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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA)

Ask of the Board Approval of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Bella Vista Elementary School
CDS Code: 1612596001655
Principal: Linda Flynn
Date of this revision: 5/21/2021

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:

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 (ASES) | <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 (ELSBG) |
| <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 Education Code 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 15, 2021

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, media announcements, etc.)

Signatures:

Linda Flynn
Principal

Leslie Radcliffe
SSC Chairperson

Monica Thomas
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning

Linda Flynn
Signature

Leslie Radcliffe
Signature

Lisa Spielman
Signature

Date
6/18/2021

Date
June 25, 2021

Date
6/25/2021

Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/12	SSC & SELLS	Shared SPSA and Overview of Site Plan with baseline data
12/14/2020	Instructional Leadership Team	Review of Data of student performance towards Literacy Goals
1/6/2021	Leadership	Leadership work session to review practices aligned to school goals
1/14/2021	Instructional Leadership Team and SSC	Feedback session in partnership with all stakeholders to discuss next steps for practices and to develop activities to increase student achievement for target groups of AA and Latino students. Share data collected from monitoring practices.
1/21/2021	Leadership	Leadership work session to determine next steps for practices that require growth in site practice
2/11/2021	SSC	Priority practices discussion for SPSA aligned with cocreated vision update with SSC. Engagement with budget training and budget prioritization
2/19/2021	Staff	Priority practices discussion and feedback for transparent Staff discussion for SPSA priorities aligned with budget prioritization
3/11/2021	SSC	SSC approval of funding for priority practices
4/15/2021	SSC	Review and approval of 2021-22 SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$134,890.00
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	\$705,655.00

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 (Title I #3010)	\$123,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$26,820.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,290.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$320,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$56,550.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,225.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$134,890.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$570,765.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$705,655.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	More 3rd - 5th grade students performing at or above grade level on IAB Number and Operations in Base 10: 18.3% (2020-21) from 7.8% (2019-20). Fewer 3rd - 5th grade students performing multiple years below grade level on IAB Number and Operations in Base 10: 36.6% (2020-21) perform multiple years below from 53.1% (2019-20).	Conceptual understandings with ST Math. Number Talks for flexible and critical mathematical thinking.

<i>Focal Student Supports</i>	Mid Year SRI Performance Data for students in SPED grades 3-5 has decreased the number of students multiple years below grade level to 61% from 75% (2019-20) and 76.2% (2018-19). Mid Year SRI Performance Data for ELL students in years 4-6 has decreased the number of students multiple years below grade level to 61.1% from 70.4% (2019-20) and 70% (2018-19). Literary IAB data for 3rd-5th English Language Learners (ELL) decrease in the percentage of students performing multiple years below grade level; 64.7% (2020-21 includes students that did not take) from 70%(2019-20) and 78.3% (2018-19)	Inclusion Program with SPED and General Education Teacher co teaching to meet the differentiated needs of students. Protected time for Designated English Language Development. Focus on Language Dives (sentence unpacking) using grade level complex text.
<i>Student/Family Supports</i>	Daily average attendance rate increased to 96.4%(2020-21 Feb.) from 93.7% (2019-2020) and 91.9% (2018-19). 100% of Foster Youth have satisfactory attendance. Increase in percentage of low income students satisfactory attendance to 79.4% (2020-21) from 55.8% (2019-20) and 31% (2018-19). Chronic absent % for AA students decreases to 17.9% (2020-21) from 33.7% (2019-20) and 43.2% (2018-19)	Weekly attendance team monitoring and connecting with students and families to provide early interventions and supports. Coordination of community partners to provide additional resources and supports. Emphasis on virtual home visit to build strong relationships between classroom teacher and family at the beginning of the 2020-21 school year. Attendance Team partners with classroom teachers and establishes attendance focal students.
<i>Staff Supports</i>	Staff is committed to examining bias, equity and racism to yield better results for all students. Professional Learning Communities provide staff with colleague to colleague support.	Monthly staff meetings dedicated to the topic and hard conversations of how bias, equity, and racism impact Bella Vista students performance. Weekly time for grade level teams to collaborate.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	K-2 Foundational Skills gap grows over the K-2 span	Prior to 2020-21 school year lack of site wide data prevented ability to progress monitor. SIPPS, foundational skills not implemented with fidelity in terms of the grouping strategy and structure

