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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** August 14, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School

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

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

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

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School



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

**2019-2020 School Plan for Student Achievement (SPSA)**

*Aimee Eng*

8/15/19

Aimee Eng  
President, Board of Education

**School:** Bella Vista Elementary School  
**CDS Code:** 1612596001655  
**Principal:** Linda Flynn  
**Date of this revision:** 4/11/2019

*Kyla Johnson Trammell*

8/15/19

Kyla Johnson Trammell  
Secretary, Board of Education

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

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/11/2019*

*The District Governing Board approved this revision of the SPSA on: 8/14/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2019-2020 School 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"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant         |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)   | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

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

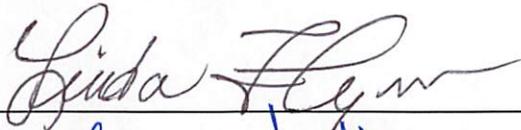
Date(s) plan was approved: April 11, 2019

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

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

**Signatures:**

Linda Flynn



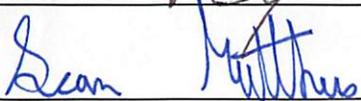
Principal

Signature

5/10/2019

Date

Sean Matthews



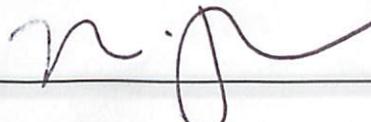
SSC Chairperson

Signature

5/14/2019

Date

Monica Thomas



Network Superintendent

Signature

5/16/2019

Date

MURPHY OTIS  
Officer, State and Federal Programs



Signature

5/30/19  
Date

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/6	SELLS	Shared rationale and overview of site plan
1/17/2019	SSC	Shared overview of site plan in one pager
02/13/2019	ILT	Discuss teacher, leadership, and organization practices aligned with school goals
2/14/2019	SSC	Budget summary and approval for 2019-20 Title 1 and planned strategies and activities
1/25/2019	Faculty	Discuss teacher, leadership and organization practices aligned with school goals
3/14/2019	SSC	Q & A of draft SPSA 2019 -20

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$110,764.67
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$645,563.52

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$108,676.15	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$56,979.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,088.52	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$316,836.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$110,764.67</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$534,736.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$645,500.67</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**1A: ABOUT THE SCHOOL**

**School:** Bella Vista Elementary School

**School ID:** 102

**School Description**

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

**School Mission and Vision**

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.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
Overall Student proficiency in the content area of Math	Schoolwide use of ST Math. TSA dedicated to the content area of Math for both intervention and teacher coaching. Implementation of Number Talks.
ELL reclassification rate	Focus on academic discussions during instruction time. Designated language development time in master schedule. Integration of ELD into the Science curriculum.
SPED Mid Year scores of 1 year below or above have risen by 9.1%	Inclusion program 3rd year of implementation
<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
Student written responses that demonstrate the extent of their knowledge as evident in grades 3 -5 17/18 SBAC Extended Written response and 18/19 IAB data.	Lack of intentional focus and professional development on writing instruction. Lack of purposeful and multiple opportunities for constructed written responses.

African American and Latinx student proficiency levels in Math, and ELA	Students in these subgroups do not feel connected to the school. Implicit bias. Inconsistent intervention for low performing students. Lack of robust intervention for students in grades 3-5. Slow down in student growth between mid year and spring. Lack of school wide formative assessments to guide instruction.
African American and Latinx connectedness to the Bella Vista community	Lack of cultural representation of staff. Weak student-teacher relationships.
Satisfactory Attendance rate for all students	African American and Latinx families do not feel connected to the the school. Implicit bias leads to some students not developing strong relationships with teacher and do not want to come to school. Families in transition.

