        | Increase in IReady Standards Mastery and Diagnostic Proficiency<br>Increase in SBAC proficiency (grades 3-5)   |
| <b>Students to be served by these actions:</b> | <i>All Students</i>  |

| #   | TEACHING ACTIONS   | LEADERSHIP ACTIONS   | EVIDENCE OF IMPLEMENTATION  | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|--|---|--|--|
| 2-1 | Teachers backwards planning using new curriculum and pacing guide  | Provide a schedule for regular planning time at each grade level   | End of Unit assessments.<br>i-Ready assessment data                   |  | Tier 1                                     |
| 2-2 | All Teachers attend foundational curriculum training   | Schools schedule and advise all teachers of the summer professional development opportunities  | Teacher Attendance  |  | Tier 1                                     |
| 2-3 | Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.   | Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.  | PLC Schedules, agendas and notes                                      |  | Tier 1                                     |
| 2-4 | Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity. | Provide regular collaboration time to integrate culturally sustaining strategies in instruction<br>Calendar at least one Family Math Workshop, and fund teacher stipends | Student work<br>Improved i-Ready proficiency<br>Classroom observation |  | Tier 1                                     |

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

|  |  |
|--|--|
| <b>School Priority:</b>                        | Language and Literacy (EL Education/Complex Text Focused & Foundational Skills Focused)  |
| <b>School Theory of Change:</b>                | If we provide the professional development and coaching support to all staff around the Science of reading and structured literacy, students will receive both systematic Phonological Awareness/Phonics instruction and rigorous instruction with complex text which will provide the support needed for students to become accurate decoders, fluent readers and critical analyzers of text. |
| <b>Related Goal(s):</b>                        | Increase in i-Ready Reading Proficiency<br>Increase in Students At Grade-level based on SIPPS Mastery Test<br>Increase in SBAC ELA   |
| <b>Students to be served by these actions:</b> | <i>All Students</i>  |

| #   | TEACHING ACTIONS  | LEADERSHIP ACTIONS  | EVIDENCE OF IMPLEMENTATION  | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|---|---|--|--|
| 3-1 | Teachers center conversation around the text, uses strategic questioning to support learning for ALL students and promote productive and equitable conversations. | <p>Provide on-going coaching feedback.</p> <p>Provide expected classroom Look-Fors in week following PD and provide feedback loop.</p> <p>Continuously monitor and revise schedules and plans to support both the adaptive and technical change required with implementation of a new curriculum.</p> | <p>Leaders provide teachers with planning time three times a year before beginning a new module for backward planning.</p> <p>Professional Development scheduled at site</p> <p>End of Unit assessments.</p> <p>i-Ready assessment data</p> <p>Informal or Formal Learning Walk Data</p> <p>Observations from Instructional Coach</p> |  | Tier 1                                     |

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|-----|--|--|--|--|--------|
| 3-2 | Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum | Fund Reading Tutors to support small group SIPPS instruction<br>Observation/Feedback focused on SIPPS<br>TSA to monitor, support and coach foundational literacy instruction   | Master Schedule for Daily SIPPS instruction<br>TSA coaching and walkthrough schedule<br>SIPPS Mastery Test<br>iReady Phonics data                      |  |        |
| 3-3 | Focused foundational work at Grade K and 1   | System for additional literacy support at Grades K and 1 by funding Reading Tutors and TSA to monitor implementation and data collection   | SIPPS Mastery Test<br>iReady Phonics data  |  | Tier 1 |
| 3-4 | Foster differentiated learning through teacher collaboration around appropriate use and removal of scaffolds for students                    | Provide professional development that connects key understandings to curriculum to determine which Text Dependent Question require more teacher scaffolds, and which ones challenge students carry more of the cognitive lift.<br><br>Create time for teachers to take the end of unit test themselves and write out writing exemplar responses they expect from students" | Informal or Formal Learning Walk Data<br><br>Observations from Instructional Coach   |  | Tier 1 |
| 3-5 | Accessibility of literature for all students at school and home  | Maintain school library that services all students weekly  | Master Schedule for weekly library access and circulation for all students<br>Additional texts to maintain availability of current and requested books |  | Tier 1 |
| 3-6 | Provide opportunities for teachers to work together to identify the language demands in the content area standards and curriculum.           | Site based PD on student focused observations<br>Calendar student focused observations each trimester  | Qualitative data of student focused observations<br>Level of student engagement during walkthroughs  |  | Tier 1 |

