

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

October 28, 2015

To: Board of Education

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

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

File ID Number: 15-1871
Introduction Date: 10/14/15
Enactment Number: 15-1539
Enactment Date: 10/14/15
By: PA

Action Requested:

The Board of Education is requested to approve the 2015-2016 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 2015-2016 Single Plan for Student Achievement (SPSA) for Bella Vista Elementary School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: Bella Vista Elementary School
CDS Code: 1612596001655
Principal: Felicia Phillips
Date of this revision: 6/10/2015

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 Person:	Felicia Phillips	Position:	Principal
Address:	1025 East 28th Street Oakland, CA 94610	Telephone Number:	510-436-4900
		Email Address:	felicia.phillips@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 10/28/2015

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

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: 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"/> School Improvement Grant (SIG) |
| <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: 5-28-15

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

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

Signatures:

Felicia D. Phillips

Print name of School Principal

Felicia D. Phillips
Signature

05/28/2015
Date

Nikki Seaberg

Print name of SSC Chairperson

Nikki Seaberg
Signature

05/28/2015
Date

Sara Stone

Print name of Network Superintendent

Sara Stone
Signature

9/21/15
Date

Susana Ramirez

Susana Ramirez, Director, State & Federal Programs

Susana Ramirez
Signature

9/20/15
Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: 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 Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/12/2015	Faculty	reviewed 2015-2016 budget summary and discussed instructional and other priorities for 2015-2016
1/29/2015	Instructional Leadership Team	conducted work session to finalize instructional priority (literacy) as well as preliminary teacher, leadership and organizational practices aligned to the literacy goal
2/12/2015	School Site Council	presented 2015-2016 budget for use of categorical funds for feedback and approval
3/26/2015	PTA Executive Board	reviewed 2015-2016 budget summary (both categorical & non-categorical funds) and preview of improvement priorities for 2015-2016
4/2/2015	Instructional Leadership Team	refined practices for literacy priority
4/13/2015	Positive Behavioral Interventions & Support (PBIS) Planning Team	refined practices for attendance and school culture priorities
5/28/2015	Parents of English Learners	convened feedback from parents of ELs during Parent Notification Letter meetings about plans to accelerate reclassification of ELs during 2015-2016

2015-2016 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 Base #0000	\$56,731.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$153,277.94	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:	\$331,888.11	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$97,196.49	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,426.85	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$99,623.34	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: Student Achievement in Literacy

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- MAIN SCHOOL GOAL #1: 70% of students in grades K-5 will read at or above grade level as measured by F&P Reading Records
- RELATED SCHOOL GOAL #2: 70% of 1st graders will read at/above grade level as measured by F&P Reading Records
- RELATED SCHOOL GOAL #3: 70% of 3rd graders will read at/above grade level as measured by F&P Reading Records
- RELATED SCHOOL GOAL #4: 60% of African American male students will read at/above grade level as measured by F&P Reading Records
- RELATED SCHOOL GOAL #5: 25% of eligible English Learners will reclassify as measured by District Reclassification data

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Fountas & Pinnell	MAIN SCHOOL GOAL: schoolwide percentage of students reading at or above grade level on F&P (FAP)	49.7% (CSDR)	60% (FAP) [winter actual 51.2%]	70%
Fountas & Pinnell	RELATED SCHOOL GOAL #2: 70% of 1st graders will read at/above grade level as measured by F&P Reading Records	48.3% (CSDR)	60% (FAP) [winter actual 58.1%]	70%
Fountas & Pinnell	RELATED SCHOOL GOAL #3: 70% of 3rd graders will read at/above grade level as measured by F&P Reading Records	59.7% (CSDR)	50% (FAP) [winter actual 58.9%]	70%

Fountas & Pinnell	RELATED SCHOOL GOAL #4: 60% of African American male students will read at/above grade level as measured by F&P Reading Records	43% (CSDR)	45% [winter actual 40%]	60%
EL reclassification rates	RELATED SCHOOL GOAL #5: 25% of eligible English Learners will reclassify as measured by District Reclassification data	21%	22.7% [spring actual 15.9%]	25%

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
For students scoring at benchmark on the Fall assessment, 57 percent scored above benchmark on the Winter assessment.	For students scoring below benchmark in the fall, only 17 percent moved into a higher performance level (approaching, at benchmark or above benchmark) during the winter.
For students scoring approaching benchmark on the Fall assessment, 60 percent score at or above benchmark on the Winter assessment.	For English Learners, 42 percent of 129 students scored at or above benchmark on the Fall assessment, and of those students 44 percent scored at or above benchmark on the Winter assessment. With the addition of Kindergarten English Learners for the Winter assessment, only 8 of 30 students scored at or above benchmark.
There was double-digit growth from Fall to Winter assessments for African American male students in grades 1-5 who took both assessments.	While there was double-digit growth from Fall to Winter assessments for 4th grade students, the proficiency rate is still below 50 percent (46.6 percent)
For Latino students in grades 1-5, proficiency increased from 33 percent in the fall to 40 percent in the winter.	Of the 42 students in grades 1-5 who transferred to Bella Vista during the 2014-2015 school year from other schools, 64 percent scored below benchmark on the Fall assessment. Of those 42 students, only one moved into a higher performance level after the Winter assessment.
There was double-digit growth (10 percentage points) from Fall to Winter assessments for both 1st grade and 4th grade.	Of the 43 students in grades K-5 with IEPs, only 4 scored at or above benchmark on the Winter assessment.
Of the 62 3rd graders who took both the Fall and Winter assessments, proficiency increased from 62 percent to 64 percent.	Of 1st graders with less than satisfactory attendance, only 39 percent scored at or above benchmark on the Winter assessment.

