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

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Bella Vista Elementary School
CDS Code: 1612596001655
Principal: Linda Flynn
Date of this revision: 4/23/2020

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: 4/23/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 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 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 23, 2020

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

<input type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Linda Flynn

Principal

Signature

Date

Michelle (Shelley) Gonzalez

SSC Chairperson

Signature

Date

Network Superintendent

Signature

Date

Lisa Spielman

Director, Strategic Resource Planning

Signature

Date

8/27/2020

Kyla Johnson-Trammell
Secretary, Board of Education

Jody London
President, Board of Education

5/27/2020

8/27/2020

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/10/2019	SSC	Shared Site Plan and overview
11/14/2019	SSC and ILT	Reviewed progress monitoring data of student performance in relationship to site plan goals.
12/1/2019	Teachers grades K -5	Identified and conducted student focus groups for African American and Latino/a/x students in order to accelerate student growth thru instructional practices
12/9/2020	Faculty	Reviewed priorities in Site Plan for English Language Learners and Standards Based Instruction. Work session to determine teacher, leadership, and organizational practices aligned to school goals for 2020-21
1/13/2020	ILT	ILT determined site goal for Language Literacy for 2020-21 school year
1/13/2020	Faculty	Reviewed and revised priorities in site plan for Conditions for Student and Adult Learning specifically for African American and Latino/a/x student and family engagement and success
1/16/2020	SSC	Engaged SSC in SPSA process of determining goals and priorities for the SPSA update
2/6/2020	SSC	Using data, and feedback from multiple engagement session discuss proposed practices and priorities. Documented SSC priorities for 2020-21 for iLT and faculty review
3/9/2020	Faculty	Review 2020-21 teacher, leadership and organization priority practices
3/12/2020	SSC	Review budget priorities for 2020-21. Vote for Title 1 expenditures approval for 2020-21 school year.
3/30/2020	SSC	Emergency meeting to approve on Title 1 and Title 4 expenditures for 2020-21
04/23/2020	SSC	Review and Approve final SPSA for 2020-2021

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$129,960.00
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	\$635,827.00

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)	\$127,224.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$26,618.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,736.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$326,400.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$38,400.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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
SUBTOTAL OF FEDERAL FUNDING:	\$129,960.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$505,867.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$635,827.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL 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.

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	24.2% Proficient or above, 50% Nearly Meet proficiency in Science CAST. Success in Early years shows growth on F&P results at grade 1 in comparison of Fall Scores between 2018-19 and 2019-20 with 8.9% growth.	Focus on Science Instruction and implementation of NGSS Foss. Schoolwide expectation for science instruction 4x's/week. Instructional changes for the early years include SIPPS focus and Interactive Read Alouds

<i>Focal Student Supports</i>	Inclusion Program for SPED students. 40% of first inclusion cohort of students meet 3rd grade math standards, 40% nearly meet or met 3rd grade ELA standards. Latino students increased performance in ELA from the prior school year moving 7.5% from not meeting to nearly or meeting standard; and 12% gains in Math from not meeting to nearly or meeting standard. Reclassified English Learners maintained Distance From Standard in both ELA and Math.	Inclusion Program with SPED and General Education teacher co teaching to meet the differentiated needs of students. Focus students for Latino subgroup in ELA and Math. Targetted goal setting for Latino students from each classroom. ST Math builds conceptual Mathematical thinking by removing language barriers for equitable access. Two new Latino teachers added to staff.
<i>Student/Family Supports</i>	Suspension rates less than .5%	Focus on PBIS and Restorative Justice practices. Strong student support team. Working closely with Behavioral Health Unit to develop behavior plans for Tier 2&3 students.
<i>Staff Supports</i>	Growth from 41% to 53.8% of staff feel a responsibility to change this school. 89.7% of staff know how to get students support and help at this school. (Data taken from CHKS Staff survey) Professional Development and professional learning collaboration to provide teacher strategies to support students in meeting annual goals.	Teaching Well to provide staff wellness. PLC planning time weekly.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Student Math overall performance declines from 47.6% proficient to 41% proficient. Student overall ELA performance declines from 37.4 to 29.7%	What we are asking students to do (task) is not aligned to the standards in content or rigor. Lack of consistent system for feedback on standards instruction to teachers and progress monitoring on student performance on standards. Content of Professional Development focused on ELA and there was not a good balance with math. Underdeveloped teacher content knowledge on standards. Lower level implementation of key strategies despite PD and focus.

