

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File Id. No. 18-1261

Introduction Date: 6/27/18

Enactment No.: 18-1078

Enactment Date: 6/27/18

By: er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Bella Vista Elementary School.



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

2018-2019 Single Plan for Student Achievement (SPSA)

School: Bella Vista Elementary School
CDS Code: 1612596001655
Principal: Linda Flynn
Date of this revision: 4/20/2018

Legislative File Id. No. 18-1261
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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: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Bella Vista Elementary School

Site Number: 102

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- 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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: May 10, 2018

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:

<u>Linda Flynn</u> Linda Flynn, School Principal	 Signature	<u>5/10/18</u> Date
<u>Sean Matthews</u> Print name of SSC Chairperson	 Signature	<u>5/10/18</u> Date
<u>Monica Thomas</u> Monica Thomas, Network Superintendent	 Signature	<u>5.16.18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	 Signature	<u>6/1/18</u> Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/9/2017	SSC	Shared rationale and overview of site plan
12/18/2017	ILT	Reviewed site plan and identified what's working and what's not. Work session of next steps for 2018-19
1/26/2018	Faculty	Prioritize planned strategies and activities for 2018 - 2019
2/1/2018	SSC	Budget training. Prioritize planned strategies for budget approval
2/21/2018	SSC	Review draft budget in its entirety. SSC formally approve Title 1 expenditures.
3/26/2018	ILT	Review and edit draft site plan, and teacher and leadership practices
5/10/2018	SSC	Present final 2018-19 SPSA for review and approval

2018-2019 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	\$82,425.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$290,308.40	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$503,252.09	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$89,088.34	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,514.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$91,602.34	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Bella Vista Elementary School

School ID: 102

School Description

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

School Mission and Vision

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.

Family & Student Engagement

Bella Vista Elementary School believes that family and student engagement are critical to student success. We work to create a school in which every student and family feel welcome, represented and included. We will engage families in school planning, leadership, and meaningful volunteer opportunities. We will strengthen families' knowledge and skills to support and extend their children's learning at home and in the community by offering workshops to inform families of the high expectations and standards children are expected to meet in each grade level. Bella Vista Elementary School will provide ways for families to support the expectations and learning at home.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	BAL is implemented into all classrooms. Overall student performance for ELA is 27% on the 2017 SBAC. Students in grades 3 - 5 are showing a steady 5% annual growth on the district Scholastic Reading Inventory. The Asian subgroup student performance is 72% proficient.	<ol style="list-style-type: none"> 1. African American, English Learner and Hispanic students 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. 	This data identifies that Bella Vista's strengths are not collective for all students. It identifies that effective practices exist at Bella Vista for some. 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.

<p>LANGUAGE & LITERACY <i>(continued)</i></p>			<p>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. Formative assessments are not consistently or regularly used. Instruction is not differentiated to meet the needs of all learners. Instruction is teacher centered instead of learner centered. Students are not actively engaged on a daily basis with the planned objective. Lack of regular practice with complex text and its academic language.</p>
<p>STANDARDS-BASED INSTRUCTION <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</i></p>	<p>African American subgroup shows a 3.3% proficiency growth on SBAC Math. 3% increase on SBAC Math for all students and low income students. School wide implementation of ST Math to provide differentiated conceptual learning, while also allowing teachers time for small group and 1:1 instruction. SMI data for the mid year (Jan. 2018) shows that 66% of students are at or above grade level. All classrooms are implementing the Next Generation Science Standards thru FOSS curriculum.</p>	<p>Our data shows that we have an achievement gap for our African American and Hispanic students. Based on the most recent SMI data 17% of students in grades 3 -5 are performing two or more years below grade level expectations in math.</p>	<p>Most (math) instruction occurs in whole group, and is not differentiated for struggling students. Small group instruction is not common. Questioning remains at a low Depth of Knowledge. Worksheet practice and homework review in many classrooms cuts into a significant portion of the instructional time that could include student talk and academic discussion. Lack of a common year long math and other curricular assessments that could be used to track growth and identify areas of need in a timely and collective manner. Parent lack of confidence in a given curricular area and its influence on a students success.</p>