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Teachers are not collaborating within an effective and efficient system that supports consistency and progress monitoring in the implementation of the BAL.

Extended Site Visits revealed the need for rigor, posted learning objectives, and school-wide expectations of the implementation of BAL

Teachers are not consistently providing opportunities for students to participate and learn from academic discussions in all content areas.

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

Teachers had limited opportunities to collaborate in professional learning communities (PLCs).

Many teachers did not receive regular feedback from the principal related to learning objectives and instructional rigor.

Only the principal and the ELA Coach regularly monitored schoolwide data related to student achievement in literacy.

Designated ELD was not scheduled for all grade levels.

MAJOR IMPROVEMENT STRATEGY #1

Use data to create consistency in both teaching practices and in the implementation of Balanced Literacy that is aligned to California Common Core ELA Standards

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Collaborate with colleagues bi-weekly in PLCs (using Cycles of Inquiry for Reading and Writing)	Develop a system of gradual release and responsibility for PLC facilitation	Protect time during the school day for teachers to meet in Professional Learning Communities to collaborate on literacy goals.
plan for instruction using Common Core State Standards and 4Ts of transformation (talk, task, text, time)	Refine the system of observation and feedback (using the 4Ts observation tool) for all teachers during the literacy block to include principal and Instructional Leadership Team (ILT) members	Provide ongoing professional development to teachers and other staff members related to PLC principles, Common Core-aligned lesson planning and Balanced Literacy.
Implement all components of Reading Workshop and Writing Workshop with fidelity	Lead data conferences with teachers at least three times a year, with a focus on African American male students and English Learners.	Continue to promote a culture of reading by maximizing staffing for our school library

Teach Designated and/or Integrated ELD	Make data more public by sharing with students and their families through student goal-setting and Family Literacy Nights co-sponsored by our after school partner	Continue to sustain a robust literacy intervention program -- during the school day and during the site-based after school program -- that is based on data-based decision making, research-based instructional strategies and progress monitoring.
Differentiate instruction for GATE-eligible students through Guided Reading	Explore opportunities for pull-out instruction for GATE students	Protect time for Designated ELD for eligible students.
		Support the literacy program provided to students in the site-based after school program.

MAJOR IMPROVEMENT PRIORITY #2: Student Chronic Absence

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- MAIN SCHOOL GOAL #1: Reduce chronic absence rate to 9 percent for non-SDC students
- RELATED SCHOOL GOAL #2: Reduce chronic absence rate in TK & Kindergarten to 9 percent
- RELATED SCHOOL GOAL #3: Reduce chronic absence rate among students with disabilities to 15 percent
- RELATED SCHOOL GOAL #4: Reduce chronic absence rate among African American students to 15 percent
- RELATED SCHOOL GOAL #5: Reduce severe chronic absence rate to 2 percent

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Chronic Absence	MAIN SCHOOL GOAL #1: Reduce chronic absence rate to 9 percent for non-SDC students	11% (baseline is 2013-14 rate)	9.8% [15.2% as of 04/17/2015]	9%
Chronic Absence	RELATED SCHOOL GOAL #2: Reduce chronic absence rate in TK & Kindergarten to 9 percent	12% (baseline is 2013-14 rate)	N/A [25% as of 05/01/2015]	9%
Chronic Absence	RELATED SCHOOL GOAL #3: Reduce chronic absence rate among students with disabilities to 15 percent	19% (baseline is 2013-14)	N/A [28% as of 05/01/2015]	15%
Chronic Absence	RELATED SCHOOL GOAL #4: Reduce chronic absence rate among African American students to 15 percent	22% (baseline is 2013-14)	N/A [22% as of 05/01/2015]	15%
Chronic Absence	RELATED SCHOOL GOAL #5: Reduce severe chronic absence rate to 2 percent	9% (baseline is 2013-14)	N/A [3.0% as of 05/01/2015]	2%

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
<p>After the first group SART meeting in February (week 21), the chronic absence rate fell below 15 percent for six out of the following eight weeks.</p> <p>Through referral by teachers and contact/followup by our school's Community Relations Assistant, at least three families have been referred to social service agencies in order to food, housing or legal assistance.</p> <p>As of May 1, 2015, 59 students have perfect attendance since their first day of enrollment for school year 2014-2015</p> <p>With support from our part-time School Nurse, we have identified students with asthma and are partnering with their health care providers to work with families to determine when it is reasonable for the students to stay at home.</p>	<p>Of the 15 severely chronically absent students, 40 percent are students in Special Day Classes for students with moderate/severe disabilities. They are frequently absent for long periods of time due to their disabilities.</p> <p>Of the 60 moderately chronically absent students, 20 percent are students in Special Day Classes (either mild/moderate or moderate/severe). By contrast, students in SDCs make up 11 percent of our overall student body.</p> <p>More than 25 percent of chronically absent students enrolled at Bella Vista after October 2014, and most of them live outside the attendance zone</p>

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

SART meetings were not regularly scheduled.