**1C: 19-20 STUDENT GOALS & TARGETS**

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

<b>School Goal:</b>	<b>African-American students build relationships to feel connected and engaged in learning at BellaVista</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
Connectedness	All Students	+5pp	64.67%	75.00%	80.00%
Suspensions	African-American Students	-2pp	1.01%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	0.90%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	24.71%	22,0%	20.00%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	<b>All students continuously grow towards meeting or exceeding standards in English LanguageArts.</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
ELA SBAC	All Students	+15 points DF3	-39.6	-24.6	-9.6
ELA SBAC	Students with Disabilities	+20 points DF3	-147.5	-127.5	-107.5
ELA SBAC	African-American Students	+20 points DF3	-92	-72	-52

**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

<b>School Goal:</b>	<b>Latinx students continuously grow towards meeting or exceeding standards in math.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-13.1	1.9	10
Math SBAC	Students with Disabilities	+20 points DF3	-111.7	-91.7	-71.7
Math SBAC	Latino/a Students	+20 points DF3	-71.3	-51.3	-31.3

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

<b>School Goal:</b>	<b>English Learner students continuously develop their language, reaching English fluency in six years or less.</b>				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	24.81%	20.00%	20%%
LTEL Reclassification	Long-Term English Learners	25%	12.50%	20.00%	20%%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

<b>School Goal:</b>	<b>All students grow a year or more in reading each year.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	43.58%	50.00%	55.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	34.36%	25.00%	20%%
K at or above Benchmark	All Kindergarten Students	+5pp	73.86%	78.86%	83.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	56.72%	61.72%	66.00%

**1D: IDENTIFIED NEED**

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

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

#### **1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

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

<b>School:</b> Bella Vista Elementary School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Implement Balanced Literacy with Fidelity</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		Student performance will grow on the SBAC ELA from 27% to 51% proficient at or above. This will be a 24% growth goal for all students over four years. This is an annual growth goal of 6% An annual 7% growth goal is set for our targeted Student Group, African American students. By June 2018,16% of African American students will be performing at or above grade level as measured by the SBAC ELA. By June 2019 22% . June 2020 = 29% and June 2021 = 36%			
<b>Theory of Action for Language &amp; Literacy:</b>		If Bella Vista focuses on implementation of Balanced Literacy program with fidelity with a focus on Common Core Standards alignment, and uses Shared Reading 3-5 times/week in grades K -1; and Close Reading 3-4 times/week in grades 3-5 (2 times/week grade 2) then students will build comprehension, vocabulary, capacity to pay attention to and critically analyze complex text then we will meet the needs, reading levels and learning styles of our low-income, targetted African American sub group, English Learners and foster youth to improve literacy outcomes and improve growth of students reading.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		African American Students		-69.8	-92
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
Teacher professional development focus on instructional use of complex text at Kindergarten - 5th grade with focus areas on word play, close reading and text dependent questions. Implementation of additional Friday, collaboration time has received posititve feedback and teams ground collaboration in data.					
<b>What evidence do you see that your practices are effective?</b>					
Walkthrough data of teachers beginning to implement practices in to the daily routine. All students engaged with complex text daily in the areas of literacy, science and social studies.					
<b>What are some possible implications for your 2019-20 SPSA?</b>					
Continued PLC work around creating and asking text dependent questions that include students doing written response to questions. Targetted support for African American students.					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		Student performance will grow on Math SBAC from 41% to 65 % proficient at or above in Mathematics. This will be a 24% growth goal based on all students over four years. An annual7% growth goal is set for our targeted Latino student group Annual goals for the Latino subgroup: June 2018 = 23.7% . June 2019= 30.7%. June 2020 = 37.7% . June 2021 = 43.7%			

<p><b>Theory of Action for Standards-Based Instruction:</b></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 progressions and mathematical practices #1 - #3 then instruction will emphasize the use of higher depth of knowledge reasoning in mathematics and Bella Vista students will show an overall 6% increase in Math as measured by the SBAC and 80% student proficiency on school site summative assessments .</p> <p>Conceptual understanding through the use of manipulatives, small group instruction, 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 .75 Math TSA will grow teacher capacity in implementing CCSS in Math which will improve math outcomes for low-income, English Learners and foster youth.</p>		
<p><b>Student Performance Indicator:</b></p>	<p><b>Student Group:</b></p>	<p><b>17-18 EOY Target:</b></p>	<p><b>17-18 EOY Actual:</b></p>
<p>SBAC Math</p>	<p>Latino Students</p>	<p>-62</p>	<p>-71</p>
<p><b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>			
<p>ST Math continues to be maintained during the daily instructional plan. Student's syllabus progress is monitored by the administration. Professional development around mathematical practices occurred in August, November and March. IAB data, new this year, identified student patterns and trends and an emphasis was placed on students being able to think critically</p>			
<p><b>What evidence do you see that your practices are effective?</b></p>			
<p>Student syllabus progress on ST Math has students on track for completing the syllabus by the end of the school year. Extra Friday collaboration time has allowed for deep dives into the IAB data to inform instructional practices and to work to align instruction to the common core standards..</p>			
<p><b>What are some possible implications for your 2019-20 SPSA?</b></p>			
<p>Create a Math Lab for students and teachers to frequent on a weekly basis to participate in number talks, and rigorous problem solving aligned to CCSS.</p>			
<p> </p>			
<p><b>18-19 Conditions for Student &amp; Adult Learning Priority:</b></p>	<p><b>Improve student attendance rates</b></p>		
<p><b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b></p>	<p>Increase overall satisfactory rate of attendance to 90% of total Bella Vista students for every classroom. 80% Satisfactory - 2019, 85% Satisfactory - 2020, 90% Satisfactory - 2021</p>		

