

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Bella Vista Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Bella Vista Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Bella Vista Elementary School
CDS Code: 1612596001655
Principal: Linda Flynn
Date of this revision: 5/10/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact: Linda Flynn
Address: 1025 East 28th Street
Oakland, CA 94610

Position: Principal
Telephone: 510-436-4900
linda.flynn@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Bella Vista Elementary School

Site Number: 102

- | | | |
|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single 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: 4/12/2016

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

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|--|---|---|

Signatures:

Linda Flynn		<u>5/23/2016</u>
Print name of School Principal	Signature	Date
Karen Lee		<u>5/23/2016</u>
Print name of SSC Chairperson	Signature	Date
Kyla Johnson Sara Stone		<u>5/26/16</u>
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian		<u>5-26-16</u>
Ruth Alahydoian, Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/29/2016	Bella Vista Faculty	Shared core components of site plan and obtained staff input for plan refinement
2/22/2016	Instructional Lead Team	Obtained Instructional Lead Team input for plan refinement
3/3/8/2016	School Site Council	Shared core components of site plan and obtained SSC input for plan refinement
4/12/2016	School Site Council	Plan approval and discussion, and approved Title 1 plan components
4/28/2016	Parent Meeting	Parents and Parent Leaders discussed core components of 2016-2017 SPSA
5/10/2016	School Site Council	Final plan discussion

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$30,427.94	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$218,447.96	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$370,755.07	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$81,076.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,332.40	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$83,408.40	\$0.00

ABOUT THIS SCHOOL

School Description

Bella Vista Elementary School was established in 1948. The school is found within a multicultural residential community. It is a unique neighborhood school with a population made up of diverse ethnic and cultural backgrounds. Bella Vista's population includes 18 different languages, of which Cantonese, Vietnamese, Spanish and English are the dominant languages. The school is supported by neighborhood organizations such as, Friends of Bella Vista Park, the NY 17 Neighborhood Watch, and TRYBE. Our school currently consists of just under 450 students. The school houses TK - 5th grade students, two moderate to severe Special Day Classes, and an inclusive mild to moderate Special Education program.

The school's staff includes one principal, an office manager, attendance clerk, parent liaison, twenty-one certificated teachers, one Resource Specialist, Technology teacher, a Common Core Teacher Leader, a Mathematics teacher on special assignment, library clerk, intervention specialists, and ten instructional assistants.

Bella Vista has an after school program with EBAYC. With the support of an after school grant, EBAYC works congruently with the school staff in implementing the comprehensive afterschool program, 1st through 5th grade. The program serves 80 Bella Vista students each year.

School Mission and Vision

The mission of Bella Vista Elementary School community is to foster an environment that promotes intellectual, personal, and social growth, equipping our children to succeed in an ever-changing world

In order to achieve this environment, we will provide our students with the following:

- ◆ A challenging academic program by emphasizing basic skills and fundamentals, while encouraging critical thinking and study skills.
- ◆ High standards and expectations for student learning and teacher instruction.
- ◆ A coordinated and integrated curriculum.
- ◆ Academic opportunities for students to excel and be recognized for success.
- ◆ An environment that stimulates and encourages a lifelong enjoyment of learning.
- ◆ Opportunities that teach and model lifelong guidelines and their accompanying Life Skills.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Professional Learning Communities: Taking it to the Next Level through Collaboration, Cohesion, and Collective practices
Major Improvement Priority #2:	Clarity of Schoolwide Positive Behavior Systems
Major Improvement Priority #3:	Multi Tiered Systems of Support

MAJOR IMPROVEMENT PRIORITY #1:**Professional Learning Communities: Taking it to the Next Level through Collaboration, Cohesion, and Collective practices****PERFORMANCE STRENGTHS & CHALLENGES for Priority #1**

Student Performance Strengths	Student Performance Challenges
Mathematics is an overall strength based on SBAC data	Not meeting benchmarks on grade level assessments
EL reclassification	Students with disabilities
Teacher Retention and experience	Critical thinking and the ability to express ideas
	Less than 10% growth on SRI between Fall 2015 and Winter 2016

