

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Bella Vista Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Bella Vista Elementary School
CDS Code: 1612596001655
Principal: Linda Flynn
Date of this revision: 6/5/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 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 | <input type="checkbox"/> School Improvement Grant (SIG) |

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: April 25, 2017

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

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

Signatures:

Linda Flynn

Linda Flynn
Signature

4/25/2017
Date

School Principal

Lisa Lambaren

Lisa Lambaren
Signature

4/25/2017
Date

Print name of SSC Chairperson

Alicia Bowman

Alicia Bowman
Signature

5/9/17
Date

Network Superintendent

Marcus Silvi

Marcus Silvi
Signature

5/25/17
Date

Coordinator, Office of Accountability Partners

2017-18 SPSA ENGAGEMENT TIMELINE**School Site:** Bella Vista Elementary School**Site Number:** 102

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

Date	Stakeholder Group	Engagement Description
1/24/2017	SSC	Shared rationale and overview of site plan
1/23/2017	ILT	Shared rationale and overview of site plan
2/13/0207	Faculty	Conducted work session to add additional organizational, teacher, and student practices aligned to school goals
2/21/2017	SSC	Discussed draft 17/18 SPSA and determined use of Title 1 funds.
3/21/2017	SSC	Reviewed final draft of 17/18 SPSA, and discussed changes
4/25/2017	SSC	Approve 2017/18 SPSA
5/8/2017	Faculty	Discuss next steps, and action plan for 2017/18 SPSA

2017-2018 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	\$76,300.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$186,927.71	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$384,856.55	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$49,203.38	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,790.28	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$50,993.66	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Bella Vista Elementary, located in Oakland's Bella Vista neighborhood, celebrates the diversity of our student body: more than half of our students speak another language at home. In fact, nearly 20 languages are represented at Bella Vista. We are a community of learners, promoting academic excellence in everything we do. Our teachers and staff have high expectations for students and work to inspire them to do their very best each day. At Bella Vista, we prioritize the partnerships between parents, staff and students that make our school a safe, caring and respectful learning environment. Collectively we foster creativity, curiosity and joy towards learning as we support all of our students to reach their highest potential.

School Mission and Vision

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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Implement Balanced Literacy with Fidelity

SCHOOL GOAL for Implement Balanced Literacy with Fidelity:

Student performance will grow on the SBAC ELA from 34% to 46%. This will be a 12% growth goal for all students. A 10% growth goal is set for our targeted Student Group, English Learners. By June 2018, 12% of English Learners will be performing at or above grade level as measured by the SBAC ELA.

SCHOOL TARGETS for Implement Balanced Literacy with Fidelity:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	English Learners	2.00%	7.00%	12.00%

Other Leading Indicators for Implement Balanced Literacy with Fidelity:

F&P data and SRI data will be monitored in the fall, winter, and spring. SRI and F&P data will be disaggregated to monitor the specific student groups of English Learners and African American students.

NEEDS ASSESSMENT for Implement Balanced Literacy with Fidelity:

STRENGTHS	CHALLENGES
All students showed growth between the 2014-15 school year and the 2015-16 school year. Low income students showed growth during this time period.	1. African American, English Learner and Students with Disabilities at Bella Vista are not showing growth on the SBAC ELA. 2. Growth on the SBAC ELA identifies that most growth occurred with students at proficiency moving to advanced, while there was minimal to no growth between below and approaching. 3. Student's ability to critically articulate thoughts and ideas through written language requirement on SBAC.

ROOT CAUSE ANALYSIS

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.

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

MATHEMATICS PRIORITY: Improve student conceptual understanding of mathematics

SCHOOL GOAL for Improve student conceptual understanding of mathematics:

Overall student performance will grow on the SBAC Math by 7%, and a focus for the Latino student group to grow by 8% and English learners to grow by 6%.

SCHOOL TARGETS for Improve student conceptual understanding of mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	Latino Students	18.00%	22.00%	26.00%

Other Leading Indicators for Improve student conceptual understanding of mathematics:

During the 2017-2018 school year formative assessments, and Math unit assessments will allow us to monitor the progress towards this goal. Unit assessments will be input on illuminate and monitored by student groups. Student use and completion on ST Math will be monitored and compared to formative and summative data to determine if there is a correlation with student improvement. SMI data will be monitored and analyzed around student growth.