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p style="text-align: center;"><i>(CULTURE & CLIMATE)</i></p>	<p>Improvement in chronic absence. Growth can be seen with All Students, Latino students, English Learners and Students with disabilities. SPED inclusion program shows that 75% of students are growing and thriving in the program.</p>	<p>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.</p>	<p>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.</p> <p>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</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p style="text-align: center;"><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>Newcomer ELLs have consistent intervention and support. Same language student buddies are connected with newcomer ELLs for additional peer support. Increased opportunities for student talk in all content areas.</p>	<p>ELLs need a greater emphasis placed on written English language in homework and classwork. Site lacks an acceleration program for students that are LTELs.</p>	<p>Lack of explicit English vocabulary and structure instruction. Low ELL parent involvement Minimal writing opportunities Misinterpretation of social English skills being equivalent to academic English skills. Teacher</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Bella Vista Elementary School

School ID: 102

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Implement Balanced Literacy with Fidelity	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%			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	African American Students	-77.3	-69.8	-62.3
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI and F&P data can be monitored for progress towards goal. On-demand writing prompt growth.				
Theory of Action for Language & Literacy Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
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 GATE students.	Fund additional teacher prep. times during the week to ensure uninterrupted collaboration with all instructional stake holders on early release days. Provide ongoing professional development to teachers and other staff members related to PLC principles, Common Core-aligned lesson planning and Balanced Literacy.		Walkthrough feedback and data, SRI comparison data, F&P, individual classroom growth using the Workshop Rubrics.	

1-2	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.	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
1-3	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.	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.
1-4	Collaborate and work collectively with grade level colleagues	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
1-5	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.	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	F&P/SRI Growth for Pre-Post-8 week intervals
1-6	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
1-7	TK/K teachers will continue to use Fast Talk to text high impact activities to parents to support Foster Youth students.	Identify strategies used in 2 high engagement classrooms out 5 classrooms during the 2017 -2018 school year to build collective capacity. Expand Fast Talk program to 1st grade families and align program to 1st grade curriculum.	% of families engaged will grow from 47% to 60% by March 2019
1-8	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

1-9	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
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	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 annual 7% 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%			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	Latino Students	-72.0	-62.0	-52.0
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI and SMI will be used for comparison data throughout the school year. Interim SBAC data.				
Theory of Action for Standards-Based Instruction Priority:	<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>				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		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.	Schedule weekly grade level planning and collaboration - 2 hours twice a month, 1 hour twice 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	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 intervention groups	For grades 3 -5 track growth data of focus students through SMI.
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 .7 TSA On going instructional coaching and student intervention and acceleration in math .	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	Students present their writing with oral presentations. (PPT, Authors Chair, etc)	<i>Regular Observations and Feedback to teachers Parent Engagement Opportunities to showcase student writing through Author's Chair. Parents are invited to hear and read student writings and participate in the writing process.</i>	Student writing portfolios. Classroom publishing parties
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.	<i>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).</i>	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

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Improve student attendance rates	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			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	Low-Income Students	coming soon	coming soon	coming soon
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Universal Referral Forms, COST referrals, SART and SARB referrals. Monthly chronic absence reports based on ethnicity and interventions for Latino and African American student groups.				

<p>Theory of Action for Conditions for Student & Adult Learning Priority:</p>	<p>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.</p>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Promote One Message that is United around attendance	Monitor attendance data weekly with attendance team. Purchase monthly Attendance tags, plan trimester celebrations and School Wide Positive Incentives Program.	decrease of chronic absence rate
3-2	Support Lunch and Morning Recess Time with Healthy Play	Hire additional Noon Supervisor to support recess and lunch	decrease of URFs that occur on the playground
3-3	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	decrease of chronic absence rate
3-4	Actively plan/participate in activities with Caring School Community. Continue Big/Little Buddy program	Schedule specific Big/Little Buddy school wide events. Provide planning time with Buddy Teachers.	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
3-5	Support community and relationship building between families within the same classroom. Identify a room parent.	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	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.
3-6	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