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

This data identifies that Bella Vista's strengths are not collective for all students. It identifies that effective practices exist at Bella Vista. If the school site focuses on data-driven collaboration amongst staff, and implements collective teacher practices that are identified as effective we will create a more cohesive school where every student can thrive.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Staff comfort with Common Core Academic Standards and Standards of practice.
 Teachers working in isolation of one another
 Need to build understanding and implementation of Common Core Curriculum
 Data does not drive decision making
 Instruction is not differentiated to meet the needs of all learners
 Instruction is teacher centered instead of learner centered

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Student performance will grow on the SBAC ELA by 10% through the use of data-Driven collaboration for consistent differentiated Common Core Standards based instruction that fosters a community of confident and proficient learners who are able to use evidence to support their thinking and reasoning.	SBAC ELA	All Students	26.7%	34.7%	44.7%	2: Students are proficient in state academic standards.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Student performance will grow on the SBAC Math by 10% through the use of data-Driven collaboration for consistent differentiated Common Core Standards based instruction that fosters a community of confident and proficient learners who are able to use evidence to support their thinking and reasoning.	SBAC Math	All Students	34.6%	44.6%	54.6%	2: Students are proficient in state academic standards.
Academic	70% of Bella Vista students will read at/above grade level as measured by F&P Reading Records	F&P	All Students	58.9%	68.9%	80%	3: Students are reading at or above grade level.
Academic	60% of students in kindergarten through fifth grade level will receive proficient in district math assessment	Math C-EOU	All Students		50%	60%	2: Students are proficient in state academic standards.
Academic	25% of eligible English Learners will reclassify as measured by District Reclassification data	CELDT	English Learners	23.8% Reclassify	25%	25%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *We will meet the needs of all students by implementing a differentiated and challenging academic program through collaborating, planning, and designing lessons geared toward higher order thinking in order to engage all students.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Collaborate with classified and certificated colleagues weekly in PLCs using data to drive instruction	Fund two prep. times during the week to ensure uninterrupted collaboration with all instructional stake holders on early release days.	Provide ongoing professional development to teachers and other staff members related to PLC principles, Common Core-aligned lesson planning and Balanced Literacy.
Include IA's, in collaboration with Gen. Ed GATE, and SPED teachers	Include classified staff in planning, and development	Switch common planning time to Wednesday afternoons to include all staff in the process

Teachers will increase the amount of student talk with a focus on partner conversation during Reader's Workshop and math.	Refine the system of observation and feedback (using the 4Ts observation tool) for all teachers to include principal and Instructional Leadership Team (ILT) members and peer observations	Teachers will post daily objectives articulating the knowledge and skills that students are to acquire, know and show by the end of each lesson
Implement all components of Reading Workshop and Writing Workshop with fidelity	TSA, CCTL, and Principal will support and hold teachers accountable for implementation of the Workshop model	ILT will design and monitor quality adult learning, inquiry cycles, PLCs and MTSS
Provide supports for ELs with high impact language structures with a focus on complex text and fostering interaction and academic discussion	Allow planning of designated blocks of time to be created at each grade level	Systematic ELD will be used in grades K - 2, and Discussions 4 Learning in grades 3 - 5
Differentiate instruction for GATE-eligible students through Guided Reading, and Math Problem Solving	Explore opportunities for instruction for GATE students	Protect time for Designated ELD for eligible K - 5 students.
Differentiate instruction through best practices, effective strategies, assessments, and management through all grade levels	Provide PD around Universal Lesson Design	Teachers will share best practices for differentiation to meet the needs of ALL students
Continue to build student's procedural fluency as a balanced part of math rigor (conceptual, procedural, math facts, and algorithms)	Establish a percentage of math instruction time dedicated to procedural fluency	Develop students conceptual understanding of mathematical procedures by effective teaching practices provide experiences that help students to connect procedures with the underlying concepts and provide students with opportunities to rehearse or practice strategies and to justify their procedures
Grade level unit planning, conducted in 6-8 week cycles of inquiry	Dedicate time for grade level unit planning in the PLC schedule	Teachers will co-create units of instruction, and cohesively follow the plan
Through the use of PLCs focus on setting school wide, as well as grade level goals of Common Core Standards of Practice	Follow 6-week Cycles of Inquiry that layer standards of practice with academic standards	Peer observations will be used to grow and develop teacher practices around grade level goals
Continue to build staff capacity with math curriculum and other supplemental resources to implement Common Core Standards	Schedule Monthly PD dedicated to unpacking the district curriculum	Teachers will implement new strategies learned into the classroom
Continue to sustain a robust literacy intervention program during the day that is based on data-based decision making, and progress monitoring	Common Core Teacher Leader continues to lead literacy intervention groups.	Develop a criteria for ALL students to receive intervention
Implement an after-school intervention program	Use money to pay teachers an hourly rate for extended instruction Identify certificated and classified staff interested in extended day intervention	Develop a criteria for ALL students to receive intervention Use data to determine the effectiveness of intervention