NEEDS ASSESSMENT for Improve student conceptual understanding of mathematics:

STRENGTHS	CHALLENGES
5% increase on SBAC Math for all students and low income students.	Latino, English Language Learners and Students with Disabilities showed no growth towards proficiency between the 14-15 and 15-16 school year.

ROOT CAUSE ANALYSIS
Staff comfort with Common Core Academic Standards and Standards of Practice. Need for continued coaching to shift teacher practice to meet the rigor of CCSS and a Balanced Literacy program. Teacher's working in isolation of one another. Vague learning objectives. Data does not inform or drive instruction. Instruction is not differentiated to meet the needs of every learner. Instruction is teacher centered instead of student centered.

CULTURE & CLIMATE PRIORITY: Attendance

SCHOOL GOAL for Attendance:

Decrease overall chronic absence rate for the 2017 - 2018 schoolyear to 8% as indicated on the SPF

SCHOOL TARGETS for Attendance:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	Latino Students	26.26%	25.26%	24.26%

Other Leading Indicators for Attendance:

Weekly and monthly attendance will be monitored. Consistency of SART/SARB meetings during the calendar year.

NEEDS ASSESSMENT for Attendance:

STRENGTHS	CHALLENGES
Improvement in chronic absence. Growth can be seen with All Students, Latino students, English Learners and Students with Disabilities.	1. Approximately 50% of students attending Bella Vista live out of the neighborhood. 2. Extended trips out of the country. 3. Medically fragile SPED population. 4. Latino/a families feel disconnected to the school. 5. Parents working 3rd shift have a difficult time getting children to school on time.

ROOT CAUSE ANALYSIS

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.

Lack of trust for support between and by staff
 Lack of strong relationships between teacher-student-family
 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

FAMILY & STUDENT ENGAGEMENT PRIORITY: Increase Family Engagement

SCHOOL GOAL for Increase Family Engagement:

Monthly family workshops that involve 20% of all Bella Vista families, and specifically 10% of Bella Vista's African American families will be held by June 2018 that include topics that have been identified by Bella Vista families as a priority.

SCHOOL TARGETS for Increase Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
% of families as indicated by sign in sheets	African American Students	n/a	n/a	20.00%

Other Leading Indicators for Increase Family Engagement:

Parent workshop sign in sheets. Parent surveys on the value of workshops.

NEEDS ASSESSMENT for Increase Family Engagement:

STRENGTHS	CHALLENGES
11% growth on CHKS climate and culture survey of parents. Increase in family opportunities for engagement with Literacy Night and Science Night.	The Latino subgroup did not show positive growth on the CHKS climate and culture survey. More Latino parents report that the school does not hold high expectations for students. They also feel less welcome to participate at the school than any other subgroup.

ROOT CAUSE ANALYSIS

No Latino/a teachers work at the site. Students do not see themselves represented in the staff. Cultural bias exists between teachers-students, and/or teacher/parent.

ADDITIONAL PRIORITY: Science

SCHOOL GOAL for Science:

Students will perform at 40% proficiency on the CAST (California Science Test) by 18-19.

SCHOOL TARGETS for Science:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	Low-Income Students	35.00%	40.00%	45.00%

Other Leading Indicators for Science:

SIRA exams for each unit grades 2 - 5. Science Journals grades K - 1.

NEEDS ASSESSMENT for Science:

STRENGTHS	CHALLENGES
Bella Vista has both an upper grade and lower grade Science Lead. Teachers are administering the SIRA. The SIRA is part of Bella Vista's assessment plan.	Science is often omitted from the weekly instruction, when classroom teachers feel short on time. Science is not instructed equitably in all classrooms at all grade levels. Teachers are uncomfortable with the instructional format of the FOSS curriculum.