<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>	If Bella Vista provides multi tiered systems of support, a united culture and message around the importance of attendance, and teams, that include the voices of all stakeholders, develop and implement policies and systems, such as COST, PBIS, Social Emotional Learning, Cultural Competence, Family Engagement and Restorative Justice to improve attendance then we will decrease chronic absences. A bilingual family advocate that is dedicated to coordinating multiple teams and systems towards a common vision of improving student and family engagement and student attendance the school will meet the needs of low-income, English learners and foster youth.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence: Satisfactory Attendance	All Students	72.90%	67.40%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
Family mentors from a grant continue to focus on students with chronic attendance. SART and SARB meetings are being held in addition to supports for our families in need. Weekly attendance data is monitored by the attendance team. Incentives have been done sporadically; but not systematically. School wide implementation of At Risk letters to help. Parents have expressed a positive response to have a specific place to check in. Students on case loads appreciate checking in with attendance advocates.			
<b>What evidence do you see that your practices are effective?</b>			
Positive parent and student feedback. Students with attendance concerns are being brought to COST. Improved communication with staff. We have dropped below 10% chronic 4/6 times. Our goal was 11% for chronic; and 70% for satisfactory.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
Two year grant concludes at the end of the 2018-19 school year. Sustaining practices with out two additional staff members. Will need to outreach to attendance social worker that works with			
<b>18-19 Conditions for English Language Learners Priority:</b>	<b>Improve ELL for all students</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	All English Language Learners will have an annual reclassification rate of 20% as measured by the ELPAC assessment. Targetted support for the sub group of Long term English Language Learners in grades 4 and 5 will have a reclassification rate of 25% .		
<b>Theory of Action for Conditions for English Language Learners:</b>	If Bella Vista is intentional with daily instruction that meets the needs of all levels of English Language learners and ensures that learners are provided scaffolds to engage with grade level complex text then we will accellerate learners English language development towards reclassification.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	18.00%	24.80%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			

Shared and close reading of complex text on a weekly basis at all grade levels. GLAD strategies shared during PD for implementation. Purchase of complex text sets and interactive read aloud resources were required for implementation. Word Gen curriculum implemented with fidelity at grades 4 and 5.

**What evidence do you see that your practices are effective?**

BV has a high reclassification rate for ELLs

**What are some possible implications for your 2019-20 SPSA?**

Continue to leverage GLAD strategies. Develop

**DEPARTURE FROM PLANNED 18-19 SPSA BUDGET**

**Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?**

Received additional Title 1 Funds. Funds were allocated by the SSC for Literacy and SEL purposes. Implemented the opportunity for 4th grade students to attend Camp Mosaic. Purchased additional paired texts guided reading library

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Bella Vista Elementary School