<p><i>Focal Student Supports</i></p>	<p>African American and Latino students Mid Year SRI performance data has shown no significant change for students performing multiple years below grade level since 2018-2019 - (AA: 64.6% 2020-21 - 65.8% 2019-20) African American students performance data on Literary IAB (fall data) continues to have more than 60% of students performing multiple years below grade level (AA: 71% (2020-21), 62.5% (2019-20 includes students not assessed), 66.7% (2018-19). Latino student performance on Literary IAB for 2020-21 school year has 64.3% student performance multiple years below grade level. Fewer English Language Learner's are reclassifying as English Proficient down to 2.7% (2020-21) from 7.7% (2019-20) and 16.3% (2018-19)</p>	<p>Lower expectations, "This is too hard". Inconsistent program/curriculum Lack of leader coordination and monitoring of specific Tier 1 and 2 supports. Meritocratic ideals Unwillingness to own ones role</p>
<p><i>Student/Family Supports</i></p>	<p>African American and Latino students Mid Year SRI performance data has shown no significant change for students performing multiple years below grade level since 2018-2019 - (AA: 64.6% 2020-21 - 65.8% 2019-20) African American students performance data on Literary IAB (fall data) continues to have more than 60% of students performing multiple years below grade level (AA: 71% (2020-21), 62.5% (2019-20 includes students not assessed), 66.7% (2018-19). Latino student performance on Literary IAB for 2020-21 school year has 64.3% student performance multiple years below grade level. Fewer English Language Learner's are reclassifying as English Proficient down to 2.7% (2020-21) from 7.7% (2019-20) and 16.3% (2018-19)</p>	<p>Tier 2 student academic interventions require specific coordination, documentation, monitoring, and tracking. Lack of clear communication with families regarding student milestones by grade level.</p>

<i>Staff Supports</i>	Teachers need additional adult support to meet the differentiated needs of students	Teachers can't meet consistently with multiple differentiated small groups. Teachers must settle for teaching to the average student
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1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	100% of students in K-2 are at or above grade level standards for foundational literacy. 75% of students in grades 3-5 are at or above grade level standards for English Language Arts.
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SIPPS Mastery	All K	n/a	n/a	80%	90.0%
SIPPS Mastery	All 1st	n/a	n/a	75.0%	85.0%
SIPPS Mastery	All 2nd	n/a	n/a	70.0%	80.0%

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC	All 3rd - 5th	n/a	n/a	n/a	-28.8 DFS
IAB ELA at or above Standard	African American	n/a	n/a	n/a	TBD
IAB ELA at or above Standard	All 3rd - 5th	n/a	n/a	n/a	40.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	TBD

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Math and Science.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-10.2
IAB Math at or above Standard	All Students	TBD	30.7%	65.0%	75.0%
CAST (Science) at or above Standard	All Students	TBD	24.2%	n/a	40.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	85%	90.0%

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

School Goal for May 2024: African American continuously grow towards meeting and exceeding standards in Language Arts.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-135.2 (Spring 2019)	n/a	-120.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-105.1 (Spring 2019)	n/a	-75.0
IAB ELA at or above Standard	Students with Disabilities	n/a	6.8%	25.0%	35.0%
IAB ELA at or above Standard	African-American Students	n/a	16.2%	45.0%	60.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	41.2%	n/a	35%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-100.5 (Spring 2019)	n/a	-75.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-86.6 (Spring 2019)	n/a	-60.0
IAB Math at or above Standard	Students with Disabilities	n/a	15.9%	20.0%	30.0%
IAB Math at or above Standard	African-American Students	n/a	10.5%	20.0%	35.0%
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	9.6%	n/a	16%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	25.0%	n/a	25.0%

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

School Goal for May 2024: African American students show an increase in connectedness and engagement in learning

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	61.4%	n/a	75%
Suspensions	All Students	-2pp	0.2%	n/a	0%
Suspensions	African-American Students	-2pp	0.9%	n/a	0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0%
Chronic Absence	All Students	-2pp	18.5%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	33.7%	n/a	30.0%

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

School Goal for May 2024: All staff are high quality, provide optimal service to our students, families, and staff.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	90.0%	95.0%
Teacher Retention	All Teachers	n/a	82% (Fall 2020)	90.0%	95.0%

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Bella Vista Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Develop strong relationships between students, families and staff

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 School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Virtual home visits during the first 3 weeks of school to build strong foundational relationships.