Instead of establishing a separate Attendance Team, we continued to use the Coordination of Services Team (COST) to monitor attendance.

Some teachers did not regularly contact families of chronically absent students to build relationships and provide encouragement to attend school.

It takes a significant investment of time and human resources to support the families of chronically absent students; with part-time staff responsible for attendance, there is a gap in terms of how many families we can reasonably support.

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

Many teachers believe that improving student attendance is beyond their area of responsibility because of external factors beyond their control.

There were no major public celebrations of attendance that could inspire chronically absent students to come to school more often.

There was no explicit schoolwide communication to families about the importance of good school attendance.

We have limited human resources to address our school's attendance problem (part-time Attendance Clerk, part-time Community Relations Assistant, and part-time School Nurse), and we have not maximized their time and expertise.

MAJOR IMPROVEMENT STRATEGY #2

Develop a schoolwide culture of attendance by establishing an Attendance Team who will be responsible for family engagement and support, recognition and incentives, data analysis, and policies and procedures.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</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.	SCHOOLWIDE CULTURE OF ATTENDANCE. Develop and oversee implementation of plan to cultivate school wide culture of attendance. Include plans to: 1) Start outreach to families before the school year begins; 2) Leverage existing activities to communicate the importance of good attendance and offer support; 3) update and refine schoolwide system of attendance incentives	Structure in schoolwide system of attendance incentives that is integrated and dovetails with other schoolwide culture building systems and practices. Allocate time and resources for incentives and recognition. In addition to planning recognition of students/families, include recognition for teachers who effectively address attendance.

<p>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.</p>	<p>USE DATA TO DETERMINE STRATEGIES AND ACTION. Develop and oversee implementation of plan to use chronic absence data to determine need for additional support: 1) convene and task an Attendance Team to regularly review attendance data; 2) Identify individuals and groups of students who are missing 10% of their school days and use se data, both quantitative and qualitative, to provide additional supports for chronically absent students; 3) Set interim goals and continuously monitor progress, and update strategies and actions</p>	<p>Student Attendance Review Team meetings will be scheduled at least every other week for parents of students whose attendance is below 95%.</p>
<p>Teachers will receive training that reinforces or introduces classroom best practices that promote positive attendance: 1) establishing practices of greeting students warmly in the morning and asking about them when they come back after an absence; 2) engaging students in tracking their own attendance; hanging posters about attendance (available from Attendance Works website); 3) offering incentives for good or improved attendance, whether a gold star, a certificate or a monthly celebration, and making sure to let the parents know, so they can feel proud of their children! Plan classroom recognition that makes sense in relation to schoolwide incentives.</p>	<p>IMPROVE STAFF CAPACITY. Develop and oversee implementation plan to improve Staff Capacity to Adopt Effective Attendance Practice: 1) Determine what existing team or newly established team will address attendance; Team will conduct an annual School Attendance Self-Assessment; 3) Describe an updated tiered system of supports; 4) Team will determine, plan and oversee professional development for staff</p>	<p>After it is determined whether an existing team or newly established team will address attendance, establish structures and timelines for the work of the Attendance Team. Ensure that people involved establish agreements for mutual accountability to ensure effort and results are sustained.</p>



MAJOR IMPROVEMENT PRIORITY #3:	Student Awareness of PBIS
---------------------------------------	----------------------------------

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- MAIN SCHOOL GOAL #1: 80% of students will identify the schoolwide behavior expectations as they apply to non-classroom settings
- RELATED SCHOOL GOAL #2: 80% of students will receive tangible positive rewards (based on the schoolwide reward system)
- RELATED SCHOOL GOAL #3: 80% of 5th grade students will answer "Yes, all of the time" or "Yes, most of the time" to CHKS questions related to school rules
- RELATED SCHOOL GOAL #4: Office referrals decrease by 50 percent
- RELATED SCHOOL GOAL #4: Suspension rate will decrease to 1.2 percent

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	MAIN SCHOOL GOAL #1: 80% of students will identify the schoolwide behavior expectations as they apply to non-classroom settings	N/A	N/A	80%
Other	RELATED SCHOOL GOAL #2: 80% of students will receive tangible positive rewards (based on the schoolwide reward system)	N/A	N/A	80%
Other	RELATED SCHOOL GOAL #3: 80% of 5th grade students will answer "Yes, all of the time" or "Yes, most of the time" to CHKS questions related to school rules	N/A	not applicable	95%
Other	RELATED SCHOOL GOAL #4: Office referrals decrease by 50 percent	N/A	N/A [39 referrals as of 05/01/2015]	25

Suspension

RELATED SCHOOL GOAL #4: Suspension rate will decrease to 1.2 percent

0.40%

1.5% [1.63% as of May 1, 2015]

1.20%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
Student Council in place which supports schoolwide behavioral expectations	No reward system in place for student achievement
Strong classroom based discipline systems	No concrete schoolwide behavioral expectations
	Lack of consistency in discipline system from class to class
	Lack of consistency in administrator-managed consequences

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Many teachers did not implement our schoolwide Social Emotional Learning curriculum (Second Step), which includes weekly lessons that will help students learn how to build relationships, solve problems, manage strong emotions and develop empathy.