**School ID:** 102

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

<b>School Priority ("Big Rock"):</b>	Improve student attendance rates
<b>School Theory of Action:</b>	If Bella Vista provides multi tiered systems of support, a united culture and message around the importance of attendance, and teams, that include the voices of all stakeholders, develop and implement policies and systems, such as COST, PBIS, Social Emotional Learning, Cultural Competence, Family Engagement and Restorative Justice to improve attendance then we will decrease chronic absences. A bilingual family advocate that is dedicated to coordinating multiple teams and systems towards a common vision of improving student and family engagement and student attendance the school will meet the needs of low-income, English learners and foster youth.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Promote One Message that is United around attendance, special focus on transitioning families into kindergarten during the first six weeks of school	Monitor attendance data weekly with attendance team. Plan trimester celebrations and School Wide Positive Incentives Program. . Create classroom goal setting and award system. Target Kindergarten families during the first 6 weeks of school to clarify attendance expectations in an effort to maintain satisfactory attendance and how to navigate illness, & family emergencies.	decrease of chronic absence rate
1-2	Support Lunch and Morning Recess Time with Healthy Play	Hire additional Noon Supervisor to support recess and lunch. Hire recess coach to teach games during lunch recess	decrease of URFs that occur on the playground

1-3	Set a class Attendance Goal for the Year with focus on Latino subgroup of students	Identify students that are on the Chronic Absent list from the previous year and engage early with the SART and SARB process Attendance team checks in with classroom teacher on a regular basis to partner with providing student/family support in tandem with the use of SART and SARB. Connect this work into the work of COST. Attendance clerk to become a member of COST. Focus on Moderate Chronic and At Risk Groups with first six week of school connections and relationship building between teacher and family/student	decrease of chronic absence rate
1-4	Actively plan/participate in activities with Caring School Community. Continue Big/Little Buddy program with SEL leads and committee members led by the Community School Manager (CSM)	Schedule specific Big/Little Buddy school wide events. Provide planning time with Buddy Teachers. Fund CSM to oversee implementation	student relationships across grade levels and classrooms, Increased # of student leadership opportunities, student knowledge of school wide expectations, decrease in URFs that involve students across grade levels
1-5	Support community and relationship building between families within the same classroom. Identify a room parent. Use TALKING POINTS to improve home to school connection.	Community School Manager 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. Facilitate Kindergarten Welcome meeting, and summer play dates for new families to build community.	number of parents that feel an increased connection to the school community, as captured in survey data at start of year and end of year.
1-6	Continue to implement 3 Signature SEL practices. 1 - Welcoming Routines and Rituals. 2 - Engaging Pedagogy. 3 - Optimistic Closure by using Caring School Community curriculum	Provide PD, resources, collaboration and planning time at start of school year for continued implementation.	walkthrough data, and teacher and student feedback. Kindergarten parent survey

1-7	Implement culturally relevant instructional practices and content matter with special emphasis on African American and Latino sub groups . Latino Heritage Month is October. African American History month is February. Asian American Heritage month in May	Fund Community Schools Manager to 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, staff and parents. Cultural Artist to support learning about additional cultures and SEL	number of schoolwide instructional practices that occur annually for Bella Vista's predominate cultures: African American, Chinese, Vietnamese, and Latino sub groups
1-8	Support and follow collective agreements for common school areas including playground, hallways, cafeteria - Connect Shared spaces	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. Hold trimester assemblies and use this to reinforce school wide expectations. Fund Community School Manager to distribute leadership to teachers to support continued PBIS/Culture implementation.	Tiered Fidelity Inventory Walkthrough Data gathered each trimester
1-9	Provide daily positive adult contact with foster 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	Implement a Restorative Justice program to unite school wide initiatives for SEL, PBIS, COST, Tier II and Tier III systems, and Attendance. 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. Community Schools Manager oversees and manages check-in, check-out system.	Development of a united and seamless system for student support
1-10	Continue to integrate PBIS strategies in and out of the classroom - connect to shared spaces	Fund Community Schools Manager to create a seamless system of support services for students and families. Provide Professional development series around the development of Restorative Full Service Community Schools, and provide cross training of all staff.	Tiered Fidelity Inventory Walkthrough Data gathered each trimester

1-11	Continue SPED Inclusion program for students with disabilities. Provide social skills groups, and individual counseling for Tier II and III students	COST team will determine eligible students, and refer to school psychologist, or Bella Vista partner CHAA for services.	% of SPED students in showing growth in the Inclusion program, number of students served in social skills groups, decrease of URFs for Tier II and Tier III students
1-12	Trimester parent workshops in collaboration with afterschool partner illustrating strategies students should be using in the following areas:, Content Area Workshop, Wellness Cooking Classes & Health Fair, & Multicultural Celebration	Community Schools Manager to schedule and organize trimester parent workshops. Fund teacher stipends for extra hours. Fund translation. Provide refreshments.	Parent attendance at workshops. Parent feedback collected thru surveys and exit tickets