| District Strategy: Cultivating <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b> |  |   |   |  |  |
|--|--|---|---|--|--|
| <b>School Priority:</b>  |  | Professional Learning Communities engaged in continuous cycles of inquiry   |   |  |  |
| <b>School Theory of Change:</b>  |  | If Bella Vista staff engage in collaborative inquiry - reflecting on practices, analyzing student learning, testing the impact of instructional practices, and sharing learning with colleagues then our staff will build collective efficacy and transform results for students. |   |  |  |
| <b>Related Goal(s):</b>  |  | Our staff are high quality, stable, and reflective of Oakland's rich diversity.   |   |  |  |
| <b>Students to be served by these actions:</b>                                   |  | <i>All Students</i>   |   |  |  |
| #  | TEACHING ACTIONS   | LEADERSHIP ACTIONS  | EVIDENCE OF IMPLEMENTATION  | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 4-1  | Meet weekly in PLCs to collaboratively develop standards based lesson plans, that include pre determined scaffolds for learning, that are informed by student performance based on student exemplars of task | Leaders facilitate PLCs<br>Leaders provide consistent PLC schedule. Leaders facilitate and support PLC work as teacher capacity, and PLC capacity is grown.   | Calendared PLC times and agendas  |  | Tier 1                                     |
| 4-2  | Establish and adhere to PLC norms and agreements   | Build a culture of trust and connectedness between all staff  | Growth on PLC rubric  |  | Tier 1                                     |
| 4-3  | Teachers and instructional leaders collaborate and observe each other giving instruction and give each other feedback.   | Schedule time for teachers to observe each other, providing prep times to provide coverage.<br>Ensure all classrooms are observed and teachers receive feedback on core instruction   | Scheduled walkthroughs and Peer observations<br>Feedback documentation<br>Observation tools |  | Tier 1                                     |

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

|  |   |
|--|---|
| <b>School Priority:</b>                        | Black students are welcomed, safe, healthy and engaged.   |
| <b>School Theory of Change:</b>                | If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement. |
| <b>Related Goals:</b>                          | Increase in i-Ready Standards Mastery and Diagnostic Proficiency<br>Increase in SBAC Math/ELA proficiency   |
| <b>Students to be served by these actions:</b> | <i>Black students and families</i>  |

| #   | TEACHING ACTIONS   | LEADERSHIP ACTIONS   | EVIDENCE OF IMPLEMENTATION   | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|--|--|--|--|
| 5-1 | Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings   | Provide professional development for staff related to anti-racism and implicit bias  | Observations<br>Participate in central PD<br>Reading fluency for AA students<br>Proficiency rates on local and state assessments |  |  |
| 5-2 | Teachers progress monitor the learning of AA students towards meeting the learning target.   | Provide professional development on high leverage teaching strategies.   | Task of focal AA students<br><br>Informal or Formal Learning Walk Data<br><br>PD   |  | Tier 1                                     |
| 5-3 | Teachers will build strong relationships with families through ongoing 2-way communication and contact   | Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled | # of conferences and home visits during the calendar year<br># of Family Engagements held  |  | Tier 1                                     |
| 5-4 | Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target. | Regular walkthrough and coaching feedback.<br>Provide professional development on high leverage teaching strategies.         | Task of focal AA students<br><br>Informal or Formal Learning Walk Data<br><br>Coaching cycle                                     |  | Tier 1                                     |