Some teachers believe that the principal is the person primarily responsible for student discipline.

Teachers are not unified in their beliefs related to student supervision, collaborative responses to student misbehavior.

There is inconsistency in our response to the behavior of African American students.

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

We need to show all students, but especially African American male students, through our words and our actions that we care about them and want them to be successful.

We need to do more work at the beginning of the year to build positive relationships and partnerships with families of students with challenging behaviors.

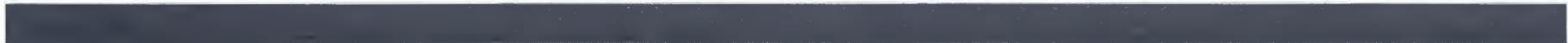
There is no well-defined system of schoolwide expectations that all students, staff and families understand.

We need to shift away from a consequences-focused approach to dealing with misbehavior and move toward one that is based on positive reinforcement.

MAJOR IMPROVEMENT STRATEGY #3

Implement PBIS to develop schoolwide agreements and practices for safe and supportive school culture that create conditions for high academic achievement.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teach lessons related to PBIS schoolwide expectations	Engage issues of race, bias and culture to build staff competency and promote academic success of all student groups.	Launch PBIS Tier 1 system of schoolwide expectations
Plan and execute positive phone calls home (mandatory) and home visits (optional) to build relationships with families at the beginning of the school year	Expand the role of Student Council to become a legislative body with influence and input	Engage parents in dialogues about race, culture and experience
Teach SEL lessons using Second Step curriculum	Build SEL competencies of faculty and staff in order to resolve adult conflicts	Build Teacher Competency on SEL Supports for Specific Student Populations (African American students, students with disabilities, English Learners, etc.)
Support the PBIS incentive plan	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
		Increase student supervision and engagement during unstructured time (such as recess and lunchtime)
		Extend school day SEL & PBIS expectations into the site-based after school program



Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: Bella Vista Elementary School												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Student Achievement in Literacy)										Click here for the full list of LCAP strategies.		
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Collaborate with colleagues bi-weekly in PLCs (using Cycles of Inquiry for Reading and Writing)	Fountas & Pinnell	African American Students	provide release time for teachers to meet during the school day by bringing in organizations to provide academic enrichment for students	LCFF Supplemental	5825				\$17,675.00	102-1A		A2.8: Data & Assessment
plan for instruction using Common Core State Standards and 4Ts of transformation (talk, task, text, time)	Fountas & Pinnell	Low-Income Students	Common Core Teacher Leader will lead PD to equip teachers to plan Common Core-aligned lessons	Central Resources		Common Core Teacher Leader			\$0.00	102-1B	Teacher PD	
Implement all components of Reading Workshop and Writing Workshop with fidelity	Fountas & Pinnell	Low-Income Students	Site-based ELA Coach will visit classrooms daily and provide differentiated coaching support to all teachers on Balanced Literacy implementation (includes benefits)	LCFF Supplemental	1119	Teacher on Special Assignment		0.3	\$29,827.94	102-1C		A3.4: Teacher Professional Development focused on Literacy
Teach Designated and/or Integrated ELD	EL reclassification rates	English Language Learners	supplies to support the implementation of a Balanced Approach to Literacy	LCFF Supplemental	2105	Instructional Assistant		0.4	\$14,250.00	102-1D	Targeted Approaches	A2.5: Teacher Professional Development for CCSS & NGSS
Implement all components of Reading Workshop and Writing Workshop with fidelity	Fountas & Pinnell	Low-Income Students	equipment maintenance to support the implementation of a Balanced Approach to Literacy	General Purpose Discretionary	5610				\$6,000.00	102-1E		A2.3: Standards-Aligned Learning Materials
Implement all components of Reading Workshop and Writing Workshop with fidelity	Fountas & Pinnell	Low-Income Students	supplies to support the implementation of a Balanced Approach to Literacy	General Purpose Discretionary	4310				\$6,000.00	102-1F		A2.3: Standards-Aligned Learning Materials
plan for instruction using Common Core State Standards and 4Ts of transformation (talk, task, text, time)	Fountas & Pinnell	Low-Income Students	expand opportunities for students to think and talk about content by going on field trips to local venues	Title I Basic	5829				\$5,000.00	102-1G		A2.1: Implementation of CCSS & NGSS
plan for instruction using Common Core State Standards and 4Ts of transformation (talk, task, text, time)	Fountas & Pinnell	Low-Income Students	expand opportunities for students to think and talk about content by going on field trips to local venues	Title I Basic	5826				\$5,037.41	102-1H		A2.1: Implementation of CCSS & NGSS
Teach Designated and/or Integrated ELD	EL reclassification rates	English Language Learners	purchase instructional materials for Designated ELD	Title I Basic	4200				\$3,500.00	102-1I	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Implement all components of Reading Workshop and Writing Workshop with fidelity	Fountas & Pinnell	African American Students	hire 0.2 FTE prep teacher to provide additional release time for teachers of combination classes for planning multi-grade instruction	Central Resources						102-1J		
Implement all components of Reading Workshop and Writing Workshop with fidelity	Fountas & Pinnell	Low-Income Students	maintain computers used by students to access online leveled reading websites	Title I Basic	4420				\$3,000.00	102-1K		A2.1: Implementation of CCSS & NGSS
Differentiate instruction for GATE-eligible students through Guided Reading	Fountas & Pinnell	Low-Income Students	Common Core Teacher Leader will lead PD focused on using Guided Reading to enrich literacy instruction for GATE-eligible students	Central Resources						102-1L		