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

<b>School Priority ("Big Rock"):</b>	Instructional alignment of grade level CCSS, NGSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge
<b>School Theory of Action:</b>	<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 progressions and mathematical practices #1 - #3 then instruction will emphasize the use of higher depth of knowledge reasoning in mathematics and Bella Vista students will show an overall 6% increase in Math as measured by the SBAC and 80% student proficiency on school site summative assessments .</p> <p>Conceptual understanding through the use of manipulatives, small group instruction, 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 .80 Math TSA will grow teacher capacity in implementing CCSS in Math which will improve math outcomes for low-income, English Learners and foster youth.</p>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Continue to build staff capacity with OUSD curriculum and other supplemental resources to strengthen Common Core Standards	Schedule Monthly PD dedicated to unpacking the district curriculum and CCSS.	Evidence of implementation of PD identified during walkthroughs

2-2	Grade level teams will collaborate and plan weekly. Teachers will unpack the tasks of each unit in order to identify the content and the cognitive demand of each task. (teacher planning will stem from a concrete understanding of what the students are expected to learn at that grade level, and in each unit)	Schedule weekly grade level planning and collaboration - 6 hours once a month. Fund a 2nd Prep time teacher to allow for increased time for collaboration with colleagues.	Weekly lesson plans that show alignment between standard, objective, teacher task and student task.
2-3	Use ST Math and Khan Academy regularly, including student data found in teacher portals. Provide teacher directed small group differentiated instruction during the student use of on-line programs.	Schedule chromebook rotation for equitable access to online curriculum. Increase technology to student ratio. Schedule PD time for teachers to monitor student progress in teachers portal. Ensure use of ST Math (15 min) Data Protocol at staff meetings and/or PLCs on a regular basis.	Monitor student progress of program. Student progress goal of 40% completion by February
2-4	Identify students for math acceleration (grades 3 -5), and intervention (grades K-2) with homeless students as a priority group	Fund TSA to run math acceleration and intervention groups	For K - 5 unit pre, mid- and post assessment from district curriculum guide . For grades 3 -5 track growth data of focus students through IAB and SBAC
2-5	Number Talks at least twice a week. Problem Solving practice at least twice a week with an emphasis on level 3 Depth of Knowledge questioning.	Fund .8 TSA to provide on going instructional coaching by operating a math lab for classes to attend weekly for instruction and modelling with the CCSS Mathematical Practices	Noted in weekly lesson plans. Students mental math capabilities will increase. Student ability to articulate and explain solutions to math tasks.
2-6	Posted lesson objectives with an aligned teacher and student task.	Weekly walkthroughs and feedback	Walthrough data
2-7	Trimester parent workshops in collaboration with afterschool partner illustrating strategies students should be using to solve unit math, and reading	Schedule trimester parent workshops. Fund teacher stipends for extra hours. Fund translation. Provide refreshments.	Parent feedback. Teacher feedback around home to school connection. Increased student performance on homework.
2-8	Analyze data from Assessments to inform instruction, with specific strategies and next steps for economically disadvantaged students	Provide PLC time to analyze common assessment data to inform grade level planning. Create a next step protocol for analyzing assessment data.	Next Step protocol after analyzing pre and post assessment data.

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	15 minutes or less of a given 60 math block will be dedicated to math facts
2-10	Teachers regularly model, and students are regularly required to complete a constructed response to text the content areas of reading, math, and science. In the area of reading students in K -2 will have a reading response notebook, students in 3 -5th will have an on-line notebook. In the area of math and science K -5 students will have notebook	Provide PD on constructed student responses and developing rubrics for scoring. Use data from assessments to inform focus areas.	# of student responses in content area notebooks
2-11	Daily writing opportunities in reading, writing, science, and/or math. Teachers will use the Reflective Assessment Protocol (RAP) to review student writing in a variety of content areas to inform instruction.	Purchase writing notebooks for each academic area. Provide PD and grade level planning time for authentic student written response. Calendar weekly PLC time for the RAP - (monthly by content area).	Reviewing student journals/notebooks in reading, writing and science
2-12	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)	Conduct Science Learning Walks to gather schoolwide data