Design and collaborate around common lessons that promote student use of evidence to engage with complex text at a deeper level	Guide PLCs to include student use of evidence in lesson plans	Instruction will be designed to include the academic language necessary for mastery
Teachers will use scaffolding strategies to engage students in higher order thinking	Provide examples of scaffolding strategies being used to promote higher order thinking	Sentence frames will be taught and practiced
Use F&P assessments, to monitor student growth and to inform instruction	Set a school schedule for assessments	Follow school schedule for completion of assessments to better inform instruction
Hold Data conferences in September, January, and April with both classroom teachers and grade level teams	Analyze school wide F&P/SRI data, and grade level data three times per year. Analyze Math C-EOU data during PLC time	Calendar scheduled data conferences, and use stip sub for classroom coverage
Continue school wide Problem Solving Practice	Analyze grade level and school wide outcomes.	Schedule and track grade level performance of student problem solving once a month
Create grade level formative assessments to guide instruction and interventions to use for data driven decisions in cycles of inquiry through Illuminate	Offer PD for teachers to use Illuminate to develop SBAC like assessments.	Establish a system for collection of school wide, grade level formative assessments.
Generate instructional reports through SRI to drive instruction	Review and collaborate with PLCs to use the data from SRI to drive instruction	Run, Print and Distribute SRI parent reports to communicate student progress, growth, for parent education
Take students to school library weekly to foster increased literacy, broaden minds, and expand vocabulary	Fund library clerk	Create weekly library schedule to provide all students additional opportunities and exposure to literature
Provide weekly take home book bags for homeless and foster youth student practice in grades K - 2 to build foundational literacy skills	Fund supplemental independent leveled readers for student practice outside of school	Train and employ parent volunteers and academic mentors to rotate borrowed take home books

MAJOR IMPROVEMENT PRIORITY #2: Clarity of Schoolwide Positive Behavior Systems

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
improved overall attendance rate	high absence rate (10%)
year 1 implementation of PBIS	Parents live across town, and students are dependent upon parent to get them to school
Reaching out to individual families to provide specific supports that will assist students arriving at school consistently.	Lack of consistent, school-wide practices
Parent rating of 4.75 of school culture/climate according to CHKS	Staff rating of 3.5 on school culture/climate on CHKS
	Student rating of 3.5 on school culture/climate on CHKS

% of AA student office referrals as recorded by URF

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The CHKS data shows that students and teachers rate the culture/climate at 3.5. Interviews with staff and students, and school wide observations revealed an environment that does not consistently or frequently provide an environment that is fun and engaging. A lack of clear systems/policies, school wide events, and cohesive teacher practices contribute to a school culture that can be improved.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Lack of trust for support between and by staff
 Focus on things we can not control instead of what we can control
 Staff does not agree that the productive struggle of teams yields better overall outcomes
 Emphasis on academics at the expense of nurturing the whole child
 Too many initiatives lead to teacher burnout