<i>Focal Student Supports</i>	African American students declining performance in Mathematics and ELA. African American students very low in performance areas in ELA and Math. Latino students very low in performance in ELA 68.9% overall performance in ELA not meeting standard, and in Math 58.7% not meeting standard.	Lack of student engagement in lesson as reported by parents on CHKS survey. Inconsistent or lack of interventions to accelerate student growth. Limited/ weak relationships and home to school connection with African American and Latino student families. Not enough school-wide inquiry in understanding the gap.
<i>Student/Family Supports</i>	Moderate to Severe Chronic Absenteeism is increasing 31.6% of AA students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020). 22.8% of Latino students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020) .	There is a need to offer increased opportunities for parent engagement overall, possibly through workshops and parent classes. Parent engagement stronger with Asian families and not with Latino and AA. Workshops that teach how to support students with homework and learning at home; and classess for English Language Development for our EL parents.
<i>Staff Supports</i>	Minimal implementation of strategies as a result of professional development.	Inconsistent progress monitoring and support. Teachers not grounded in the "Why" and "How" to increase teacher agency and independence of acceleration strategies

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:		90% of students in Kindergarten and 1st grade will demonstrate proficiency by early years success assessments. All students in grades 3-5 will show ELA growth to proficient.			
Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	64.6%	n/a	85.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	50.6%	n/a	72.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-58.8	n/a	-28.8
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	49.5%	n/a	60.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-25.2	n/a	10.0
CAST (Science)	All Students	TBD	24.2%	n/a	40.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: Students in focal sub groups will show growth by 60+ points as measured by DF3

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-135.2	n/a	-97.5
SBAC ELA	African-American Students	+20 points DF3	-105.1	n/a	-90.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	41.2%	n/a	15%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-100.5	n/a	-51.7
SBAC Math	Latino/a Students	+20 points DF3	-51.3	n/a	-11.3
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	9.6%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	25.0%	n/a	20.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Chronic Absence is 10% or less			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	61.4%	n/a	85.0%
Suspensions	All Students	-2pp	0.2%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.9%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	24.0%	n/a	14.0%
Chronic Absence	African-American Students	-2pp	43.2%	n/a	30.0%

1D: IDENTIFIED NEED

Instructions: 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: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Students do not receive instruction from curriculum that is up to date and Common Core State Standard aligned in all content areas. Additional coaching support would help build teacher capacity to differentiate to meet every learners needs. Student needs exceed teacher capacity and students would benefit from additional adult support academically and behaviorally. . 25% of the students are referred to the COST for academic and behavior concerns. Students need and deserve pesonalized time and attention to excel. Systems and supports are lacking to provide additional services for students in both areas. Students would benefit from additional mental health supports including trauma support. Students would benefit for the building to be updated with better ventilation and cooling and heating. Classrooms are extremely hot for 50% of the school year and this impacts learning.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Bella Vista Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Implement Balanced Literacy with Fidelity	
Theory of Change:	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.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in English LanguageArts.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Professional development with a focus on aligning instruction and student tasks to the rigor of Common Core Standards is ongoing through both Professional Development and Professional Learning Community work. Professional development specfically has addressed teh needs of English Language Learners around close reading of complex text, and academic discussions. Additionally, work has focused on aligning student tasks to the rigor of grade level standards.	
What evidence do you see that your practices are effective?	
Latino students students are showing greater proficiency on assessments. Instruction is beginning to provide increased opportunities for students to practice on tasks aligned to the standards.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Include extended learning opportunities for focus groups. Investigate changing curriculum in ELA to create similar access to complex text at and across grade levels.	
19-20 Standards-Based Instruction Priority:	Instructional alignment of grade level CCSS, NGSS, lesson objective, and student tasks that involve rigor and higher levels of depth of knowledge