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

<b>School Priority ("Big Rock"):</b>	Implement Balanced Literacy with Fidelity
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<b>School Theory of Action:</b>	If Bella Vista focuses on implementation of Balanced Literacy program with fidelity with a focus on Common Core Standards alignment, and uses Shared Reading 3-5 times/week in grades K -1; and Close Reading 3-4 times/week in grades 3-5 (2 times/week grade 2) then students will build comprehension, vocabulary, capacity to pay attention to and critically analyze complex text then we will meet the needs, reading levels and learning styles of our low-income, targeted African American sub group, English Learners and foster youth to improve literacy outcomes and improve growth of students reading.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	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 GATE students.	Fund additional teacher 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.	Walkthrough feedback and data, SRI comparison data, F&P, individual classroom growth using the Workshop Rubrics.
3-2	Teachers will increase the amount of student talk with a focus on partner and small group conversation during Reader's Workshop by providing sentence frames as a scaffold to written responses that demonstrate students critical thinking and comprehension	Provide ongoing formal and informal observation feedback for all teachers that includes principal and Instructional Leadership Team (ILT) members and peer observations	100% of classrooms will have sentence frames visible for student use through out the day
3-3	Teachers will include opportunities for all students to work with grade level text through shared reading and mini-lessons to explicitly model and gradually release responsibility for reading, discussing and writing about complex text thru the use of text dependent questions	TSA, and Principal will support and hold teachers accountable for the use of grade level text as part of the BV Literacy Program.	Student SRI data. SBAC data. Shared/Close Reading Observational Tool data.
3-4	Post content language standards. Collaborate and work collectively with grade level colleagues as led by members of the Instructional Lead Team	Protect grade level planning time and PLC focused work time to a minimum of 50% of monthly early release time. Provide additional release time each trimester for grade level teams to engage in lesson study for reading and writing.	PLC observation data PLC participation survey

3-5	Collaborate with mentors/IAs to provide additional support that includes small group instruction, and 1:1 support for both intervention and acceleration Priority group will be economically disadvantaged students. K-2 emphasis of phonics instruction using the SIPPS curriculum. 3-5 emphasis on reading comprehension using the LLI curriculum	Fund mentor/IA position to provide direct support for students. Through the use of data, identify focal ELL and low-income students for extended day learning on Wednesday. Kindergarten students have access to additional adult support for SIPPS curriculum and number identification to ensure students are prepared for transition to Kindergarten and 1st grade	F&P/SRI Growth for Pre-Post-8 week intervals
3-6	Integrate Science and ELA. Use science text as one form of complex grade level text.	Provide time at the beginning of each trimester to backward map a Science Unit plan with ELA. Ensure common collaboration time for grade levels	Classroom observations and lesson plans
3-7	Intervention focus on foundational skills at the K-2 level with daily small group foundation instruction using SIPPS curriculum	Fund support staff to provide support for daily instruction of small groups for foundational skills	% of K -2 students at proficiency for grade level Consistency of small group instruction
3-8	Kindergarten Homework will include home to school strategies and tools for parents in order to build readers life	Provide time for TK/Kindergatren PLC to create home/school activities	# of home to school toolkits sent home
3-9	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, with emphasis on African American students.	Use master schedule to create additional PLC time every 6 weeks to review current data to drive 6 week cycles of inquiry	# of Friday PLC work, and grade level cycles
3-10	Formaly monitor literacy development of students working below proficiency every 6 weeks using the F&P Running Record or Foundational Skills Assessment	Hold data conferences every 7th week to review student progress and collaborate with classroom teacher to develop next steps. Provide PD on the use of Exit Tickets to monitor student understading on instruction. Monitor use of exit tickets during teacher observations, learning walks, and walkthroughs.	Student growth as evident by F&P, & Foundations Assessment