ROOT CAUSE ANALYSIS

The emphasis historically has been placed on Reading and Mathematics. Academic areas are taught in isolation of one another; and as a result teachers run out of realistic instructional minutes to equally address all subjects. Teachers are not held to the same level of accountability for Science instruction as they are for Reading, Writing and Math. Teachers are unfamiliar with the the curriculum.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Implement Balanced Literacy with Fidelity:

If Bella Vista focuses on implementation of Balanced Literacy program with fidelity, ensures students below grade level receive differentiated acceleration through guided reading in class daily, provides students reading more than 1 full year behind grade level (according to F&P levels) structured LLI, and provides families with home practices and tools to facilitate student literacy growth; then we will meet the needs, reading levels and learning styles of our low-income, English Learners and foster youth to improve literacy outcomes and improve growth of students reading below grade level.

<p>SCHOOL THEORY OF ACTION for Improve student conceptual understanding of mathematics:</p>	<p>If Bella Vista focuses on conceptual understanding of Mathematics through the continued use of ST Math, and extensive early instruction with hands-on, manipulative materials and aligns instruction to emphasize CCSS mathematical practices #1 - #3 then Bella Vista students will show an overall 7% increase in Math as measured by the SBAC and 80% student proficiency on school site summative assessments . Conceptual understanding through the use of manipulatives and the language free, ST Math, blended learning program will meet the differentiated needs of English Learners, foster youth and low-income youth. Funding a .5 Math TSA will grow teacher capacity in implemeting CCSS in Math which will improve math outcomes for low-income, English Learners and foster youth.</p>
<p>SCHOOL THEORY OF ACTION for Attendance:</p>	<p>If Bella Vista provides multi tiered systems of support, a united culture and message around the importance of attendance, and an attendance team that develops and implements policies and systems to improve attendance then we will decrease chronic absences. A bilingual family advocate that is dedicated to manage students with chronic absences, and school wide systems to support families to get students to school on time will will meet the needs of low-income, English learners and foster youth.</p>
<p>SCHOOL THEORY OF ACTION for Increase Family Engagement:</p>	<p>If Bella Vista families are supported with parenting and child rearing skills, understanding child development, and setting home conditions that support children as students at each age and grade level through monthly workshops provided at the school; engage with staff in regular two-way communication about student learning; and can access opportunities to actively volunteer at the school to support students then we increase family engagement and interrupt actions and feelings that keep families from feeling connected to the Bella Vista community and their students education. Providing workshop access through translation services to English language learner's families, and academic tool kits for low-income students and foster youth we will meet the needs of all of our student groups families.</p>
<p>SCHOOL THEORY OF ACTION for Science:</p>	<p>If our school provides teacher professional development on FOSS, the Next Generation Science Standards, and the SIRA and we ensure that science is taught at least three times a week using SIRA Instructional Plans, then students (low-income students, English learners, and foster youth) will improve their conceptual understanding of grade-level concepts and Science and Engineering Practices of the Next Generation Science Standards (NGSS) and be prepared for the CAST pilot, as measured by the SIRA End-of-Module Assessments.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

<p>Improvement Strategy #1:</p>	<p>We will meet the needs of all students by implementing a differentiated and challenging Literacy program through collaborating, planning, and designing lessons geared toward higher order thinking in order to engage all students.</p>
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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1-1	Collaborate with classified and certificated colleagues weekly in PLCs using data to drive instruction (SRI, F&P, and STARR) to help improve achievement of all students, including low-performing students and GATE students.	Fund two prep. times during the week to ensure uninterrupted collaboration with all instructional stakeholders 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.
1-2	Teachers will increase the amount of student talk with a focus on partner conversation during Reader's Workshop by providing sentence frames.	Provide ongoing observation feedback for all teachers that includes 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
1-3	Implement all components of Reading Workshop and Writing Workshop with fidelity	TSA, ITL, 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
1-4	Differentiate instruction through best practices, effective strategies, assessments, and management through all grade levels	Provide PD around Universal Lesson Design	Weekly grade level collaboration to create a shared lesson plan
1-5	6-8 week cycles of inquiry to identify best instructional practices for student improvement and layer standards of practice with academic standards.	Dedicate time for grade level unit planning in the PLC schedule and create a year long PD/PLC calendar that includes peer observations to grow and develop teacher practices around grade level goals	Teachers will co-create units of instruction, and cohesively follow the plan
1-6	Continue to sustain a robust literacy intervention program during the day that is based on data-based decision making, and progress monitoring	Monitor growth data of students in intervention programs to determine if students are improving at this level.	Develop a criteria for ALL students to receive intervention
1-7	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
1-8	Collaborate with academic mentor to provide additional student support that includes small group instruction, and 1:1 support	Fund academic mentors	90% of academic mentors will be to provide direct support to students
1-9	Teachers will use SDAIE strategies in all curriculum areas; and teach English Language Development for 30 minutes each day	Create master schedule that includes a protected designated ELD block.	Systematic ELD will be used in grades K - 2 and Discussions 4 Learning in grades 3 -5