Develop a system of gradual release and responsibility for PLC facilitation	Fountas & Pinnell	Low-Income Students	time for ILT members to attend bi-weekly meetings and work on ILT initiatives	General Purpose Discretionary	1120				\$1,500.00	102-1M		A2.5: Teacher Professional Development for CCSS & NGSS
Refine the system of observation and feedback (using the 4Ts observation tool) for all teachers during the literacy block to include principal and Instructional Leadership Team (ILT) members	Fountas & Pinnell	African American Students	Common Core Teacher Leader will visit classrooms daily and provide differentiated coaching support to all teachers on Common Core implementation	Central Resources		Common Core Teacher Leader				102-1N		
Lead data conferences with teachers at least three times a year, with a focus on African American male students and English Learners.	Fountas & Pinnell	English Language Learners	Common Core Teacher Leader will organize and co-facilitate data conferences	Central Resources		Common Core Teacher Leader				102-1O	Teacher PD	
Make data more public by sharing with students and their families through student goal-setting and Family Literacy Nights co-sponsored by our after school partner	Fountas & Pinnell	Low-Income Students	Common Core Teacher Leader will co-plan Family Literacy Nights	Central Resources		Common Core Teacher Leader				102-1P	Family Engagement	
Develop a system of gradual release and responsibility for PLC facilitation	Fountas & Pinnell	Low-Income Students	Site-based ELA Coach will facilitate PLC meetings (includes benefits)	LCFF Supplemental	1119	Teacher on Special Assignment	0.2	\$19,885.00		102-1Q		A2.8: Data & Assessment
Make data more public by sharing with students and their families through student goal-setting and Family Literacy Nights co-sponsored by our after school partner	Fountas & Pinnell	Low-Income Students	Partner with our after school partner, EBAYC, to plan and host Family Literacy Nights	After School Education & Safety (ASES)	5825			\$2,000.00		102-1R	Extended Learning Time	A1.6: After School Programs
Protect time during the school day for teachers to meet in Professional Learning Communities to collaborate on literacy goals.	Fountas & Pinnell	Low-Income Students	provide release time for teachers to meet during the school day by bringing in organizations to provide academic enrichment for students	LCFF Concentration	5825			\$15,420.00		102-1S		A2.1: Implementation of CCSS & NGSS
Provide ongoing professional development to teachers and other staff members related to PLC principles, Common Core-aligned lesson planning and Balanced Literacy.	Fountas & Pinnell	African American Students	site-based TSA & Common Core Teacher Leader collaborate to lead PD	LCFF Supplemental	1119	Teacher on Special Assignment	0.1	\$9,943.00		102-1T	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Continue to promote a culture of reading by maximizing staffing for our school library	Fountas & Pinnell	Low-Income Students	increase library hours of operation beyond base staffing by increasing staffing level	General Purpose Discretionary	2205	Senior Library Clerk	0.1	\$5,825.00		102-1U		A2.1: Implementation of CCSS & NGSS
Continue to sustain a robust literacy intervention program -- during the school day and during the site-based after school program -- that is based on data-based decision making, research-based instructional strategies and progress monitoring.	Fountas & Pinnell	African American Students	fund position to lead the school's Coordination of Services Team, which uses data to identify strategies to meet the needs of students who struggle	Title I Basic	5734	School Psychologist	0.2	\$20,210.00		102-1V	Targeted Approaches	A3.2: Reading Intervention
Protect time for Designated ELD for eligible students.	EL reclassification rates	English Language Learners	TSA leads Tier 2 literacy intervention groups	LCFF Supplemental	2015	Instructional Assistant	0.2	\$7,125.00		102-1W	Targeted Approaches	A3.2: Reading Intervention

Continue to sustain a robust literacy intervention program – during the school day and during the site-based after school program – that is based on data-based decision making, research-based instructional strategies and progress monitoring.	EL reclassification rates	English Language Learners	Instructional Assistant leads a literacy intervention group for newcomers	LCFF Supplemental	2105	Instructional Assistant		0.2	\$7,125.00	102-1X	Targeted Approaches	A3.2: Reading Intervention
Continue to sustain a robust literacy intervention program – during the school day and during the site-based after school program – that is based on data-based decision making, research-based instructional strategies and progress monitoring.	Fountas & Pinnell	African American Students	TSA leads Tier 2 literacy intervention groups	LCFF Supplemental	1119	Teacher on Special Assignment		0.4	\$39,771.00	102-1Y	Targeted Approaches	A3.2: Reading Intervention
Protect time for Designated ELD for eligible students.	Fountas & Pinnell	African American Students	Common Core Teacher Leader leads Tier 2 literacy intervention groups	Central Resources	1119	Common Core Teacher Leader			\$0.00	102-1Z	Targeted Approaches	A3.2: Reading Intervention
Continue to sustain a robust literacy intervention program – during the school day and during the site-based after school program – that is based on data-based decision making, research-based instructional strategies and progress monitoring.	Fountas & Pinnell	African American Students	TSA leads Tier 2 literacy intervention groups (fund proposed salary increase for OEA members)	LCFF Supplemental	4399				\$7,676.00	102-1AA	Targeted Approaches	A3.2: Reading Intervention
Continue to sustain a robust literacy intervention program – during the school day and during the site-based after school program – that is based on data-based decision making, research-based instructional strategies and progress monitoring.	Fountas & Pinnell	Low-Income Students	After school program offers Tier 2 literacy intervention groups	After School Education & Safety (ASES)	5825				\$3,000.00	102-1AB		A1.6: After School Programs
Support the literacy program provided to students in the site-based after school program.	Fountas & Pinnell	Low-Income Students	After school program offers Tier 2 literacy intervention groups	After School Education & Safety (ASES)	5825				\$30,000.00	102-1AC		A1.6: After School Programs
Support the literacy program provided to students in the site-based after school program.	Fountas & Pinnell	Low-Income Students	Quality Support Coach working with the after school program will provide PD to after school staff to prepare them to lead reading groups	After School Education & Safety (ASES)	1120	Teacher TBD			\$2,500.00	102-1AD		A2.5: Teacher Professional Development for CCSS & NGSS