What evidence do you see that your practices are effective?

Stronger home to school connection and communication between teachers and parents as evident from parent feedback, and student attendance

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

Adding a translation service to support communication, relationship building and connectedness with ALL students. This can be identified in 1-6 under leadership strategies and actions.

20-21 Standards-Based Instruction Priority:

Focus on implementation of NGSS and Math Common Core Standards in TK-5, with an emphasis on the Rigor shift. Ensuring students face tasks that are high rigor and reflect common core standards.

Theory of Change:

If teacher capacity is grown to clearly understand standards in both the content and rigor expected of students; then students will have increased opportunities with student tasks to work towards grade level proficiency which will accelerate student learning.

Related School Goal:

All students continuously grow towards meeting or exceeding standards in Math, Science and Language Arts. English learners continuously develop their language, reaching English fluency in six years or less

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Site wide expectation for weekly Science Instruction. Site wide expectation to engage in Number Talks bi weekly.

What evidence do you see that your practices are effective?

Consistent implementation of Number Talks as evident from weekly observation. Students routinely sharing mathematical critical thinking through discussion

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

Early Literacy TSA will focus on the strategy of standards based instruction and student tasks specifically at the K-2 level as identified in strategies and actions 2-5.

20-21 Language & Literacy Priority:	ELA instruction is standards aligned and provides students with tasks that are also standards-aligned. 75% of students, K-5, will demonstrate proficiency in grade level standards for English Language Arts
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Theory of Change:	If teacher capacity is grown to clearly understand standards in both the content and rigor expected of students; then students will have increased opportunities with student tasks to work towards grade level proficiency which will accelerate student learning.
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Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of EL ED curriculum in 100% of classrooms. PLCs conducting Task Analysis of student tasks to inform instruction. An additionally activity with a focus on Early Literacy Foundational Skills through Tier 1 SIPPS instruction was added to this priority.

What evidence do you see that your practices are effective?

100% of classrooms implemented EL ED curriculum. 100% of students participating in standards aligned rigorous tasks. Moderate student growth towards proficiency evident in classrooms with additional adult support. Lower student growth evident in classrooms with out additional adult support.

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

Focus on Early Literacy has been added to this goal. During the 2020-21 school year a teacher leader was assigned as an Early Literacy Lead teacher. For the 2021-22 school year a 10 month TSA will continue to oversee and support Early Literacy work. Changes can be identified in Strategies and actions 3-3 and 3-6 Language and Literacy.

20-21 Conditions for Adult Professional Learning Priority:	Professional Learning Communities engaged in continuous cycles of inquiry
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Theory of Change:	If Bella Vista staff engage in collaborative inquiry - reflecting on practices, analyzing student learning, testing the impoact of instructional practices, and sharing learning with colleagues then our staff will build collective efficacy and transform results for students.
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Related School Goal:	Evidence based collaboration. Teachers build communities of effective practice by publicly sharing learning and engaging with peers in open and honest dialog
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Weekly PLCs shared practices and conducted student task analysis to inform instruction.

What evidence do you see that your practices are effective?

Collaborative inquiry results is evident with teacher practice across grade level teams in instruction as evident from walkthrough data

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

K-2 Early Literacy TSA will support K-2 teachers with the unique needs of building students foundational skills as noted in 4-1 and 4-3 Conditions for Adult Professional Learning.

20-21 Conditions for English Language Learners	Priority: Improve English Language Development, and reclassification rates for all ELL students.
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Theory of Change:	If Bella Vista is intentional with daily designated and integrated ELD instruction that meets the needs of all levels of English Language learners and ensures that learners are provided scaffolds to engage with grade level complex text then we will accellerate learners English language development towards reclassification.
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Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Designated ELD offered during a protective block of time

What evidence do you see that your practices are effective?