Improvement Strategy #2:	We will meet the needs of all students by implementing a differentiated and challenging Mathematics program through collaborating, planning, and designing lessons geared toward higher order thinking in order to engage all students.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Continue to build staff capacity with math curriculum and other supplemental resources to strengthen Common Core Standards	Schedule Monthly PD dedicated to unpacking the district curriculum and CCSS	Teachers will implement new strategies learned into the classroom
2-2	Continue school wide Problem Solving Practice	Analyze grade level and school wide math outcomes in problem solving practice, SMI, and End of Unit Assessments.	Schedule and track grade level performance of student problem solving once a month
2-3	Use ST Math and Khan Academy regularly, including student data found in teacher portals	Schedule chromebook rotation for equitable access to online curriculum.	Increase technology to student ratio
2-4	Focus on grade level math targets in the CCSS	Provide time for Grade level collaboration and planning	August Buy Back Day used for Backward mapping and planning with grade level blueprint
2-5	Number Talks at least twice a week. Problem Solving practice at least twice a week.	Fund .60 Math ITL	On going instructional coaching. Whole staff PD, every 6 weeks.
2-6	Small group guided math	Fund Academic Mentors	Small group, Differentiated instruction
2-7	Parent newsletter/workshops illustrating strategies students should be using to solve unit math	Provide weekly grade level planning and collaboration	Fund a 2nd Prep time teacher to allow for increased time for collaboration with colleagues
2-8	Analyze data from Unit Assessments and CEoU assessment to inform instruction	Establish an assessment schedule	Data Driven Instruction
2-9	Continue to build student's procedural fluency as a balanced part of math rigor (conceptual, procedural, math facts, and algorithms). In a 60 minute instructional block procedural fluency will not exceed .25% of the instructional time.	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

Improvement Strategy #3:	Improve Bella Vista's Climate and Culture to specifically address chronic absences.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Promote One Message that is United around attendance	Purchase monthly Attendance tags, plan trimester celebrations	School Wide Positive Incentives Program
3-2	Beginning of the year outreach to build strong relationships for identified students	Report out on progress towards goal in Week at a Glance and school wide attendance bulletin board.	Kinder and TK Community Events

3-3	Set a class Attendance Goal for the Year	Identify students that are on the Chronic Absent list from the previous year and engage early with the SART and SARB process	Attendance team checks in with classroom teacher on a regular basis to partner with providing student/family support in tandem with the use of SART and SARB
3-4	Actively plan/participate in activities with Big/Little Buddy program	Schedule specific Big/Little Buddy school wide events	Establish a Big/Little Buddy system to build close, caring, and kind relationships at our school; that allow students leadership and role model opportunities.
3-5	Support community between families within the same classroom. Identify a room parent.	Find parent leaders willing to start up and facilitate parent groups	Establish affinity Groups within the Bella Vista Community to provide small group support between families
3-6	Implement 3 Signature SEL practices. 1 - Welcoming Routines and Rituals. 2 - Engaging Pedagogy. 3 - Optimistic Closure	Provide PD, resources, collaboration and planning time at start of school year for implementation. Walkthroughs to ensure implementation.	Embed Second Step practices into school policies and practices
3-7	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
3-8	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
3-9	Provide daily positive adult contact with foster and homeless youth and all Tier II and Tier III students as defined by a tiered behavior pyramid . 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.