BUDGET ACTIONS & FUNDING:

IMPROVEMENT PRIORITY #2 (Student Chronic Absence)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
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.	Chronic Absence	African American Students	stipends for clerical staff to plan for and host registration/orientation sessions for families of TK/K students, transfer students and students with disabilities	Title I Parent	4399				\$1,427.00	102-2A	K Transition	A5.1: School Culture & Climate (Safe & Supportive Schools)
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.	Chronic Absence	Students with Disabilities	Community Relations Assistant will facilitate Attendance Team meetings (includes benefits)	Title I Basic	2205	Community Relations Assistant		0.1	\$6,748.00	102-2B	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers will receive training that reinforces or introduces classroom best practices that promote positive attendance: 1) establishing practices of greeting students warmly in the morning and asking about them when they come back after an absence; 2) engaging students in tracking their own attendance; hanging posters about attendance (available from Attendance Works website); 3) offering incentives for good or improved attendance, whether a gold star, a certificate or a monthly celebration, and making sure to let the parents know, so they can feel proud of their children! Plan classroom recognition that makes sense in relation to schoolwide incentives.	Chronic Absence	African American Students	Teacher Leaders will plan and facilitate PD sessions for teachers and registration/orientation sessions for families	Title I Parent	4399				\$999.85	102-2C	Teacher PD	A5.1: School Culture & Climate (Safe & Supportive Schools)

Teachers will receive training that reinforces or introduces classroom best practices that promote positive attendance: 1) establishing practices of greeting students warmly in the morning and asking about them when they come back after an absence; 2) engaging students in tracking their own attendance; hanging posters about attendance (available from Attendance Works website); 3) offering incentives for good or improved attendance, whether a gold star, a certificate or a monthly celebration, and making sure to let the parents know, so they can feel proud of their children! Plan classroom recognition that makes sense in relation to schoolwide incentives.	Chronic Absence	African American Students	purchase supplies to support classroom-based attendance monitoring and other attendance-related best practices	Title I Basic	4310				\$1,000.00	102-2D		A5.1: School Culture & Climate (Safe & Supportive Schools)
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.	Chronic Absence	African American Students	purchase materials and supplies needed for beginning-of-year outreach efforts to families of incoming TK/K students	Title I Basic	4310				\$2,500.00	102-2E	K Transition	A5.1: School Culture & Climate (Safe & Supportive Schools)
SCHOOLWIDE CULTURE OF ATTENDANCE. Develop and oversee implementation of plan to cultivate school wide culture of attendance. Include plans to: 1) Start outreach to families before the school year begins; 2) Leverage existing activities to communicate the importance of good attendance and offer support; 3) update and refine schoolwide system of attendance incentives	Chronic Absence	Low-Income Students	Community Relations Assistant will work with principal and PBIS Planning Team to launch an attendance campaign (includes benefits)	Title I Basic	2205	Community Relations Assistant		0.1	\$6,748.00	102-2F	K Transition	A5.1: School Culture & Climate (Safe & Supportive Schools)
USE DATA TO DETERMINE STRATEGIES AND ACTION. Develop and oversee implementation of plan to use chronic absence data to determine need for additional support: 1) convene and task an Attendance Team to regularly review attendance data; 2) Identify individuals and groups of students who are missing 10% of their school days and use se data, both quantitative and qualitative, to provide additional supports for chronically absent students; 3) Set interim goals and continuously monitor progress, and update strategies and actions	Chronic Absence	African American Students	Community Relations Assistant will facilitate weekly Attendance Team meetings and follow up with staff and families (includes benefits)	Title I Basic	2205	Community Relations Assistant		0.1	\$6,748.00	102-2G	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)