75% of teachers using language dives during designated ELD. Consistent weekly ELD instruction.

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

Designated ELD will focus on Language Dives at all grade levels K-5 for English Language Learners. Strategies and Actions 5-1.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

Added a Reading Tutor position to support with Early Literacy needs. This change was necessary to meet the differentiated needs of Bella Vista students. Also added a translation service to better meet the family language needs and to support the classroom teacher with building connections with all students and families.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

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 ("Big Rock"):

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(s):

All students build relationships to feel connected and engaged in learning.

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	Promote One Message that is United around attendance, special focus on transitioning families into kindergarten during the first six weeks of school.	<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, & family emergencies.</p>	decrease of chronic attendance		Tier 1

1-2	<p>Communicate with office about student absences and reasons pertaining to students' absences. Participation in conversations with families regarding the impact of attendance and academic success.</p>	<p>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.</p>	<p>decrease of chronic absence rate. # of SART meetings</p>		Tier 2
1-3	<p>Continue SPED Inclusion program for students with disabilities. Provide social skills groups, and individual counseling for Tier II and III students.</p>	<p>Fund psychology interns to hold social skills groups for students in K -5 grade</p>	<p>"% of SPED students in showing growth the Inclusion program, number of students served in social skills groups, decrease of URFs for Tier II and Tier III students"</p>		Tier 2

1-4	Teachers intentionally create opportunities to build community within the classroom and with families through daily class meetings, restorative practices and Social Emotional Learning. Clear communications policy and plan for parents in order to identify best ways to support student learning at home.	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.	increase of student connectedness based on CHKS data,	Teachers need additional adult support to meet the differentiated needs of students	Tier 1
1-5	Teach the Caring School Community curriculum with special emphasis on the morning circle/advisory lessons weeks 1 -10.to build the classroom and school community	Unite and integrate school wide initiatives for, Restorative Justice, SEL, PBIS, COST, Tier II and Tier III systems, and Attendance. Clearly communicate the purpose of Whole Child initiatives with parents/guardians.	walkthrough data, student interviews, parent knowledge of school wide discipline expectations and plan based on CHKS data		Tier 1
1-6	Conduct Home Visits (virtually or in person) at the beginning of the year to establish strong home to school connection and relationship building	Fund teachers for additional time to pay for home visits. Allow for time with in the work week for home visits. Provide options for translation to eliminate language barriers.	80% of students receive a "Home Visit" by classroom teacher by Sept. 24, 2021	Teachers need additional adult support to meet the differentiated needs of students	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.	Every student participates in a minimum of 2 field trips/year	Teachers need additional adult support to meet the differentiated needs of students	Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Focus on implementation of NGSS and Math Common Core Standards in TK-5, with an emphasis on the Rigor shift. Ensuring students face tasks that are high rigor and reflect common core standards.
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School Theory of Change:	If teacher capacity is grown to clearly understand standards in both the content and rigor expected of students; then students will have increased opportunities with student tasks to work towards grade level proficiency which will accelerate student learning.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<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	Work collaboratively with PLC to create student exemplars of common core aligned student tasks, anticipate instruction needed to meet the demands of the standards and monitor student performance to provide data informed instruction	Professional Development around aligning instruction and student tasks to CCSS and NGSS. Fund two TSAs to work with various PLCs.	Percentage of grade level teams working collectively and engaging in ongoing cycles of inquiry with weekly action items reviewed, and revised during PLC meetings. Walkthrough data indicating instruction and student tasks aligned to the standard. Formative and interim assessment data monitored for growth and increased levels of proficiency		Tier 1
2-2	Connect prior learning to grade level content	Provide professional development to build cohesion across the grade levels and develop a plan to address unfinished learning. TSA to lead professional development and individual teacher coaching cycles.	accelerated growth towards proficiency on IAB/iReady assessments		Tier 1