Improvement Strategy #4:	Bella Vista will provide a variety of systems to increase family engagement.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	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
4-2	Attend Back to School Social to foster and build strong relationships with students' families	Calendar and fund back to school social event	Partner with Friends of Bella Vista Park, TRYBE, EBAYC and PTA

4-3	Monthly communication with parents describing major areas of learning that is translated in Bella Vista's dominate home languages	Maintain school website to communicate with BV community	Monthly updates to website as the primary information portal for the school
4-4	Teach lessons related to PBIS schoolwide expectations	Fund PBIS incentive program	Acknowledge and reward students for positive behavior
4-5	Plan and execute positive phone calls home	Expand the role of student council to become a legislative body with influence and input	Student Council Faculty Leaders to lead student council meetings
4-6	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.
4-7	Support PBIS incentive program	Fund Pyschology Intern Program	Psychologist interns will hold regular meetings with student groups to addrees student needs
4-8	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
4-9	Participate in parent workshops to provide parents/students with tools to use at home to improve instructional outcomes	Calendar series of parent workshops based on parent interest, and provide teacher stipends to attend and facilitate workshops	Annual Calendar set in place 1st day of school
4-10	Teacher encouragement for parent support and partnership	Create a system of volunteer opportunities	Honor and celebrate parent engagement
4-11	Classroom homework policy explanation clearly outlined	Review and approve all grade level plans for homework	Posted homework expectations for each grade level
4-12	Establish classroom contact list and identify roles for parent involvement in the classroom	Establish multiple forms of Home - School Communication, and use this to publisize opportunities for parent involvement	Develop a parent friendly system that allows every parent access to involvement at the school.

Improvement Strategy #5:	Transition to NGSS
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	Teach full NGSS-aligned SIRA Instructional Plans K-5	Contact Science Department to schedule NGSS/SIRA PD for teachers	Purchase hard copies of the Next Generation Science Standards for all teachers

5-2	Science/Science & Literacy is scheduled at least three times per week (30-45 minute sessions in grades K-2; 45-60 minute sessions in 3-5), with Universally Designed Lessons that are accessible to all students	Check teacher schedules to ensure science is included and drop in during scheduled times to ensure science instruction is happening.	Grade level teams create aligned schedules. Organize supports for teachers to prep materials for hands-on lessons (e.g. parent volunteers)
5-3	Science instruction is 3-dimensional (includes core ideas, practices, and crosscutting concepts), as called for in SIRA Instructional Plans	Organize teachers in lesson study focusing on 3-dimensional learning.	Designate sub funds for lesson study.
5-4	Teachers K-5 utilize Science Notebooks in their regular science instruction.	Schedule PD on Science Notebooking and Writing in Science.	Purchase composition books for all students, all grades.
5-5	Teachers K-5 conduct Shared Reading of FOSS texts every week, after hands-on investigation. Students create revised conclusions using new evidence from the text.	Conduct Learning Walks to look for Shared Reading of grade-level complex texts and revised conclusions at least once per trimester.	Ensure all classrooms have FOSS reading materials (big books and readers from FOSS kit in grades K-2; textbooks in grades 3-5) and all 3 FOSS teacher guides for every teacher.
5-6	Teachers K-5 collaboratively plan in PLCs for full 30 session SIRA units each trimester.	Collect and review trimester science plans to ensure teachers plan for full SIRA units.	Ensure common planning time for grade levels in science.
5-7	Teachers meet in PLCs regularly to formatively assess Science Notebooks using the Reflective Assessment Protocol.	Schedule PD from Science Department or Lead Science Teacher to train teachers on the Reflective Assessment Protocol.	Ensure common collaboration time for grade levels in science.
5-8	Teachers in grades 3-5 collaboratively score and analyze SIRA End-of-Module Assessments and enter scores into Illuminate in PLCs.	Looks at Illuminate reports for SIRA each trimester to ensure all students participate. Have Lead Science Teacher lead a SIRA Coding Session.	Time provided for teachers in grades 3-5 to score and analyze assessments.
5-9	Teachers participate in evening Engineering Extravaganza Family Science Night.	Lead Science Teacher and Principal request the kit and organize Engineering Extravaganza Family Science Night.	Provide extended contract pay for participating teachers.
5-10	Integrate Science and ELA	Provide time at the beginning of each trimester to backward map a Science Unit plan with ELA	Ensure common collaboration time for grade levels
5-11	Provide science homework/projects	Ensure that science is included in each grade levels homework plan	Shared Grade Level Science Bulletin Boards updated each trimester
5-12	Plan a science activity with Big Buddies	Fund stipend for teacher(s) to run an enrichment Science Club	Celebrate Science Achievement