IMPROVE STAFF CAPACITY. Develop and oversee implementation plan to improve Staff Capacity to Adopt Effective Attendance Practice: 1) Determine what existing team or newly established team will address attendance; Team will conduct an annual School Attendance Self-Assessment; 3) Describe an updated tiered system of supports; 4) Team will determine, plan and oversee professional development for staff	Chronic Absence	African American Students	Attendance Team will develop and oversee a plan to increase staff capacity to increase student attendance (includes benefits)	Title I Basic	2205	Community Relations Assistant		0.1	\$6,748.00	102-2H		A5.1: School Culture & Climate (Safe & Supportive Schools)
IMPROVE STAFF CAPACITY. Develop and oversee implementation plan to improve Staff Capacity to Adopt Effective Attendance Practice: 1) Determine what existing team or newly established team will address attendance; Team will conduct an annual School Attendance Self-Assessment; 3) Describe an updated tiered system of supports; 4) Team will determine, plan and oversee professional development for staff	Chronic Absence	Students with Disabilities	School Psychologist will join the Attendance Team and support its efforts, particularly as it relates to students with disabilities, students who are struggling academically, and students with behavioral challenges	Title I Basic	5734	School Psychologist			\$5,025.00	102-2I	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
IMPROVE STAFF CAPACITY. Develop and oversee implementation plan to improve Staff Capacity to Adopt Effective Attendance Practice: 1) Determine what existing team or newly established team will address attendance; Team will conduct an annual School Attendance Self-Assessment; 3) Describe an updated tiered system of supports; 4) Team will determine, plan and oversee professional development for staff	Chronic Absence	African American Students	School Nurse will join the Attendance Team and support its efforts, particularly as it relates to students with chronic health conditions.	Central Resources					\$0.00	102-2J		
Structure in schoolwide system of attendance incentives that is integrated and dovetails with other schoolwide culture building systems and practices. Allocate time and resources for incentives and recognition. In addition to planning recognition of students/families, include recognition for teachers who effectively address attendance.	Chronic Absence	Low-Income Students	Purchase materials and supplies to support the integration of positive attendance activities with schoolwide Positive Behavioral Intervention and Supports (PBIS) in all classrooms	Title I Basic	4310				\$1,500.00	102-2K		A5.1: School Culture & Climate (Safe & Supportive Schools)
Student Attendance Review Team meetings will be scheduled at least every other week for parents of students whose attendance is below 95%.	Chronic Absence	Low-Income Students	Community Relations Assistant will lead SART meetings (includes benefits)	Title I Basic	2205	Community Relations Assistant		0.05	\$3,387.04	102-2L	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)

After it is determined whether an existing team or newly established team will address attendance, establish structures and timelines for the work of the Attendance Team. Ensure that people involved establish agreements for mutual accountability to ensure effort and results are sustained.	Chronic Absence	Low-Income Students	Community Relations Assistant will work with the principal and other staff members to establish the Attendance Team (includes benefits)	Title I Basic	2205	Community Relations Assistant		0.05	\$3,387.04	102-2M		A5.1: School Culture & Climate (Safe & Supportive Schools)
---	-----------------	---------------------	---	---------------	------	-------------------------------	--	------	------------	--------	--	--

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Student Awareness of PBIS)

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teach lessons related to PBIS schoolwide expectations	Other	African American Students	purchase supplies to support PBIS lesson planning	General Purpose Discretionary	4310				\$1,000.00	102-3A		A5.1: School Culture & Climate (Safe & Supportive Schools)
Plan and execute positive phone calls home (mandatory) and home visits (optional) to build relationships with families at the beginning of the school year	Other	African American Students	fund stipends for teachers to make home visits	General Purpose Discretionary	1120				\$500.00	102-3B	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teach SEL lessons using Second Step curriculum	Other	Low-Income Students	replenish Second Step instructional materials	Title I Basic	4200				\$1,500.00	102-3C		A5.1: School Culture & Climate (Safe & Supportive Schools)
Support the PBIS incentive plan	Other	Low-Income Students	purchase supplies to support PBIS incentives	General Purpose Discretionary	4310				\$2,054.00	102-3D		A5.1: School Culture & Climate (Safe & Supportive Schools)
Engage issues of race, bias and culture to build staff competency and promote academic success of all student groups.	Other	African American Students	engage expertise of an outside organization to facilitate conversations that will promote academic success of all student groups	LCFF Concentration	5825				\$8,000.00	102-3E	Teacher PD	A5.1: School Culture & Climate (Safe & Supportive Schools)
Expand the role of Student Council to become a legislative body with influence and input	Other	Low-Income Students	provide stipend to a faculty member to serve as Student Council faculty advisor	General Purpose Discretionary	1120				\$600.00	102-3F		A5.1: School Culture & Climate (Safe & Supportive Schools)
Build SEL competencies of faculty and staff in order to resolve adult conflicts	Other	Low-Income Students	engage expertise of an outside organization to facilitate PD on adult SEL competencies	LCFF Concentration					\$1,580.00	102-3G		A5.1: School Culture & Climate (Safe & Supportive Schools)
Assess and update our school's vision and mission.	Other	Low-Income Students	provide stipends to bilingual staff to participate in parent meetings and translate documents	General Purpose Discretionary	2420				\$1,000.00	102-3H	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Launch PBIS Tier 1 system of schoolwide expectations	Other	Low-Income Students	provide stipends to PBIS Planning Team members for lesson plan development	General Purpose Discretionary	1120				\$1,400.00	102-3I		A5.1: School Culture & Climate (Safe & Supportive Schools)