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))**

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| <b>School Priority:</b>                        | All ELL students will receive quality Integrated ELD across all content areas throughout the school day, and 30 minutes of quality daily Designated ELD.  |
| <b>School Theory of Change:</b>                | If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments. |
| <b>Related Goals:</b>                          | English Learner students continuously develop their language, reaching English fluency in six years or less, as measured by the ELPAC and reclassification  |
| <b>Students to be served by these actions:</b> | <i>English Language Learners</i>  |

| #   | TEACHING ACTIONS  | LEADERSHIP ACTIONS   | EVIDENCE OF IMPLEMENTATION  | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|--|---|--|--|
| 6-1 | Teachers teach Designated ELD daily.  | Establish time for designated ELD in daily schedule<br>Provide foundational PD on D-ELD using the OUSD ELED D-ELD curriculum (slide decks), they support ELLs with access to and the language of ELA instruction and tasks         | Classroom Schedules<br>PD agendas, observation notes and feedback tracker<br>Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps |  | Tier 1                                     |
| 6-2 | Academic Discussions held in EL curriculum Teacher predetermines/anticipates student response exemplar and provides necessary instruction and scaffolds for student success to compare with exemplar. | Principal, TSA and Leadership Team provide PD that is inquiry base<br>Principal, TSA and Leadership Team observe and provide specific, timely feedback on the implementation of Strategic Questions, TDQs and academic discussions | Informal or Formal Learning Walk Data   |  | Tier 1                                     |
| 6-3 | Additional Designated ELD for newcomers, pull out using Systematic ELD  | Establish time for Newcomer ELD in daily schedule<br>Fund Imagine Learning Site License<br>Establish Newcomer Social Skills Groups   | Student growth as measured by IReady Diagnostic   |  | Tier 2                                     |

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| 6-4 | Teachers use the ELL Snapshot (ELPAC data) in conferences with students and parents to set goals | Provide ELL Snapshot to teachers three times / year. Plan a parent meeting to discuss reclassification criteria with all ELL parents - partner with Office of Equity and Family Engagement. | Observations from Instructional Coach |  | Tier 1 |
|-----|--|---|---------------------------------------|--|--------|



PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 102

School: Bella Vista Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE          | BUDGET AMOUNT | BUDGET RESOURCE                                 | OBJECT CODE | OBJECT CODE DESCRIPTION                              | PCN  | POSITION TITLE                   | FTE  | RELATED LCAP GOAL   | RELATED SPSPA TARGET                              | RELATED SPSPA ACTION   | BUDGET ACTION NUMBER |
|--|---------------|---|-------------|--|------|----------------------------------|------|---|---|--|----------------------|
| 10-Month Teacher on Special Assignment (TSA) | \$117,999     | Title I: Basic                                  | 1119        | Certificated Teachers on Special Assignment Salaries | 7890 | TSA 10 Pay                       | 1.00 | Goal 1: All students graduate college, career, and community ready.     | Student Connectedness to School                   | Intentionally create opportunities to build community within the classroom and with families through home visits, daily class meetings, restorative practices, Social Emotional Learning.                    | 102-1                |
| Bilingual Attendance Specialist              | \$35,627      | LCFF Supplemental                               | 2205        | Classified Support Salaries                          | 6446 | Attendance Specialist, Bilingual | 0.50 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Reading Inventory (RI) Growth of One Year or More | Focused foundational work at Grade K and 1   | 102-2                |
| Books other Than Text Books                  | \$5,879       | Measure G: Library                              | 4200        | Books other than Textbooks                           |      | n/a                              |      | Goal 1: All students graduate college, career, and community ready.     | Staff Satisfaction with Professional Development  | Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.   | 102-3                |
| Class. Supt Salaries Overtime                | \$1,500       | Title I: Parent Participation                   | 2225        | Classified Support Salaries: Overtime                |      | n/a                              |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | College/Career Readiness                          | Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum   | 102-4                |
| Classified support salaries                  | \$41,027      | One-Time COVID Funding                          | 2205        | Classified Support Salaries                          | 8035 | n/a                              | 0.80 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Chronic Absenteeism                               | Participate in conversations regarding the importance of attendance and student success. Serve as a liason between the student/student's family and leadership to support the whole child.                   | 102-5                |
| Community School Manager                     | \$63,962      | LCFF Supplemental                               | 2305        | Classified Supervisors' and Administrators' Salaries | 7888 | Program Mgr Community School     | 0.45 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Staff Satisfaction with Professional Development  | Meet weekly in PLCs to collaboratively develop standards based lesson plans, that include pre determined scaffolds for learning, that are informed by student performance based on student exemplars of task | 102-6                |
| Consultants                                  | \$8,125       | Title IV: Student Support & Academic Enrichment | 5825        | Consultants  |      | n/a                              |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SBAC ELA Distance from Standard Met               | Focused foundational work at Grade K and 1   | 102-7                |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 102