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Decrease chronic attendance rate for the 2016 - 2017 schoolyear to 8% as indicated on the SPF	Attendance Rate	All Students	15.7%	10%	8%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Increase satisfactory attendance rate for TK/K to 95.2%as measured by the weekly attendance reports	Attendance Rate	All Students	93.4% at TK 92.2% at K	94%at TK 94% rate at K	95.2 absence rate	5: Students are engaged in school everyday.
Climate & Culture	Increase satisfactory attendance rate of SPED students to 95.2% as measured by weekly attendance reports	Attendance Rate	Special Education Students	93.8%for SPED students	94% SPED students	95.2%absence rate	5: Students are engaged in school everyday.
Climate & Culture	80% of students will identify the schoolwide behavior expectations as they apply to non-classroom settings	Culture/ Climate: Student	All Students	47.3% staff agree/strongly agree that the school clearly communicates to students the consequences of breaking school rules	60% staff agree/strongly agree that the school clearly communicates to students the consequences of breaking school rules	80% staff agree/strongly agree that the school clearly communicates to students the consequences of breaking school rules	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Develop a collective schoolwide culture of fun and engaging instruction for all students, with an emphasis on attendance, Social Emotional Learning, and PBIS.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Talk with parents early in the school year to share the value of good attendance and let them know that you are there to help support them. Disseminate pre-existing outreach materials available from the Attendance Works Teacher Toolkit.	Establish a school wide attendance review team to monitor attendance data and provide tiered interventions to targeted students	Structure in schoolwide system of attendance incentives that is integrated and dovetails with other schoolwide culture building systems and practices.
Review attendance data to look for patterns in who is absent and what days are most frequently missed. Look at excused as well as unexcused absences. Call or conduct parent conferences with parents of chronically absent students.	Consistently identify and contact students with high attendance rates, to offer support and help	Student Attendance Review Team meetings will be scheduled at least every other week for parents of students whose attendance is below 95%.
Warm greetings and continuous development of class meeting using Second Step curriculum to begin each day	Daily school wide greeting that incorporates Second Step curriculum used in classrooms	Embed Second Step practices into school policies and practices
Implement culturally relevant instructional practices and content matter	Engage staff, and parents in dialogues about race, culture and experience.	Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, workshops/conferences and dialogue for teachers and staff
Set goals with students and incentivize progress	Engage all staff in assessing and updating school vision	Distributed leadership with ILT to lead a collaborative vision and mission process.
Weekly SEL lessons with Second Step curriculum	Lead weekly school wide focus with Principal's Second Step Curriculum	Share SEL focus strategies with students' families thru a Parent Pipeline
Participate in at least one of three family engagement evenings during the school year	Calendar and facilitate 3 Family Engagement Evenings during the school year	Hold a Literacy Night, Science Night, Math Night
Contact all TK and Kinder families to communicate the importance and value of attendance prior to the school year	Create a parent/student handbook that includes school wide policies and procedures for attendance, school rules, discipline, homework, and programs	Distribute copies of annual handbook to students/families

Develop Buddy Classroom partners that include reading buddies, and buddy reading time lessons	Fund Parent Liason position to identify high needs students/families and coordinate supports and improve attendance and family engagement	Monthly Parent Leadership meetings led by Parent Liason
Monthly communication with parents describing major areas of learning	Create school website to communicate with BV community	Regularly update school website by the DTL
Teach lessons related to PBIS schoolwide expectations	Fund PBIS incentive program	Acknowledge and reward students for positive behavior
Collaborate and communicate student needs with site based afterschool mentors	Meet regularly with the EBAYC director	Extend school day SEL and PBIS practices into the afterschool program
Plan and execute positive phone calls home	Expand the role of student council to become a legislative body with influence and input	Use STIP sub to provide release time for Student Council Faculty Leaders to lead student council meetings
Refer students to COST for counseling services with CHAA or Psychology Intern Program	Partner with CHAA and Intern program, and include members on COST.	Provide counseling services to individual students, as well as group settings.
Support PBIS incentive program	Fund Pyschology Intern Program	Psychologist interns will hold regular meetings with student groups to address student needs
Use restorative practices for student conflicts	Implement a restorative practice for conflict resolution	Restorative Justice/Caring Communities program will be implemented. PE teacher will lead this practice
Provide positive encouragement for homeless and foster youth	Fund parent liason position to provide outreach and resources to homeless and foster youth	Provide specific resources and support for homeless and foster youth

MAJOR IMPROVEMENT PRIORITY #3: Multi Tiered Systems of Support

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
ELL reclassification	Students with disabilities performance and growth in both ELA and Math as measured by SRI, M-CEoU, and SBAC
ELL growth as measured by SRI	Overall growth as measured by SRI
	Latino subgroup performance and growth as measured by the SBAC, and SRI

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Students with specific learning disabilities are not meeting grade level expectations as evident by SBAC - ELA AND MATH, SRI, AND F&P. Students do not receive instruction with the GenEd population, and are not placed in the least restrictive environment. Students do not consistently receive instruction at appropriate grade level standards.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Miscommunication between PEC and GenEd Teaching and Learning expectations
 Growing gap with student growth and expected targets
 Assumption that students are the responsibility of SPED teachers, and not the entire school
 Lack of partnership between GenEd teachers and SPED teachers
 Poor attendance, due to health concerns as well as arrival to school on time due to bussing