3-7	Implement culturally relevant instructional practices and content matter with special emphasis on African American sub group	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	number of schoolwide instructional practices that occur annually for Bella Vista's predominate cultures: African American, Chinese, Vietnamese, and Latino sub groups
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	Tiered Fidelity Inventory Walkthrough Data gathered each trimester
3-9	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
3-10	Continue to integrate PBIS strategies in and out of the classroom	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.	<i>Tiered Fidelity Inventory Walkthrough Data gathered each trimester</i>
3-11	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.	<i>% 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</i>
3-12	Trimester parent workshops in collaboration with afterschool partner illustrating strategies students should be using to solve unit math, and reading	Community Schools Manager to schedule and organize trimester parent workshops. Fund teacher stipends for extra hours. Fund translation. Provide refreshments.	<i>Parent attendance at workshops. Parent feedback collected thru surveys and exit tickets</i>

	Priority ("Big Rock"):	JUNE 2021 GOAL
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Improve ELL for all students	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% .			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Progress	All Students	69.60%	coming soon	coming soon
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	ELL progress and growth on SRI, F&P				
Theory of Action for English Language Learners Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		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.	
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 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.	

4-8	Targeted ELL pull out interventions for Newcomer English Language Learners	Explore SERP word gen. curriculum to use to develop academic language, academic discussion skills, reading and writing.	SRI data, F&P data. Walkthrough data.
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PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 102

School: Bella Vista Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	EBAYC	Improve student attendance rates	A1.6 After School Programs	4399				102-1
\$6,191.85	General Purpose Discretionary	Extended contract pay for teachers to conduct parent workshops each trimester	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	A2.5 Teacher Professional Development for CCSS & NGSS	1120				102-2
\$1,857.56	General Purpose Discretionary	Extended contract pay for clerical staff	Improve student attendance rates	A5.1 School Culture & Climate (Safe & Supportive Schools)	2425				102-3
\$32,197.62	General Purpose Discretionary	2 - Academic Mentors to support with small group instruction in the classroom for reading and ELL intervention/acceleration	Implement Balanced Literacy with Fidelity	A4.1 English Learner Reclassification	2928				102-4
\$22,408.93	General Purpose Discretionary	Supplies for student instructional use	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	A2.3 Standards-Aligned Learning Materials	4310				102-5
\$7,000.00	General Purpose Discretionary	Equipment agreements	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	A5.3 School Facilities	5610				102-6
\$2,000.00	General Purpose Discretionary	Site License for technology - Imagine Learning	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	A3.1 Blended Learning	5846				102-7

\$10,769.04	General Purpose Discretionary	Noon supervision	Improve student attendance rates	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV9999	0.20	102-8
\$10,992.00	LCFF Concentration	Surplus to be used towards funding a library clerk if Measure G funding is not available	n/a	n/a	4399				102-9
\$11,060.55	LCFF Concentration	Community School Manager to coordinate MTSS, and family engagement	Improve student attendance rates	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730	Community School Manager			102-10
\$2,947.45	LCFF Concentration	Site License for technology - Imagine Learning, ST Math, RAZ kids	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	A3.1 Blended Learning	5846				102-11
\$84,415.40	LCFF Supplemental	Additional prep for classroom teachers to provide time for collaboration in professional learning communities	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0170	0.85	102-12
\$5,976.26	LCFF Supplemental	Remaining Funding for ITL to provide intervention/acceleration in math and to ELLs, and coaching support to classroom teachers to improve instructional practices in the classroom	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	A2.1 Implementation of the CCSS & NGSS	1905	TCHR IF 11 MONTH - 12 PAY	TC11IF0094	0.07	102-13
\$109,851.45	LCFF Supplemental	Community School Manager to coordinate MTSS, and family engagement	Improve student attendance rates	A5.1 School Culture & Climate (Safe & Supportive Schools)	5730				102-14
\$38,653.75	LCFF Supplemental	2-STIP subs to support with small group instruction in the classroom for reading and ELL intervention/acceleration	Improve ELL for all students	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0746	1.00	102-15
\$51,411.54	LCFF Supplemental	2-STIP subs to support with small group instruction in the classroom for reading and ELL intervention/acceleration	Improve ELL for all students	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP9999	1.00	102-16