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

102

School:

Bella Vista Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Fund Afterschool Program for 100 Bella Vista Students to extend learning	Partner with Friends of Bella Vista Park, TRYBE, EBAYC and PTA	A1.6: After School Programs					102-1
\$8,454.29	General Purpose Discretionary	Surplus intended to fund Library Staffing (Library/Media Teacher and/or Library Tech position)	Provide weekly take home book bags for homeless and foster youth student practice in grades K - 2 to build foundational literacy skills	A3.2: Reading Intervention	4399				102-2
\$15,439.68	General Purpose Discretionary	Surplus intended to fund ITL	TSA, ITL, and Principal will support and hold teachers accountable for implementation of the Workshop model	A3.4: Teacher Professional Development focused on Literacy	4399				102-3
\$6,500.00	General Purpose Discretionary	photocopier agreement and maintenance	Provide science homework/projects	A3.3: Family Engagement focused on Literacy Development	5610				102-4
\$7,500.00	General Purpose Discretionary	Fund 25% of Book Trust program	Provide weekly take home book bags for homeless and foster youth student practice in grades K - 2 to build foundational literacy skills	A3.3: Family Engagement focused on Literacy Development	5825				102-5
\$5,000.00	General Purpose Discretionary	Licensing Agreements	Use ST Math and Khan Academy regularly, including student data found in teacher portals	A3.1: Blended Learning	5846				102-6
\$33,406.03	General Purpose Discretionary	Purchase supplies needed for instruction and students	Provide weekly take home book bags for homeless and foster youth student practice in grades K - 2 to build foundational literacy skills	A2.3: Standards-Aligned Learning Materials	4310				102-7
\$7,000.00	LCFF Concentration	Surplus intended to fund high-interest/culturally-relevant books or e-books for Leveled Classroom libraries	Integrate Science and ELA	A2.1: Implementation of CCSS & NGSS	4399				102-8
\$18,000.00	LCFF Concentration	Mental Health intern	Refer students to COST for counseling services with CHAA or Psychology Intern Program	A2.2: Social Emotional Learning	5739				102-9
\$7,000.00	LCFF Concentration	High-interest/culturally-relevant books or e-books for Leveled Classroom libraries	Integrate Science and ELA	A2.1: Implementation of CCSS & NGSS	4399				102-10
\$33,933.87	LCFF Supplemental	STIP to support professional learning	Collaborate with classified and certificated colleagues weekly in PLCs using data to drive instruction (SRI, F&P, and STARR) to help improve achievement of all students, including low-performing students and GATE students.	A4.4: Teacher Professional Development focused on English Learners	2400	TEACHER STIP	TCSTIP9999	0.66	102-11
\$61,764.08	LCFF Supplemental	ELL-focused CCTL	Fund .60 Math ITL	A2.1: Implementation of CCSS & NGSS	2400	TCHR IF 11 MONTH - 12 PAY	TC11IF0094	0.77	102-12
\$87,915.14	LCFF Supplemental	Other potentially eligible expense (must be approved): EEIP PE teacher to release teachers for planning and collaboration time to support academic acceleration	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	2400	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0170	0.90	102-13