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Students with specific learning disabilities will show a 12 - 13% improvement on SBAC ELA	SBAC ELA	Special Education Students	4.8% SBAC ELA	10.8% SBAC ELA	17% SBAC ELA	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Students with specific learning disabilities will show one or more years growth as measured by SRI	SRI	Special Education Students	35.8% of SPED students show growth of a year or more on SRI	41.8% of SPED students will show a year or more growth on SRI	50% of SPED students will show a year or more growth on SRI	3: Students are reading at or above grade level.
Climate & Culture	All Students with specific learning disabilities will be included in instruction with peers for a minimum of 20% of the school day as appropriately articulated	Observations	Special Education Students	n/a	n/a - 0%	20%	2: Students are proficient in state academic standards.
Academic	Students below grade level will be provided intervention during the school day or before or after school	F&P	English Learners	15.9% EL reclassification	20% EL reclassification	25% EL reclassification	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Inclusive and Integrated practices for SPED and GenEd students*

KEY PRACTICES FOR PRIORITY #3		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Universal Lesson Design	Provide professional development on differentiation and accommodations	Allocate professional development time to Universal Lesson Design
Collaboration and planning between SPED and GenEd teachers	Informal and formal walk throughs by principal to provide support and feedback	Structures to improve vertical alignment
Scaffold and differentiated instruction for ALL learners	Monitor formative and summative data of SPED student progress	Build Teacher Competency on SEL Supports for Specific Student Populations (African American students, students with disabilities, English Learners, etc.)
Observe SPED experience, and deep data analysis to create individual student action plans	Assess and update our school's vision and mission.	Sustain an effective Coordination of Services Team (COST) to respond to the needs of students requiring Tier 2/Tier 3 behavioral interventions, including foster youth
Teachers will assess and refer students to the SST/COST process	Develop and implement an RTI model to support our Tier 2 and Tier 3 students, and accelerates growth for all students	ILT co-creates Bella Vista's RTI model
Welcoming and inclusive classroom environment for ALL students	Monitor intervention data to identify best practices and effective strategies for accelerated growth	Develop a specific criteria for students receiving school time intervention, after school intervention and EBAYC program
Collaborate with support staff to maximize learning opportunities for all students	Create a master schedule that allows for effective push in support for most students	Individual student analysis to determine LRE to meet IEP goals
Using reading records to understand individual student strengths and areas of growth to guide instruction, and small group work	Maximize resources to provide support for every student in need	Weekly opportunities for collaboration between SPED and GenEd teachers
Collaborate with academic mentor for additional student support	Fund academic mentors	90% of academic mentors will be to provide direct support to students
Newcomers to receive daily intervention	Block daily time in the computer lab for Newcomer students to participate in Imagine Learning instruction	Newcomers will participate in targeted intervention
Support and follow collective agreements for common school areas including playground, hallways, cafeteria	Facilitate collective school wide agreements, and ensure that all staff are participating and following agreements	Increase supervision and engagement during less structured times at recess
Staff will assess and refer students to the SST/COST process	Sustain a successful coordination of services team (COST) to respond to the needs of student requiring Tier 2 and Tier 3 behavioral interventions including Foster Youth	COST will proactively respond to the unique needs of foster students and coordinate with external service providers to support them