Engage parents in dialogues about race, culture and experience	Other	English Language Learners	provide stipends to bilingual staff to participate in parent meetings and translate documents	General Purpose Discretionary	2420				\$1,000.00	102-3J	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Build Teacher Competency on SEL Supports for Specific Student Populations (African American students, students with disabilities, English Learners, etc.)	Other	Students with Disabilities	teachers will participate in teacher leader-led PD on how to support SEL competencies for targeted students							102-3K	Teacher PD	A5.1: School Culture & Climate (Safe & Supportive Schools)
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	Other	African American Students	School Psychologist will facilitate COST	Title I Basic	5734	School Psychologist		0.2	\$14,551.68	102-3L	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Increase student supervision and engagement during unstructured time (such as recess and lunchtime)	Other	Low-Income Students	partner with an organization to provide structured activities during unstructured time	General Purpose Discretionary	5825				\$29,051.00	102-3M		A5.1: School Culture & Climate (Safe & Supportive Schools)
Increase student supervision and engagement during unstructured time (such as recess and lunchtime)	Other	Low-Income Students	increase work day for one of our Noon Supervisors	General Purpose Discretionary	1905				\$801.00	102-3N		A5.1: School Culture & Climate (Safe & Supportive Schools)
Extend school day SEL & PBIS expectations into the site-based after school program	Other	Low-Income Students	After school partner will provide enrichment activities that build and support a positive school culture	After School Education & Safety (ASES)	5825				\$59,379.17	102-3O	Extended Learning Time	A1.6: After School Programs
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	Other	Foster Youth	COST will proactively respond to the unique needs of foster students and coordinate with external service providers to support them	Title I Basic	5734	School Psychologist			\$606.32	102-3P		A5.2: Health and Wellness (Mental & Physical Health)

James Harris
President, Board of Education

Antwan Wilson
Secretary, Board of Education



Bella Vista Elementary School

1025 East 28th Street, Oakland, CA 94610

Phone (510) 436-4900; Fax (510) 436-4925

Title I Parent Involvement Policy 2014-2015

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

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:
 - California Common Core State Standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - 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.

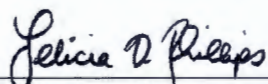
Accessibility

- 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.

Adoption

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

This policy was adopted by the Bella Vista Elementary School Site Council on January 8, 2015, and will be in effect for the 2014-15 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.



Ms. Felicia D. Phillips
Principal, Bella Vista Elementary School

January 12, 2015

Date



Bella Vista Elementary School

School Parent Compact 2014-2015

<i>District and Site Staff Pledge</i>	<i>Parent Pledge</i>	<i>Student Pledge</i>
<p><i>We believe all students can learn, and we will do the following to ensure their success:</i></p> <ul style="list-style-type: none">• We will set high standards for all.• We will welcome you and treat you with respect as a partner in your child's education.• We will respond in a timely manner to your request for information.• We will regularly share with you your child's concerns and progress.• We will provide motivating and interesting learning experiences.• We will use teaching methods and materials that work best for your child.• We will regularly assign your child homework.• We will help you support your child's educational needs.	<p><i>I believe that parents and family are the child's first and most important teachers. I will encourage my child's learning and success in school, by doing the following:</i></p> <ul style="list-style-type: none">• I will send my child to school on time every day.• I will make sure that my child gets adequate sleep and has a healthy diet.• I will provide a quiet place and time for my child to do homework, and I will review the homework.• I will promptly respond to messages from my child's school.• I will attend Back to School Night, Parent-Teacher-Student Conferences, Open House, and other school events.• I will help my child's school however possible.• I will endeavor to participate in the total school program.• I will sign in with the office when visiting my child's school.• I will read to my child or have my child read for at least 20 minutes every day.• In accordance with the law, I am prepared to sit with my child in class in the event that negative behaviors need to be corrected.• I will limit the amount of time my child watches television.	<p><i>I believe that I can be successful in school and I will show it by doing the following:</i></p> <ul style="list-style-type: none">• I will come to class on time every day.• I will come to school ready to learn.• I will follow school rules, always show respect and be responsible for my own behavior.• I will be a cooperative learner.• I will ask for help when I need it.• I will carry information between school and home.• I will return my completed homework on time.• I will read at home at least 20 minutes every day.

Classroom Teacher's Name:

Classroom Teacher's Signature:

Parent/Guardian Name:

Parent/Guardian Signature:

Student Name:

Student Signature:

**Bella Vista Elementary School**1025 East 28th Street, Oakland, CA 94610

Phone (510) 436-4900; Fax (510) 436-4925

**School Site Council Membership Roster
2014-2015**

Chairperson Nikki Seaberg	Vice Chairperson Joy Smith
Secretary Felicia Phillips	LCAP Parent Advisory Nominee TBD
LCAP EL Parent Advisory Nominee TBD	LCAP Student Nominee N/A

Member's Name	Principal	Classroom Teacher	Other School Staff	Parent/Community
Cindy Chu		X		
Nina Francisco				X
Lisa Lambaren				X
Karen Lee		X		
Felicia Phillips	X			
Nikki Seaberg			X	
Joy Smith				X
David Takeuchi		X		
Sosan Tewolde				X
Kathy Xie				X

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.

1 – Principal
3 – Classroom Teachers
1 – Other School Staff
5 – Parents/Community Members