School: Bella Vista Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE               | OBJECT CODE | OBJECT CODE DESCRIPTION                             | PCN  | POSITION TITLE                | FTE  | RELATED LCAP GOAL   | RELATED SPSPA TARGET                              | RELATED SPSPA ACTION  | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|-------------------------------|-------------|---|------|-------------------------------|------|---|---|---|----------------------|
| Early Lit Tutor                     | \$44,708      | LCFF Supplemental             | 2205        | Classified Support Salaries                         |      | n/a                           | 0.80 | Goal 1: All students graduate college, career, and community ready.                     | Student Connectedness to School                   | Develop clear expectations and community agreements that are communicated early and monitored often for student success to students and families. Communicate a clear communication policy for parents to be able to support student success  | 102-8                |
| Extended Contracts                  | \$8,331       | LCFF Supplemental             | 1122        | Certificated Teachers' Salaries: Extra Compensation |      | n/a                           |      | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Student Connectedness to School                   | Fund Community School Manager to coordinate adult connections with high need students. Community School Manager builds and strengthens school partnerships to meet needs of homeless, and foster youth students. Professional development and translation support for parent communication. Schoolwide community building events. | 102-9                |
| Field Trips                         | \$1,876       | Title I: Basic                | 5826        | External Work Order Services                        |      | n/a                           |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged.                 | i-Ready Math at or above Mid-Grade                | Intentionally create opportunities to build community within the classroom and with families through home visits, daily class meetings, restorative practices, Social Emotional Learning.   | 102-10               |
| Noon Supervisor                     | \$16,282      | LCFF Supplemental             | 2905        | Other Classified Salaries                           |      | Noon Supervisor               | 0.40 | Goal 3: Students and families are welcomed, safe, healthy, and engaged.                 | Student Connectedness to School                   | Participate in conversations regarding the importance of attendance and student success. Serve as a liaison between the student/student's family and leadership to support the whole child.   | 102-11               |
| Office Supplies                     | \$23,340      | General Purpose Discretionary | 4310        | School Office Supplies                              |      | n/a                           |      | Goal 1: All students graduate college, career, and community ready.                     | Student Connectedness to School                   | Implement Caring School Community Curriculum to create a strong SEL component to the daily classroom routine.   | 102-12               |
| Prep/Enrichment Teacher             | \$81,139      | LCFF Supplemental             | 1105        | Certificated Teachers' Salaries                     | 0924 | Teacher Education Enhancement | 0.70 | Goal 3: Students and families are welcomed, safe, healthy, and engaged.                 | i-Ready Reading at or above Mid-Grade             | Accessibility of literature for all students at school and home   | 102-13               |
| Prep/Enrichment Teacher             | \$66,121      | Measure G: Library            | 1105        | Certificated Teachers' Salaries                     | 0552 | Teacher Education Enhancement | 0.45 | Goal 3: Students and families are welcomed, safe, healthy, and engaged.                 | Reading Inventory (RI) Growth of One Year or More | Accessibility of literature for all students at school and home   | 102-14               |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 102