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Improve English Language Development, and reclassification rates for all ELL students.		
<b>School Theory of Action:</b>	If Bella Vista is intentional with daily instruction that meets the needs of all levels of English Language learners and ensures that learners are provided scaffolds to engage with grade level complex text then we will accelerate learners English language development towards reclassification.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teach Designated ELD 30 minutes each day	Develop a master schedule that includes a protected, designated block.	Consistency of Designated ELD occurring. ELL growth as measured on F&P, SRI, SBAC and ELPAC
4-2	Teachers will use SDAIE strategies in all curriculum areas	Include GLAD PD through out the school year.	# of GLAD strategies observed in classrooms during walkthroughs
4-3	Targeted ELL Pull out interventions for Long Term Latino English Language Learners	Fund Instructional Assistants to assist with small group work. Created a criteria for pullout intervention and acceleration	Monitor focus student growth in 8 week cycles using SRI growth data
4-4	Develope Designated ELD lessons that are aligned to Science Content by grade level, and language development level	Provide stipends for grade level planning of designated ELD lessons.	Walkthrough data. Lesson Plans
4-5	Teach a variety of different grade level complex text types with individual copies for students in Shared and Close Reading that will include academic discussion grounded in evidence from text.	Purchase class sets of grade level complex text . Schedule and provide PD for whole staff on upacking complex text with ELLMA office.	SRI data. F& P data. Walkthrough data.
4-6	Extended day learning on Wednesday for Targeted Focus students, in the Latino subgroup	Community School Manager develops and monitors program and serves as a liason between parents, teacher, students, and Instructional Assistants	SRI and F&P growth data
4-7	2-4 times/week deconstruct/construct complex sentences	Professional development on complex sentences. Release time for teachers to observe this new instructional practice	Walkthrough observation data. Student writing over time.

4-8	Targeted ELL pull out interventions for Newcomer English Language Learners	Fund Imagine Learning software for ELL for in class independent work. Continue use of SERP word gen. curriculum to use to develop academic language, academic discussion skills, reading and writing. Set criteria of Designated ELD with Instructional Lead Team for grades K - 3. Target all beginning ELLs with 30 minutes of designated ELD using the Systematic ELD and Discussions 4 Learning curriculum.	SRI data, F&P data. ELPAC growth. Walkthrough data.
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 102

School: Bella Vista Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	EBAYC Afterschool Program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Trimester parent workshops in collaboration with afterschool partner illustrating strategies students should be using to solve unit math, and reading	102-1
\$6,189.00	General Purpose Discretionary	Teacher Stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Provide stipends for grade level planning of designated ELD lessons.	102-2
\$1,976.00	General Purpose Discretionary	Clerical salaries OT	Goal 2: Students are proficient in state academic standards.	2425	Clerical Salaries Overtime		n/a		Overall support for academic and social-emotional practices	102-3
\$5,338.00	General Purpose Discretionary	.201 Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.20	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. Hold trimester assemblies and use this to reinforce school wide expectations. Fund Community School Manager to distribute leadership to teachers to support continued PBIS/Culture implementation.	102-4
\$36,976.00	General Purpose Discretionary	Supplies		4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	102-5
\$6,500.00	General Purpose Discretionary	Copier maintenance agreement		5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	102-6
\$12,000.00	LCFF Concentration	Contract: Resident Artist	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Cultural Artist to support learning about additional cultures and SEL	102-7
\$13,000.00	LCFF Concentration	Contract: The Teaching Well	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Provide PD, resources, collaboration and planning time at start of school year for continued implementation.	102-8

\$42,622.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	Professional development on complex sentences. Release time for teachers to observe this new instructional practice	102-9
\$72,889.19	LCFF Supplemental	.8 Instructional Assistant K - 12	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.80	Fund Instructional Assistants to assist with small group work. Created a criteria for pullout intervention and acceleration	102-10
\$73,802.39	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a		Collaborate with mentors/IAs to provide additional support that includes small group instruction, and 1:1 support for both intervention and acceleration Priority group will be economically disadvantaged students. K-2 emphasis of phonics instruction using the SIPPS curriculum. 3-5 emphasis on reading comprehension using the LLI curriculum	102-11
\$28,604.00	LCFF Supplemental	2.0 Academic Mentors	Goal 2: Students are proficient in state academic standards.	2928	Other Classified Salaries: Hourly		n/a		Fund Instructional Assistants to assist with small group work. Created a criteria for pullout intervention and acceleration	102-12
\$99,149.42	LCFF Supplemental	.75 Community School Manager	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager		n/a	0.75	Community School Manager 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. Facilitate Kindergarten Welcome meeting, and summer play dates for new families to build community.	102-13
\$2,000.00	Measure G	stipend/ET	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		n/a		Provide stipends for grade level planning of designated ELD lessons.	102-14