2-3	Demonstrates a clear understanding of student learning target and task in relationship to the standard; ensure that students understand the expectation of student performance to meet the rigor of the standard	"Provide professional development and feedback to grade level teams, and individual teachers on grade level standards.	"Weekly walkthrough data posted lesson objectives and student learning targets Accelerated student growth towards proficiency on formative and summative assessments "		Tier 1
2-4	All Students are engaged in writing in all content areas in the three text types (i.e., narrative, informational, and opinion) Grade level teams will develop and provide rigorous student writing tasks aligned to the college and career readiness standards related to content area.	Schedule PLC time for grade level teams to review/develop rigorous student writing tasks related to content area with exemplars of proficient student responses. Leadership will facilitate grade level teams in the use of ""Content Learning Walk"" tool to examine writing in all grade levels at least 2x a year.	Student responses to written tasks on IAB, monthly walkthrough data on student response rate in Notebooks, student written responses to unit assessments		Tier 1
2-5	Teachers use data-informed cycles of inquiry with multiple forms of assessment, to implement school-wide and grade-level continuous improvement plans.	Grade level teams will collect IAB Interim, iReady, and SIPPS data and principal will monitor results and use of student data. Provide time for teachers in grades k-5 to score and analyze assessment and participate in data conferences.	Growth evident on SRI, IReady, and SIPPS Diagnostics & Assessments. Continuous Growth between pre and post assessments.		Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	ELA instruction is standards aligned and provides students with tasks that are also standards-aligned. 75% of students, K-5, will demonstrate proficiency in grade level standards for English Language Arts
School Theory of Change:	If teacher capacity is grown to clearly understand standards in both the content and rigor expected of students; then students will have increased opportunities with student tasks to work towards grade level proficiency which will accelerate student learning.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions:		<i>All Students, target focus groups African American and English 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?
3-1	Providing K-5 students with rigorous ELA tasks aligned to the common core by with a cohesive ELA curriculum K-5.	<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>Student IReady data, SIPPS data, SRI data, IAB data, SBAC data.</p> <p>Shared/Close Reading Observational Tool data .Walkthrough data. scheduled professional development. number of lesson studies conducted.</p>		Tier 1
3-2	Focused intervention at Grade 2 and 3 for students performing below grade level expectations with priority given to students that are a part of the African American and Latino/a/x subgroups.	Fund partnership with Reading Partners to provide 1:1 intervention for 50 to 75 students performing below grade level as measured on F&P and/or SRI	accelerated student growth as measured by STAR assessment (provided by Reading Partners), F&P assessment, SRI growth, IAB proficiency and growth (3rd grade level),		Tier 2
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	% of students meeting grade level benchmark at Kinder and 1st grade	K-2 Foundational Skills	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. Create time for teachers to take the end of unit test themselves and write out writing exemplar responses they expect from students"	Walkthrough data, student growth towards proficiency on independent tasks with complex text such as end of unit assessments and IAB pre and post data		Tier 1
3-5	Accessibility of literature for all students at school and home	Maintain school library that services students weekly. Build home libraries for students in grades TK - 2.	Weekly Library Schedule. #of students receiving books monthly for home libraries		Tier 1
3-6	Recommend target students for afterschool program to provide extended learning and increased opportunities for student engagement with literacy and language development.	Partner w/ lead agency to fund mentors to support w/ literacy efforts during both the regular school day and after school day. Fund TSA to oversee small group support during the school day and to provide PD to afterschool program mentors to promote literacy with in all programs.	% of students in target groups meeting grade level expectations and proficiency	K-2 Foundational Skills	Tier 2

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Professional Learning Communities engaged in continuous cycles of inquiry
School Theory of Change:	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.

Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	<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 Leaders provide consistent PLC schedule. Leaders facilitate and support PLC work as teacher capacity, and PLC capacity is grown.	PLCs meet weekly at least 80% of the school calendar year. (26 weeks)	Teachers need additional adult support to meet the differentiated needs of students	Tier 1
4-2	Establish and adhere to PLC norms and agreements	Build a culture of trust and connectedness between all staff	surveys, staff feedback, # of lesson studies, peer observations		
4-3	Use curriculum formative assessments/student tasks and IAB data to monitor progress and adjust instruction	Provide coaching, targeted feedback based on weekly observation. Facilitate teacher data conferences. Fund TSA for coaching support	feedback tracker, PLC notes and commitments	Teachers need additional adult support to meet the differentiated needs of students	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Improve English Language Development, and reclassification rates for all ELL students.
School Theory of Change:	If Bella Vista is intentional with daily designated and integrated ELD instruction that meets the needs of all levels of English Language learners and ensures that learners are provided scaffolds to engage with grade level complex text then we will accelerate learners English language development towards reclassification.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<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?
5-1	Daily Sentence unpacking or Language Dives with 1st - 5th grade students	Develop a daily schedule that includes a protected, designated 30 minute block. Provide time for teachers to collaboratively plan sentence unpacking to ensure daily work with language. Provide professional learning to build knowledge of ELD Standards from proficiency levels to Part II focus, so that designated ELD is guided by standards	Walkthrough evidence & schedule . PLC Agenda showing planning for sentence unpacking, and analyzing student language		Tier 1
5-2	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.	Provide coaching feedback. Exemplars embedded in content cycles. Introduce LagueGrowth Tool Overlay to progress monitor Language Development	Student listening, speaking and writing growth over time as measured by ELPAC, and progress monitor with the Language Growth Tool Overlay. Analyze student performance to exemplar during PLC		Tier 1
5-3	Daily 30-45 minute, Newcomer Pull-out Group for Newcomers	Fund and assign TSA to newcomer Designated ELD pull out	Newcomer language acquisition. Student listening, speaking and writing growth over time as measured by ELPAC, and progress monitor with the Language Growth Tool Overlay.	Teachers need additional adult support to meet the differentiated needs of students	Tier 2
5-4	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.	number of conferences and meetings held. % of ELL students that demonstrate 1 or more years of growth as measured by F&P and/or SRI		Tier 1

5-5	Promote active participation of ELL parent and guardians, through relationship building and ensuring all home to school materials are translated	3 Parent Workshops for parents of ELLS as determined from SELLS committee	number of parent workshops, workshop feedback forms		Tier 1
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PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Partner with lead agency EBAYC for After school program to provide extended and enriched learning opportunities	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Recommend target students for afterschool program to provide extended learning and increased opportunities for student engagement with literacy and language development.	102-1
Supplies for classrooms and office to support all students with academics and school wide climate and culture	\$26,820	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for academic program.	102-2
10 month TSA focus on Early Literacy at grades K-2. Monitor Tier 1 instruction, create systems to collect and monitor student data, provide student intervention, provide teacher coaching and professional development	\$26,115	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	7890	TSA 10 Pay	0.17	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Focused foundational work at Grade K and 1	102-3
Increase FTE of Attendance clerk to support additional site needs around attendance	\$29,856	LCFF Concentration	2205	Classified Support Salaries	6446	Attendance Specialist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Monitor attendance data weekly with attendance team and develop interventions. Plan trimester celebrations and School Wide Positive Incentives Program. Create classroom goal setting and award system. 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, & family emergencies.	102-4
Prep teacher	\$76,055	LCFF Supplemental	1105	Certificated Teachers' Salaries	0924	Teacher Education Enhancement	0.66	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	planning	102-5
Additional teacher preparation and planning time to regularly engage in student task analysis to drive instruction.	\$82,334	LCFF Supplemental	1105	Certificated Teachers' Salaries	0924	Teacher Education Enhancement	0.75	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Work collaboratively with PLC to create student exemplars of common core aligned student tasks, anticipate instruction needed to meet the demands of the standards and monitor student performance to provide data informed instruction	102-6
10 month TSA focus on Early Literacy at grades K-2. Monitor Tier 1 instruction, create systems to collect and monitor student data, provide student intervention, provide teacher coaching and professional development	\$53,020	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7890	TSA 10 Pay	0.34	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Focused foundational work at Grade K and 1	102-7
Community Schools Manager	\$44,897	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7888	Program Mgr Community School	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	102-8
Community Schools Manager fosters and maintains relationships between students, parents and school, school and community to meet the needs of every learner. NOTE POSITION IS SPLIT FUND WITH BASE .50FTE CASE MANAGER	\$53,827	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7888	Program Mgr Community School	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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

PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$2,000	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund psychology interns to hold social skills groups for students in K -5 grade	102-10
Contracts for Reading Partners literacy intervention at grade 2 -3. Contract for Multicultural Art for students TK-5	\$25,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Focused intervention at Grade 2 and 3 for students performing below grade level expectations with priority given to students that are a part of the African American and Latino/a/x subgroups.	102-11
Reading Tutors to support small groups with Early Literacy goals Kinder - 2nd	\$72,667	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	System for additional literacy support at Grades K and 1 by funding Reading Tutors and TSA to monitor implementation and data collection	102-12
Extra time for teacher collaboration, and parent workshops	\$2,314	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Foster differentiated learning through teacher collaboration around appropriate use and removal of scaffolds for students	102-13
Certificated Teacher Librarian funding. Teacher Librarian: NOTE this position is split funded. .30FTE from Measure G Library, .70 from Base EEIP.	\$88,186	Measure G: Library	1105	Certificated Teachers' Salaries	0552	Teacher Education Enhancement	0.61	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Accessibility of literature for all students at school and home	102-14
.80 TSA 11 month to build teacher capacity through PD and PLC support, monitor Tier 1 and 2 Instruction, provide Tier 2 interventions	\$117,706	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	3993	11-Month Classroom TSA	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund and assign TSA to newcomer Designated ELD pull out	102-15
Field Trips and Assemblies to extend learning beyond the classroom, and to provide real world applications	\$7,729	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Unite and integrate school wide initiatives for, Restorative Justice, SEL, PBIS, COST, Tier II and Tier III systems, and Attendance. Clearly communicate the purpose of Whole Child initiatives with parents/guardians.	102-16
Extra time to pay classroom teachers to conduct home visits at the beginning of the year to build strong home to school connections	\$1,000	Title I: Parent Participation	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct Home Visits (virtually or in person) at the beginning of the year to establish strong home to school connection and relationship building	102-17
Extra time to pay for translation services for diverse language needs of families	\$1,468	Title I: Parent Participation	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers intentionally create opprtunities to build community witin the classroom and with families through daily class meetings, restorative practices and Social Emotional Learning. Clear communications policy and plan for parents in order to identify best ways to support student learning at home.	102-18
Supplies to support parent engagement	\$390	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers use the ELL Snapshot (ELPAC data) in conferences with students and parents to set goals	102-19
Service contract for language translation to support classroom teacher communication with diverse home languages of families	\$900	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers use the ELL Snapshot (ELPAC data) in conferences with students and parents to set goals	102-20
Book Trust Contract to build students home library to promote literacy	\$5,000	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Maintain school library that services students weekly. Build home libraries for students in grades TK - 2.	102-21

PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Fund Field Trips and Assemblies to extend learning beyond the classroom and to provide real world applications	\$3,225	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Recommend target students for afterschool program to provide extended learning and increased opportunities for student engagement with literacy and language development.	102-22



Strategic Resource Planning (SRP)

Bella Vista ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Leslie Radcliffe
Vice Chairperson:	Zoey Turek
Secretary:	Catherine 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
Linda Flynn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruth Prchlik*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrie Bray*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zoey Turek*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rana Lau	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maribel Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Catherine Bishop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leslie Radcliffe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Covey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jonatan Valladares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Duy "Judy" Vo (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"/>

SSC Meeting Schedule: (Day/Month/Time)	2nd Working Thursday of the Month at 5PM
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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



**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

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 adopted by the Bella Vista School Site Council on September 10, 2020 and will be in effect for the period August 10, 2020 through May 28, 2021.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal
Linda Flynn

Signature of Principal


Date September 10, 2020



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Bella Vista Elementary School

2020-21

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 2020-21 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) **Pilot new 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: Talking Points, 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) Weekly Newsletter with student learning targets for the week
 - 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

Examples:

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

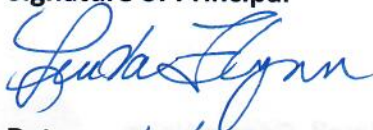
As a parent, I will support my child's learning in the following ways:

- 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 August 27,2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

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 September 4, 2020.

Signature of Principal



Date

9/4/2020