Theory of Change:	<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>
Related School Goal:	Latinx students continuously grow towards meeting or exceeding standards in math.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Changed responsibilities of TSA to provide increased coaching of teachers in the area of Math.	
What evidence do you see that your practices are effective?	
Greater implementation of focus practices presented during professional development. Mid year data shows that student growth is exceeding overall growth for the previous year.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
2020-21 will include an emphasis on Mathematical Reasoning along with conceptual understanding.	
19-20 Conditions for Student & Adult Learning Priority: Improve student attendance rates	
Theory of Change:	<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>
Related School Goal:	African-American students build relationships to feel connected and engaged in learning at BellaVista
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Community School Manager has built some capacity of staff and students around Restorative Practices. The CSM has served as a bilingual family advocate for our Chinese speaking families. Bella Vista has operated with out a permanent office employee (Attendance Clerk and Administrative Assistant for 90% of the school year. This lack of resource has deeply affected the ability to focus on all the layers of this priority as both the principal and Community School Manager have been obligated to pick up the day to day responsibilities of these vacancies.	

What evidence do you see that your practices are effective?	
Developed a system for maintaining community partners. Consistently held COST twice a month. Family engagement and volunteers is growing (baseline data is not available). Attendance team is operating on a regular basis now that the site has a regular Attendance Clerk. Tier 1 supports for attendance are being implemented by classroom teachers. SART meetings are being held regularly since December.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
19-20 Conditions for English Language Learners Priority:	Improve English Language Development, and reclassification rates for all ELL students.
Theory of Change:	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.
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Professional development for complex text and unpacking rich sentences is an instructional move that teachers have built capacity around. Intervention for Newcomer, Year 1, and Year 2 English Language Learner students has not been consistent due to staffing challenges.	
What evidence do you see that your practices are effective?	
Scaffolded sentence frames are offered to students in all content areas to support discussion and written work. In 60% of classrooms, anchor charts provide students with material to refer too.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Support staff will be added to this goal in order to better meet the needs deserved by our ELLs	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
Fall revisions to budget, determined that Parent Title 1 funds would be dedicated to ELL Parents for EL classes for parents to support student learning at school. Additional Title 1 funds were dedicated to funding Academic Mentors to provide additional student support in the classroom.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Bella Vista Elementary School			School ID: 102	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Develop strong relationships between students, families and staff			
School Theory of Change:	If we create a positive culture focused on the following three areas:clear schoolwide expectations, strong relationships with students and families, and student centered classrooms; then we will see a decrease in referrals and suspensions, and school attendance will improve.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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 attendance	

1-2	Support Lunch and Morning Recess Time with Healthy Play	Hire additional Noon Supervisor to support recess and lunch. Hire PE teacher to teach games during lunch recess and to train yard supervisors to support healthy play	decrease of URFs that occur on the playground	
1-3	Communicate with office about student absences and reasons pertaining to students' absences. Participation in conversations with families regarding the impact of attendance and academic success.	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. Fund Attendance clerk time to 1.0 in order to lead Attendance Team and 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. # of SART meetings	Moderate to Severe Chronic Absenteeism is increasing 31.6% of AA students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020). 22.8% of Latino students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020) .

1-4	Continue SPED Inclusion program for students with disabilities. Provide social skills groups, and individual counseling for Tier II and III students	Fund 1 additional day for school psychologist to hold social skills groups for students in K -5 grade	% 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	
1-5	Teachers intentionally create opportunities to build community within the classroom and with families through daily class meetings, restorative practices and Social Emotional Learning. Clear communications policy and plan for parents in order to identify best ways to support student learning at home.	Fund Community School Manager to coordinate adult connections with high need students. Community School Manager builds and strengthens school partnerships to meet needs of homeless, and foster youth students. . Professional development and translation support for parent communication. Schoolwide community building events	increase of student connectedness based on CHKS data,	Moderate to Severe Chronic Absenteeism is increasing 31.6% of AA students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020). 22.8% of Latino students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020) .
1-6	Teach the Caring School Community curriculum with special emphasis on the morning circle/advisory lessons weeks 1 -10.to build the classroom and school community	Unite and integrate school wide initiatives for, Restorative Justice, SEL, PBIS, COST, Tier II and Tier III systems, and Attendance. Clearly communicate the purpose of Whole Child initiatives with parents/guardians.	walkthrough data, student interviews, parent knowledge of school wide discipline expectations and plan based on CHKS data	Moderate to Severe Chronic Absenteeism is increasing 31.6% of AA students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020). 22.8% of Latino students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020) .