\$60,628.77	Title I: Basic	Fund ITL to provide intervention/acceleration in math and to ELLs, and coaching support to classroom teachers to improve instructional practices in the classroom	Improve ELL for all students	A4.1 English Learner Reclassification	1905	TCHR IF 11 MONTH - 12 PAY	TC11IF0094	0.70	102-17
\$24,302.00	Title I: Basic	1 day additional psychiatrist support to support social skills groups, students with 504s, SSTs	Improve student attendance rates	A5.2 Health and Wellness (Mental & Physical Health)	5734				102-18
\$1,617.77	Title I: Basic	Site License for technology - Imagine Learning	Improve ELL for all students	A4.3 Newcomer Programs	5846				102-19
\$1,238.37	Title I: Parent Participation	Extended contract pay for teachers to conduct parent workshops each trimester	Instructional alignment of grade level CCSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge	A3.3 Family Engagement focused on Literacy Development	1120				102-20
\$743.02	Title I: Parent Participation	Overtime pay for Translation services for parent workshops in the evening	Improve ELL for all students	A3.3 Family Engagement focused on Literacy Development	2225				102-21
\$147.20	Title I: Parent Participation	refreshments for parent meetings	Improve ELL for all students	A3.3 Family Engagement focused on Literacy Development	4311				102-22



Title I School Parental Involvement Policy 2017-18

(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.)

All parents are invited to join the School Site Council meetings on the first Thursday of the month. Meetings are held in the library from 3:00pm - 4:00pm.

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

Parents meet with classroom teacher in 1:1 meetings in October to identify strengths and areas of growth for their child. Parent, teacher and student identify and set goals for achievement during the academic school year. Parents are invited to attend math, science and literacy meetings to learn the expectations for grade level requirements and are provided with tools for at home support.

- 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.)

School Site Council meets the first Thursday of every month in the library from 3 - 4pm



- 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.)

Flyers, robo calls, and text messages are sent to inform all students

- 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.)

During Back To School Night parents meet with classroom teacher to explain curriculum, assessments, and proficiency levels students are expected to meet.

- 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.)

Conferences are available at any time upon parent request. School wide meetings are planned in October, December, and March.

School-Parent Compact

(Name of school) Bella Vista Elementary School :

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.)

Content specific meetings are held by grade level each trimester
Grade level blueprints distributed to parents, and posted at school

- 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.)

Monthly newsletters with home to school connections

- 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.)

Parent - teacher meetings held in October, December and March
Classroom parent volunteer opportunities.



- 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.)

Parent meetings are integrated with after school program meetings.

- 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.)

Parent information is distributed in English, Spanish, Cantonese, and Vietnamese. Information is posted in the school lobby, on the school website, and flyers

- 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.)

Parent meetings provide translation in Spanish, Cantonese/Mandarin, and Vietnamese

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.)

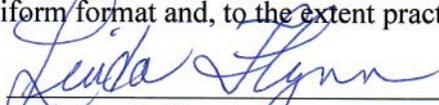
Parent meetings provide translation in Spanish, Cantonese/Mandarin, and Vietnamese. Flyers are translated into the 4 dominant languages spoken at Bella Vista Elementary School



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 School Site Council on (Date) February 1, 2018 and will be in effect for the 2017-18 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 '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)

2/1/2018

(Date)

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.

School Site Council Membership Roster – Elementary

School Name: Bella Vista

School Year: 2017-2-18

Chairperson: Sean Matthews	Vice Chairperson: Katherine Harding
Secretary: Rana Lau	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

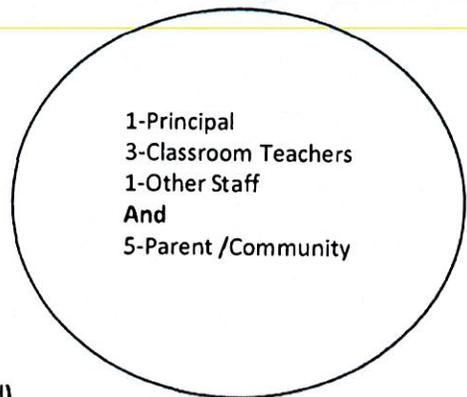
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Linda Flynn	X			
Sean Matthews				X
Katherine Harding				X
Maricella Nguyen				X
Chandra Johnson				X
Rana Lau				X
Kim Thai		X		
Dawn Ung		X		
Mei Chen		X		
Sandra Watkins			X	

Meeting Schedule (day/month/time)	2nd school day, Thursday of each Month
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SSC Legal Requirements: (Ed. Code 52852)

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



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

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