\$25,873.00	Measure G	Library supplies and books for circulation	Goal 3: Students are reading at or above grade level.	4399	Surplus		n/a		Teach a variety of different grade level complex text types with individual copies for students in Shared and Close Reading that will include academic discussion grounded in evidence from text.	102-15
\$2,500.00	Measure G	Library Equipment	Goal 3: Students are reading at or above grade level.	4410	Equipment < \$5,000		n/a		Teach a variety of different grade level complex text types with individual copies for students in Shared and Close Reading that will include academic discussion grounded in evidence from text.	102-16
\$75,690.00	Title I: Basic	.8 TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a		Fund .8 TSA to provide on going instructional coaching by operating a math lab for classes to attend weekly for instruction and modelling with the CCSS Mathematical Practices	102-17
\$7,500.00	Title I: Basic	Book Trust	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teach a variety of different grade level complex text types with individual copies for students in Shared and Close Reading that will include academic discussion grounded in evidence from text.	102-18
\$25,318.00	Title I: Basic	.2 Psych. Services	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a		COST team will determine eligible students, and refer to school psychologist, or Bella Vista partner CHAA for services.	102-19
\$1,588.52	Title I: Parent Participation	Teacher Stipends	Goal 6: Parents and families are engaged in school activities.	1120	Certificated Teachers' Salaries: Stipends		n/a		Trimester parent workshops in collaboration with afterschool partner illustrating strategies students should be using in the following areas: Content Area Workshop, Wellness Cooking Classes & Health Fair, & Multicultural Celebration	102-20

\$500.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		Trimester parent workshops in collaboration with afterschool partner illustrating strategies students should be using in the following areas:., Content Area Workshop, Wellness Cooking Classes & Health Fair, & Multicultural Celebration	102-21
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## Title I Parent Involvement Policy 2018 - 2019

### **Introduction**

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

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

### Involvement of Parents in the Title I Program

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

Convene an annual Title I meeting to perform the following:

1. Inform parents that Bella Vista participates in the Federal Title I Program.
2. Explain the requirements of the Title 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 Goal Setting Parent Conferences for all students, with follow-up conferences after the First, Second, and Third Trimester 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:

- o California Common Core State Standards

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

- o Academic proficiency levels students are expected to achieve

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

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

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

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

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

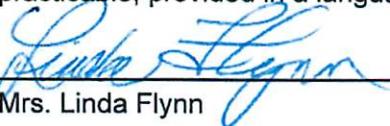
Distribute to parents of students in the Title I program, in a timely way, information related to school programs, meetings, and other activities in a form and language that the parents understand. Families will receive information via flyers and via voice mail messages. Most correspondence with families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

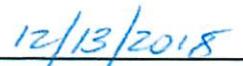
## Accessibility

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

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

This policy was adopted by the Bella Vista Elementary School Site Council on December 13, 2018, and will be in effect for the 2018-19 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.

  
Mrs. Linda Flynn

  
Dec. 13 2018

Principal, Bella Vista Elementary School

# Bella Vista

## Elementary School Compact

School Name

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.

Brendan Tang  
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.

BR  
Parent/Guardian or Family member signature

# Bella Vista

## Elementary School Compact

School Name

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.

Loea M. Hill  
Student signature

Raymond Coates

### Parent/Guardian or Family Member Pledge:

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

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

\_\_\_\_\_  
Parent/Guardian or Family member signature



**2018-2019**

**School Site Council Membership Roster – Elementary**

School Name: Bella Vista Elementary

Chairperson : <u>Sean Matthews</u>
Vice Chairperson: <u>Michelle (Shelly) Gonzalez</u>
Secretary: <u>Rana Lau</u>

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
<u>LINDA FLYNN</u>	✓			
<u>Jennifer Hayes</u>		✓		
<u>Dawn Ung</u>		✓		
<u>David Takeuchi</u>		✓		
<u>Rana Lau</u>			✓	
<u>Sean Matthews</u>				✓
<u>Angelia Thomas</u>				✓
<u>Michelle Gonzalez</u>				✓
<u>Sara Rowley</u>				✓
<u>Marlo Miata</u>				✓

Meeting Schedule (day/month/time)	<u>2nd Thursday of the Month, 3-4:00pm.</u>
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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