1-7	Increase culturally relevant and student centered instruction for equitable student engagement	<p>Fund bilingual Admin Asst to support communication with Spanish speaking families. Increase Attendance Specialist FTE to do home visits and mentoring, family engagement support for low income, foster, and ELL students</p> <p>Hold Parent Workshops at the beginning of the school year to build parent partnerships with both the school and classroom.</p>	Student and parent surveys, Student and parent responses on CHKS data, walkthrough data	African American students declining performance in Mathematics and ELA. African American students very low in performance areas in ELA and Math. Latino students very low in performance in ELA 68.9% overall performance in ELA not meeting standard, and in Math 58.7% not meeting standard.
1-8	Teachers will recommend potential active parents to join the PAT	In partnership with Office of Equity and Family Engagement we will create a PAT (Parent Action Team) to support school wide issues like traffic safety, food banks, and school climate. PAT will meet monthly with parents to work various Parent led projects.	PAT work and focus will be shared with school community in hopes of engaging with more parents. 2020-21 will provide base line data on the # of parents that participate in PAT	Moderate to Severe Chronic Absenteeism is increasing 31.6% of AA students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020). 22.8% of Latino students fall into the moderate to severe chronic absent rates (as of Jan. 25,2020) .

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Focus on implementation of NGSS and Math Common Core Standards in TK-5, with an emphasis on the Rigor shift. Ensuring students face tasks that are high rigor and reflect common core standards.
School Theory of Change:	If teacher capacity is grown to clearly understand standards in both the content and rigor expected of students; then students will have increased opportunities with student tasks to work towards grade level proficiency which will accelerate student learning.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Math, Science and Language Arts. English learners continuously develop their language, reaching English fluency in six years or less		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Work collaboratively with PLC to create student exemplars of common core aligned student tasks, anticipate instruction needed to meet the demands of the standards and monitor student performance to provide data informed instruction	Professional Development around aligning instruction and student tasks to CCSS and NGSS. Fund additional .5 TSA to allow for increased collaboration time with colleagues. Fund TSA to work with various PLCs.	Percentage of grade level teams working collectively and engaging in ongoing cycles of inquiry with weekly action items reviewed, and revised during PLC meetings. Walkthrough data indicating instruction and student tasks aligned to the standard. Formative and interim assessment data monitored for growth and increased levels of proficiency	Minimal implementation of strategies as a result of professional development.
2-2	Connect prior learning to grade level content	Provide professional development to build cohesion across the grade levels and develop a plan to address unfinished learning. TSA to lead professional development and individual teacher coaching cycles.	accelertated growth towards proficiency on IAB assessments	African American students declining performance in Mathematics and ELA. African American students very low in performance areas in ELA and Math. Latino students very low in performance in ELA 68.9% overall performance in ELA not meeting standard, and in Math 58.7% not meeting standard.

2-3	Demonstrates a clear understanding of student learning target and task in relationship to the standard; ensure that students understand the expectation of student performance to meet the rigor of the standard	Provide professional development and feedback to grade level teams, and individual teachers on grade level standards. Establish school wide expectations and systems for daily posting, review and understanding of learning objectives.	Weekly walkthrough data posted lesson objectives and student learning targets Accelerated student growth towards proficiency on formative and summative assessments	Minimal implementation of strategies as a result of professional development.
2-4	Science notebooks will be used for students data collection, meaning making, and reflection. Teachers will use Science Notebooks as an ongoing formative assessment of students critical thinking and constructive student responses.	Provide time for teachers to backward map science units. Professional development should be provided to all teachers to support notebooking and monitoring & tracking of student engagement in academic discussions.	Students will have access to the language of CCSS in Science. This will be reflected in their academic discussions, their Science notebook writing, and their Science Fair projects.	
2-5				
2-6	Teachers use data-informed cycles of inquiry with multiple forms of assessment, to implement school-wide and grade-level continuous improvement plans.	Grade level teams will collect IAB Interim data and principal will monitor results and use of student data. Provide time for teachers in grades k-5 to score and analyze assessment	Growth on SRI. Growth between pre and post IAB data.	Minimal implementation of strategies as a result of professional development.
2-7	All Students are engaged in writing in all content areas in the three text types (i.e., narrative, informational, and opinion) Grade level teams will develop rigorous writing tasks aligned to the college and career readiness standards related to content area.	Schedule PLC time for grade level teams to develop rigorous writing tasks related to content area with exemplars of proficient student responses. Leadership will facilitate grade level teams in the use of "Content Learning Walk" tool to examine writing in all grade levels at least 2x a year.	Student responses to written tasks on IAB, monthly walkthrough data on student response rate in Notebooks	