Participate in the support of all students by serving on the SST team	Establish an equitable system for teachers to support all students by establishing a School Support team	Shared responsibility to support students and teachers in order for struggling students to experience success at school
Identify GATE eligible students	Identify staff that can lead Project Based Learning opportunity for GATE students	Provide Project Based Learning instruction for GATE students
Implement culturally relevant instructional practices and content matter	Monitor AA Universal Referral Forms	
Provide daily positive adult contact with foster and homeless youth. First thing in the morning and last thing in the afternoon	Identify and match high need students, including foster and homeless youth, with one staff for the entire school year.	All staff (certificated and classified) are used for the Check-In, Check-Out system for student support.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Extended Learning- EBAYC partnership to provide additional support during and beyond the school day	Meet regularly with the EBAYC director	A1.6: After School Programs	5825	n/a	n/a	n/a	102-1	102
\$4,800.00	General Purpose Discretionary	Extra collaborative planning time for staff	Collaborate with support staff to maximize learning opportunities for all students	A3.4: Teacher Professional Development focused on Literacy	1150	n/a	n/a	n/a	102-2	102
\$1,000.00	General Purpose Discretionary	Pay to include IA's and Para's in staff development for our multi-tiered systems of support	Develop and implement an RTI model to support our Tier 2 and Tier 3 students, and accelerates growth for all students	A3.2: Reading Intervention	2120	n/a	n/a	n/a	102-3	102
\$24,627.94	General Purpose Discretionary	Supplies needed to provide students and teachers the necessary tools to successfully practice skills, and engage in teaching and learning	Shared responsibility to support students and teachers in order for struggling students to experience success at school	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	102-4	102
\$13,668.67	LCFF Concentration	Connection between school and parents, and parent engagement	Talk with parents early in the school year to share the value of good attendance and let them know that you are there to help support them. Disseminate pre-existing outreach materials available from the Attendance Works Teacher Toolkit.	A6.4: Parent / Guardian Volunteer Support	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB0001		102-5	102
\$6,500.00	LCFF Concentration	Photocopy machine service contract	Implement all components of Reading Workshop and Writing Workshop with fidelity	A5.3: School Facilities	5610	n/a	n/a	n/a	102-6	102
\$4,831.33	LCFF Concentration	Supplies needed to provide students and teachers the necessary tools to successfully practice skills, and engage in teaching and learning	Shared responsibility to support students and teachers in order for struggling students to experience success at school	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	102-7	102
\$7,913.44	LCFF Supplemental	Connection between school and parents, and parent engagement	Fund Parent Liason position to identify high needs students/families and coordinate supports and improve attendance and family engagement	A3.3: Family Engagement focused on Literacy Development	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB0001	0.11	102-8	102
\$12,731.66	LCFF Supplemental	Personell support for newcomer ELL students	Newcomers will participate in targeted intervention	A4.1: English Learner Reclassification	n/a	IA BILINGUAL	IABIL0013	0.2	102-9	102
\$58,841.02	LCFF Supplemental	Teacher salary for gen ed classroom	Provide supports for ELs with high impact language structures with a focus on complex text and fostering interaction and academic discussion	A4.1: English Learner Reclassification	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0191	0.5	102-10	102
\$14,971.31	LCFF Supplemental	Part time library clerk	Continue to sustain a robust literacy intervention program during the day that is based on data-based decision making, and progress monitoring	A3.2: Reading Intervention	n/a	LIBRARY CLERK SR	LBCLKS0021	0.25	102-11	102
\$81,739.57	LCFF Supplemental	Teacher salary for gen ed classroom	Teachers will use scaffolding strategies to engage students in higher order thinking	A2.7: Class Size Reduction	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0170	0.85	102-12	102
\$18,000.00	LCFF Supplemental	Use psychologist interns to meet needs of students that are not eligible for CHAA services thru medical.	Refer students to COST for counseling services with CHAA or Psychology Intern Program	A2.2: Social Emotional Learning	5739	n/a	n/a	n/a	102-13	102
\$6,000.00	LCFF Supplemental	Teacher led afterschool intervention	Implement an after-school intervention program	A3.2: Reading Intervention	1120	n/a	n/a	n/a	102-14	102
\$10,000.00	LCFF Supplemental	Extra collaborative planning time for staff	Collaborate with classified and certificated colleagues weekly in PLCs using data to drive instruction	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	102-15	102
\$8,250.96	LCFF Supplemental	PBIS and Attendance Incentives. Additional SEL curriculum Second Step. Supplement Classroom libraries.	Weekly SEL lessons with Second Step curriculum	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	102-16	102
\$20,959.83	Measure G (School Libraries)	Parent Liason to provide outreach and support for Bella Vista parents	Continue to sustain a robust literacy intervention program during the day that is based on data-based decision making, and progress monitoring	A3.2: Reading Intervention	n/a	LIBRARY CLERK SR	LBCLKS0021	0.35	102-17	102
\$40.17	Measure G (School Libraries)	PBIS and Attendance Incentives. Additional SEL curriculum Second Step. Supplement Classroom libraries.	Support PBIS incentive program	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	102-18	102
\$21,981.74	Measure G (TGDS)	Fund a 1.0 FTE PE teacher to provide two teacher prep. periods during the week for PLC work time, weekly on Wednesday afternoons.	Fund two prep. times during the week to ensure uninterrupted collaboration with all instructional stake holders on early release days.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.45	102-19	102
\$368.26	Measure G (TGDS)	PBIS and Attendance Incentives. Additional SEL curriculum Second Step. Supplement Classroom libraries.	Fund PBIS incentive program	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	102-20	102