School: Bella Vista Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE                        | OBJECT CODE | OBJECT CODE DESCRIPTION         | PCN  | POSITION TITLE                        | FTE  | RELATED LCAP GOAL  | RELATED SPSPA TARGET                                    | RELATED SPSPA ACTION   | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--|-------------|---------------------------------|------|---------------------------------------|------|--|---|--|----------------------|
| Professional Contracted Services    | \$12,141      | LCFF Supplemental                      | 5826        | External Work Order Services    |      | n/a                                   |      | Goal 1: All students graduate college, career, and community ready.                  | Student Connectedness to School                         | Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity. | 102-15               |
| Professional Contracted Services    | \$1,000       | Title I: Parent Participation          | 5826        | External Work Order Services    |      | n/a                                   |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | Reading Inventory (RI) Multiple Years Below Grade Level | Monitor and support implementation of curriculum during the first 6 weeks of school. Provide ongoing feedback and coaching throughout the year. Target support to new teachers for the first 8 weeks of school to build strong classroom community and culture   | 102-16               |
| Refreshments                        | \$375         | Title I: Parent Participation          | 4311        | Meeting Refreshments            |      | n/a                                   |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | SBAC ELA Distance from Standard Met                     | Intentionally create opportunities to build community within the classroom and with families through home visits, daily class meetings, restorative practices, Social Emotional Learning.  | 102-17               |
| Site License                        | \$2,000       | Title I: Basic                         | 5846        | Licensing Agreements            |      | n/a                                   |      | Goal 1: All students graduate college, career, and community ready.                  | ELL Reclassification                                    | Teachers teach Designated ELD daily.   | 102-18               |
| Supplies                            | \$375         | Title I: Parent Participation          | 4310        | School Office Supplies          |      | n/a                                   |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | Student Connectedness to School                         | Provide family workshops to support the home to school connection.   | 102-19               |
| Teacher                             | \$63,596      | One-Time COVID Funding                 | 1105        | Certificated Teachers' Salaries | 8640 | Teacher, Structured English Immersion | 0.75 | Goal 1: All students graduate college, career, and community ready.                  | Student Connectedness to School                         | Provide family workshops to support the home to school connection.   | 102-20               |
| After School Program Contract       | \$131,144     | After School Education & Safety (ASES) | 5825        | After School Contracts          |      | After School Contracts                |      | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | ELL Reclassification                                    | Provide family workshops to support the home to school connection.   | 102-21               |



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

***All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.***

### **Bella Vista Elementary School**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Offering Parent Teacher Conferences
- Providing parent workshops on content standards and assessments

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Promoting and working with Parent Action Teams
- Holding Monthly School Site Council Meetings that are open to all stakeholders

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- The school communicates to families about the school's Title I, Part A programs by:
  - Convening an annual Title 1 Meeting

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Annual Back To School Meetings within the first 4 weeks of the school year

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Email
- School Flyers
- Phone calls/text
- Bella Vista Website

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Communication with all parents from classroom teachers and Community School Manager

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Holding Parent Workshops
- Distribution of training materials

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Regularly including this topic in All Staff professional development
- Beginning each year with Home Visits to establish strong partnerships & relationships

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Providing meetings at multiple times of day

- Posting minutes of meetings, recording meetings or providing presentations for parents to review

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Holding both formal and informal monthly parent meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Ensuring translation is available at parent meetings

The school provides support for parent and family engagement activities requested by parents by:

- Including parent ideas in activities into the annual calendar of Bella Vista events

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Monthly parent workshops
- Family Events

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was jointly developed and adopted by the Bella Vista Elementary School on December 6, 2021 and will be in effect for the period August 9, 2021 through May 25, 2022