<i>District Strategy:</i> Developing LANGUAGE AND LITERACY Across the Curriculum				
School Priority ("Big Rock"):	ELA instruction is standards aligned and provides students with tasks that are also standards-aligned. 75% of students, K-5, will demonstrate proficiency in grade level standards for English Language Arts			
School Theory of Change:	If teacher capacity is grown to clearly understand standards in both the content and rigor expected of students; then students will have increased opportunities with student tasks to work towards grade level proficiency which will accelerate student learning.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students, target focus groups African American and English Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Providing K-5 students with rigorous ELA tasks aligned to the common core by piloting a new ELA curriculum K-5.	<p>Work with teaching and learning department to successfully pilot a proposed curriculum.</p> <p>Provide on-going coaching feedback.</p> <p>Provide expected classroom Look-Fors in week following PD and provide feedback loop.</p> <p>Continuously monitor and revise schedules and plans to support both the adaptive and technical change required with implementation of a new curriculum.</p>	<p>Student SRI data, IAB data, SBAC data.</p> <p>Shared/Close Reading Observational Tool data .Walkthrough data.</p> <p>scheduled professional development. number of lesson studies conducted.</p>	<p>African American students declining performance in Mathematics and ELA. African American students very low in performance areas in ELA and Math. Latino students very low in performance in ELA 68.9% overall performance in ELA not meeting standard, and in Math 58.7% not meeting standard.</p>

3-2	Teacher collaboration focused on analyzing student work across the grades to identify instructional moves that must be made to foster student independence	Fund .8 TSA to support instructional change, teacher coaching, curriculum, data systems and progress monitoring, for ELL success and acceleration in Literacy by differentiation of instruction and scaffolds.	Teacher growth from coaching cycles with teachers and evident by observational feedback Grade Level PLC agenda's and notes	Minimal implementation of strategies as a result of professional development.
3-3	Focused intervention at Grade 2 and 3 for students performing below grade level expectations with priority given to students that are a part of the African American and Latino/a/x subgroups.	Fund partnership with Reading Partners to provide 1:1 intervention for 50 to 75 students performing below grade level as measured on F&P and/or SRI	accelerated student growth as measured by STAR assessment (provided by Reading Partners), F&P assessment, SRI growth, IAB proficiency and growth (3rd grade level),	African American students declining performance in Mathematics and ELA. African American students very low in performance areas in ELA and Math. Latino students very low in performance in ELA 68.9% overall performance in ELA not meeting standard, and in Math 58.7% not meeting standard.
3-4	Focused foundational work at Grade K and 1	System for additional literacy support at Grades K and 1 by funding academic mentors	% of students meeting grade level benchmark at Kinder and 1st grade	
3-5	Teacher collaboration is focused on student independence in lessons	Budget .5 TSA teacher to allow teachers to participate in weekly collaboration, lesson study, and learning walks. Calendar ongoing PD specifically to train teachers with implementation of the new curriculum.	Weekly PLC agenda and meeting notes, review of student responses to text	Student Math overall performance declines from 47.6% proficient to 41% proficient. Student overall ELA performance declines from 37.4 to 29.7%