\$3,314.61	LCFF Supplemental	Classroom library/ leveled books in English and home language	Fund supplemental independent leveled readers for student practice outside of school	A3.3: Family Engagement focused on Literacy Development	4399					102-14
\$3,500.00	Measure G: TGDS	Alternate Observer Stipend	Provide ongoing observation feedback for all teachers that includes principal and Instructional Leadership Team (ILT) members and peer observations	A2.6: Teacher Evaluation	1120					102-15
\$40.62	Measure G: TGDS	Supplies	Fund supplemental independent leveled readers for student practice outside of school	A2.6: Teacher Evaluation	4310					102-16
\$17,481.09	Measure G: TGDS	.34 STIP Sub for peer observation and feedback	Organize teachers in lesson study focusing on 3-dimensional learning.	A3.4: Teacher Professional Development focused on Literacy		TEACHER STIP	TCSTIP9999	0.34		102-17
\$8,454.29	Supplemental Program Investment	Teacher facilitated parent workshop materials	Participate in parent workshops to provide parents/students with tools to use at home to improve instructional outcomes	A6.5: Academic Parent-Teacher Communication & Workshops	4310					102-18
\$24,245.71	Supplemental Program Investment	Surplus intended to purchase technology and computer program site licenses to supplement programs	Use ST Math and Khan Academy regularly, including student data found in teacher portals	A3.1: Blended Learning	4399					102-19
\$49,000.00	Title I Basic	Fund Academic Mentors	Collaborate with academic mentor to provide additional student support	A2.7: Class Size Reduction	2928					102-20
\$203.38	Title I Basic	Supplies for interventions	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	4310					102-21
\$1,000.00	Title I Parent Participation	Stipends for teachers to facilitate parent workshops	Participate in parent workshops to provide parents/students with tools to use at home to improve instructional outcomes	A3.3: Family Engagement focused on Literacy Development	1120					102-22
\$790.28	Title I Parent Participation	supplies for parent workshops	Participate in parent workshops to provide parents/students with tools to use at home to improve instructional outcomes	A3.3: Family Engagement focused on Literacy Development	4310					102-23

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.

Malik Morris

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.

Phillip Morris

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.

Morgan Genelly
Teacher signature

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

Signed on this 28 day of October, 2016.



School Site Council Membership Roster – Elementary

School Name: _____ Bella Vista _____

School Year: _____ 2016-17 _____

Chairperson: Valery Carter	Vice Chairperson: Lisa Lambaren
Secretary: Rana Lau	*LCAP Parent Advisory Nominee:
*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			
Valery Carter				X
Lisa Lambaren				X
Maria Vaca			X	
Kim-Thi Thai		X		
Steven Butler		X		
Karen Heida				X
Rachell Cashion		X		
Rana Lau				X
Maricella Nguyen				X

Meeting Schedule (day/month/time)	October 18, 2016
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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;
- Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent/Community



Title I School Parental Involvement Policy 2016-17

(Blue fonts indicate an area that needs to be completed)

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

Involvement of Parents in the Title I Program

Bella Vista Elementary School agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to, participate in the District Title 1 meetings, and attend the School Site Council. All meetings are publically posted to communicate this opportunity to parents.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC meetings
Monthly Parent-Principal Morning Meetings

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly SSC meetings
Monthly Parent-Principal Morning Meetings



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent Handbook
September Parent Meeting
School Flyers
Robo Calls

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Back to School Night
Parent Teacher Conferences
Family Engagement Meetings
Parent Principal Monthly Meetings

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Monthly Parent-Principal Meetings
Teacher-Parent conferences - formal each trimester, and as requested 2 hours availability monthly

School-Parent Compact

(Name of school) Bella Vista:

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Bella Vista Elementary School :

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Family Engagement Evening Events: each trimester - Language Arts, Math, Science
Parent Workshops: 8 week series
EBAYC: Monthly meetings

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Parent Tool Kits in the area of Math and ELA will be distributed to each family
Opportunities for training of specific home to school strategies will occur each trimester
Book Bags will be distributed weekly for students to practice reading at books at their just right level

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Teacher Professional Development



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Coordinate school actions with PTA actions working in partnership towards site goals.
Parent Liason sets up workshops and outreach to support parents

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Translated parent flyers
Electronic Communications

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Child Care is available during regularly scheduled meetings
Refreshments are provided
Translation is requested and provided

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

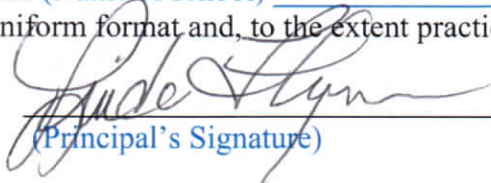
Translated information in Spanish, Vietnamese, and Chinese
Translation funded for parent meetings



Adoption

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

This policy was adopted by the (Name of School) Bella Vista Elementary School Site Council on (Date) September 27, 2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Bella Vista Elementary School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

9/27/2016

(Date)