**The school will distribute this policy to all parents on or before December 10th, of the current school year.**

**Name of Principal**  
Linda Flynn

**Signature of Principal**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **School-Parent Compact**

### **Bella Vista Elementary School**

### **2021-2022**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2021-22 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - a) English Language Arts curriculum - EL Education**
  - b) SIPPS Foundations - Early literacy Curriculum**
  - c) FOSS Science Curriculum**
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) Virtual Home Visits - Hopes and Dreams Conversations**
  - b) Trimester 1 Report Card Conferences**
  - c) Trimester 2 Report Card Conferences**
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - a) Teacher Reports of student progress throughout the trimester**
  - b) Regularly scheduled (weekly, or every 2 weeks) progress monitoring**
  - c) Monthly parent workshops**
- 4) Provide parents reasonable access to staff.**
  - a) Multiple means of communication: Parent Square, Email, Google Voice**

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
  - a) Classroom volunteers
  - b) Room Parents
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) Newsletters with student learning targets for the week/month
  - b) Monthly parent workshops
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
  - a) Parent Translators to support Bella Vista's non English speaking families

#### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

#### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Partner with my child's teacher to ensure strong growth towards yearly academic goals
- Get child to school on time every day
- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child
- Promote positive use of my child's extracurricular time.
  - *limiting television watching or video games*
  - *ensuring 30 minutes of reading daily*

This Compact was adopted by the Bella Vista Elementary School on December 6, 2021 and will be in effect for the period of August 9, 2021 to May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before December 10, 2021.



**Signature of Principal**

*Linda Flynn*

**Date**

*12/6/2020*



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **School-Parent Compact**

### **Bella Vista Elementary School**

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#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - a) **English Language Arts curriculum - EL Education**
  - b) **SIPPS Foundations - Early literacy Curriculum**
  - c) **FOSS Science Curriculum**
- 2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) **Virtual Home Visits - Hopes and Dreams Conversations**
  - b) **Trimester 1 Report Card Conferences**
  - c) **Trimester 2 Report Card Conferences**
- 3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - a) **Teacher Reports of student progress throughout the trimester**
  - b) **Regularly scheduled (weekly, or every 2 weeks) progress monitoring**
  - c) **Monthly parent workshops**
- 4) **Provide parents reasonable access to staff.**
  - a) **Multiple means of communication: Parent Square, Email, Google Voice**
- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- a) Classroom volunteers
  - b) Room Parents
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
- a) Newsletters with student learning targets for the week/month
  - b) Monthly parent workshops
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- a) Parent Translators to support Bella Vista's non English speaking families

### Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

### Parent Responsibilities

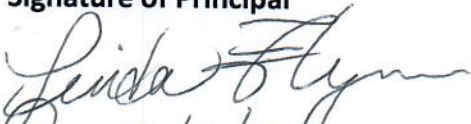
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  - *limiting television watching or video games*
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The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before December 10, 2021.

**Signature of Principal**



**Date** 12/6/2021



Strategic Resource Planning (SRP)

**Bella Vista ELEMENTARY SCHOOL**

**School Site Council Membership Roster**

**2021-2022**

**SSC - Officers**

|                   |               |
|-------------------|---------------|
| Chairperson:      | Jordan Monroe |
| Vice Chairperson: | Zoey Turek    |
| Secretary:        | Cathy Bishop  |

**SSC - Members** *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

| Member's Name                 | Principal                           | Classroom Teacher                   | Other Staff                         | Parent/Community Member             | Term (1st or 2nd year term?) |
|-------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Linda Flynn                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |                              |
| Zoey Turek                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | 2                            |
| Susan Schooling*              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | 1                            |
| Maria Sol Rhein               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | 1                            |
| Rana Lau                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 2                            |
| Cathy Bishop                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 2                            |
| Leslie Radcliff               | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 2                            |
| Jordan Monroe                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 1                            |
| Djamila Boudjemi              | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 1                            |
| Jonatan Valladares            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 2                            |
| Jacqueline Valdez (Alternate) | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |                              |
|                               | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |                              |

|  |                            |
|--|----------------------------|
| <b>SSC Meeting Schedule:</b><br>(Day/Month/Time) | <b>4th Thursday @ 4:00</b> |
|--|----------------------------|

**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members