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$26,866.57	Program Investment	Provide Teacher growth and development during the school day with class coverage by a STIP sub	Calendar scheduled data conferences, and use stip sub for classroom coverage	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP9999	0.55	102-21	102
\$1,500.00	Program Investment	Provide additional translation services for families during conferences and family engagement nights	Monthly communication with parents describing major areas of learning	A3.3: Family Engagement focused on Literacy Development	2420	n/a	n/a	n/a	102-22	102
\$1,500.00	Program Investment	Provide food during family engagement events	Calendar and facilitate 3 Family Engagement Evenings during the school year	A6.5: Academic Parent-Teacher Communication & Workshops	4311	n/a	n/a	n/a	102-23	102
\$3,393.68	Program Investment	Purchase and maintain Elmos, and document readers for instructional use	Differentiate instruction through best practices, effective strategies, assessments, and management through all grade levels	A2.1: Implementation of CCSS & NGSS	4410	n/a	n/a	n/a	102-24	102
\$14,388.08	Title I Basic	Parent Liaison	Fund Parent Liason position to identify high needs students/families and coordinate supports and improve attendance and family engagement	A6.1: Parent / Guardian Leadership Development	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB0001	0.2	102-25	102
\$10,524.46	Title I Basic	PBIS and Attendance Incentives. Additional SEL curriculum Second Step. Supplement Classroom libraries.	Weekly SEL lessons with Second Step curriculum	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	102-26	102
\$23,238.00	Title I Basic	Teacher led afterschool intervention	Develop a criteria for ALL students to receive intervention Use data to determine the effectiveness of intervention	A3.2: Reading Intervention	1120	n/a	n/a	n/a	102-27	102
\$525.46	Title I Basic	Provide additional translation services for families during conferences and family engagement nights	Calendar and facilitate 3 Family Engagement Evenings during the school year	A6.5: Academic Parent-Teacher Communication & Workshops	2420	n/a	n/a	n/a	102-28	102
\$32,400.00	Title I Basic	3 academic mentors to provide additional student support at the K/1, 2/3, and 4/5 levels	90% of academic mentors will be to provide direct support to students	A3.2: Reading Intervention	2928	n/a	n/a	n/a	102-29	102
\$832.40	Title I Parent Participation	PBIS and Attendance Incentives. Additional SEL curriculum Second Step. Supplement Classroom libraries.	Structure in schoolwide system of attendance incentives that is integrated and dovetails with other schoolwide culture building systems and practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	102-30	102
\$1,500.00	Title I Parent Participation	Fund guest speakers, and materials for family engagement nights	Calendar and facilitate 3 Family Engagement Evenings during the school year	A6.5: Academic Parent-Teacher Communication & Workshops	4399	n/a	n/a	n/a	102-31	102

Bella Vista Elementary School
School Name
Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 10th day of September, 2015.

Introduction

Bella Vista Elementary School will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring that parents play an integral role in assisting their child's learning; are encouraged to be actively involved in their child's education; are full partners in their child's education; and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

As a Title I school, every year we publish a written Parent Involvement Policy. The Policy describes how we will involve parents at our school in compliance with the Federal Title I regulations. We shared a draft of the Parent Involvement Policy during the annual Title I meeting in September, and asked parents to give us feedback on the draft Policy. Then in November, we elected our School Site Council, which includes parents, teachers, other staff, and the principal. The School Site Council reviewed the school's goals to support teaching and learning at Bella Vista Elementary School, and used that information to finalize the Parent Involvement Policy.

Involvement of Parents in the Title I Program

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

Convene an annual Title I meeting to perform the following:

1. Inform parents that Bella Vista participates in the Federal Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan. The Title I plan is presented by the principal and updated based on input from the School Site Council.
- Offer a flexible number of meetings for parents. The School Site Council meets monthly, and will offer information sessions for parents on a variety of topics related to academic achievement, social emotional learning and developing partnerships between school and home.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I Parent Involvement Policy.

Provide parents of Title I students with timely information about Title I programs. In addition to the annual Title I meeting in the fall, during the spring Open House we will share updates on the Title I program.

Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. During the Title I annual meeting as well as during the First Trimester Parent Conferences in December, parents will receive information on the Common Core State Standards, the instructional materials used in their child's classroom, the State and District assessments for their child's grade level, and the benchmark goals that their students should meet.

Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. There are First Trimester Parent Conferences for all students, with follow-up conferences after the Second Trimester (in March) as necessary.

Bella Vista Elementary School

Title I Parent Involvement Policy 2015 - 2016

School-Parent Compact

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

Building Parent Capacity for Involvement

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

Help parents of students in the Title I program understand academic content standards, assessments, and how to monitor and improve the achievement of their children:

o California Common Core Standards

o The State of California and Oakland Unified School District's academic assessments, including alternate assessments

o Academic proficiency levels students are expected to achieve

o How parents can monitor their child's progress using the standards-based report card and other documents produced by the school

Provides materials and training to help parents of students in the Title I program work with their children to improve their children's academic achievement. Training sessions or family education events will be offered at least twice a year for parents that will focus on literacy, mathematics and/or science.

Educate school staff, with the assistance of parents of students in the Title I program, on the value of parent contributions and how to work with parents as equal partners. In addition to serving on the School Site Council and joining our Parent Teacher Association (PTA), parents are welcome to volunteer in classrooms, chaperone field trips and help out in other ways.

Coordinate and integrate the Title I Program Parent Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. An example would be a program sponsored by our after school partner.

The School Site Council, the PTA or the principal will be responsible for coordinating such activities.

Distribute to parents of students in the Title I program, in a timely way, information related to school programs, meetings, and other activities in a form and language that the parents understand. Families will receive information via flyers and via voice mail messages. Most correspondence with families is translated into Chinese, Spanish and Vietnamese.

Accessibility

Bella Vista provide opportunities for all parents of students in the Title I program to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. At most schoolwide meetings, school staff members are available to translate for our Cantonese-speaking, Spanish-speaking and Vietnamese-speaking families. Most correspondence with families is translated into the same languages.

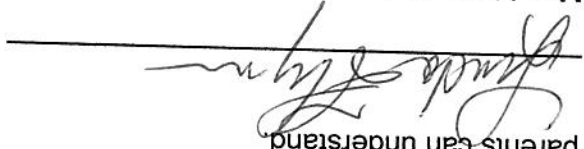
"We Learn, We Live, We Achieve", Bella Vista slogan

Bella Vista Elementary School

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs.

This policy was adopted by the Bella Vista Elementary School Site Council on December 8, 2015, and will be in effect for the 2015-16 school year. The school will distribute this policy to all parents of students participating in Title I programs, and other parents or community members upon request. Bella Vista Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

December 8, 2015



Mrs. Linda Flynn

Principal, Bella Vista Elementary School

School Site Council Membership Roster – Elementary

School Name: Bella Vista

School Year: 2015 - 2016

Chairperson : Karen Lee	Vice Chairperson: Steve Butler
Secretary: Linda Flynn	*LCAP Parent Advisory Nominee: Lisa Lambaren
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

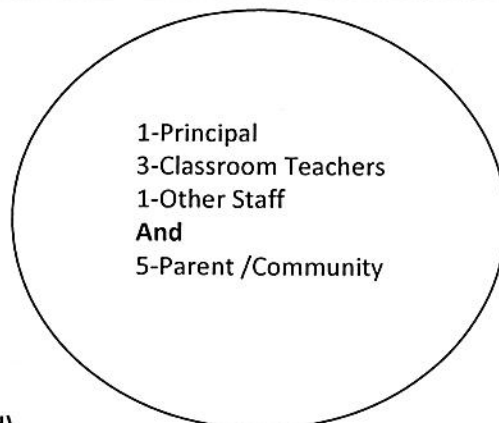
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Linda Flynn	x			
Nidia Ambriz				x
Kim Thai		x		
Steve Butler		x		
Karen Lee		x		
Ngoc Lan				x
Keak Chen				x
Karen Heida				x
Lisa Lambaren				x
Gary Casazza			x	

Meeting Schedule (day/month/time)	First Tuesday of Month, 3:00pm - 4:00pm
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SSC Legal Requirements: (Ed. Code 52852)

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



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.