3-6	Foster differentiated learning through teacher collaboration around appropriate scaffolds for students	<p>Provide professional development that connects key understandings to curriculum to determine which Text Dependent Question require more teacher scaffolds, and which ones challenge students carry more of the cognitive lift.</p> <p>Create time for teachers to take the end of unit test themselves and write out writing exemplar responses they expect from students</p>	Walkthrough data, student growth towards proficiency on independent tasks such as IAB pre and post data	
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<i>District Strategy:</i> Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING				
School Priority ("Big Rock"):	Professional Learning Communities engaged in continuous cycles of inquiry			
School Theory of Change:	If Bella Vista staff engage in collaborative inquiry - reflecting on practices, analyzing student learning, testing the impact of instructional practices, and sharing learning with colleagues then our staff will build collective efficacy and transform results for students.			
Related Goal(s):	Evidence based collaboration. Teachers build communities of effective practice by publicly sharing learning and engaging with peers in open and honest dialog			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Meet weekly in PLCs to collaboratively develop standards based lesson plans, that include pre determined scaffolds for learning, that are informed by student performance based on student exemplars of task	Leaders facilitate PLCs Leaders provide consistent PLC schedule. Leaders facilitate and support PLC work as teacher capacity, and PLC capacity is grown.	PLCs meet weekly at least 80% of the school calendar year. (26 weeks)	

4-2	Establish and adhere to PLC norms and agreements	Build a culture of trust between all staff	surveys, staff feedback, # of lesson studies, peer observations	
4-3	Use curriculum formative assessments and IAB data to monitor progress and adjust instruction	Provide coaching, targeted feedback based on weekly observation. Facilitate teacher data conferences. Fund TSA for coaching support	feedback tracker, PLC notes and commitments	Student Math overall performance declines from 47.6% proficient to 41% proficient. Student overall ELA performance declines from 37.4 to 29.7%
4-4	Student Centered planning based on collaboratively developed exemplars	Purchase an additional prep time teacher to allow for weekly time for PLC	PLC agendas, student ELA data	African American students declining performance in Mathematics and ELA. African American students very low in performance areas in ELA and Math. Latino students very low in performance in ELA 68.9% overall performance in ELA not meeting standard, and in Math 58.7% not meeting standard.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Improve English Language Development, and reclassification rates for all ELL students.			
School Theory of Change:	If Bella Vista is intentional with daily designated and integrated ELD 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.			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	Daily Sentence unpacking or Language Dives with 1st - 3rd grade students Daily Word Gen for 4th - 5th grade students Systematic ELD for Kindergarten	Develop a daily schedule that includes a protected, designated 30 minute block. Collect and distribute curriculum resources K/1 Systematic ELD. 2/3 Sentence Unpacking with Interactive Read Aloud or Language Dive with EL Ed text. 4/5 Word Gen Provide time for teachers to collaboratively plan sentence unpacking to ensure daily work with language	Walkthrough evidence & schedule . PLC Agenda showing planning for sentence unpacking, and analyzing student language	
5-2	Academic Discussions held in EL curriculum Teacher predetermines/anticipates student response exemplar and provides necessary instruction and scaffolds for student success to compare with exemplar.	Provide coaching feedback. Exemplars embedded in content cycles. Introduce LanguageGrowth Tool Overlay to progress monitor Language Development	Student listening, speaking and writing growth over time as measured by ELPAC, and progress monitor with the Language Growth Tool Overlay. Analyze student performance to exemplar during PLC	
5-3	Language objective stated or on board with content	Provide professional learning to build knowledge of ELD Standards from proficiency levels to Part II focus, so that designated ELD is guided by standards	Student objectives/targets and standard based student tasks	
5-4	Daily 30-45 minute, Newcomer Pull-out Group for Newcomers	Fund and assign .80 teacher to newcomer Designated ELD pull out	Newcomer language acquisition. Student listening, speaking and writing growth over time as measured by ELPAC, and progress monitor with the Language Growth Tool Overlay.	

5-5	Teachers use the ELL Snapshot (ELPAC data) in conferences with students and parents to set goals	Provide ELL Snapshot to teachers three times / year. Plan a parent meeting to discuss reclassification criteria with all ELL parents - partner with Office of Equity and Family Engagement.	number of conferences and meetings held. % of ELL students that demonstrate 1 or more years of growth as measured by F&P and/or SRI	
5-6	Promote active participation of ELL parent and guardians, through relationship building and ensuring all home to school materials are translated	3 Parent Workshops for parents of ELLs as determined from SELLS committee	number of parent workshops, workshop feedback forms	African American students declining performance in Mathematics and ELA. African American students very low in performance areas in ELA and Math. Latino students very low in performance in ELA 68.9% overall performance in ELA not meeting standard, and in Math 58.7% not meeting standard.

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 102
School: Bella Vista Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
EBAYC Afterschool Program	\$114,449	After School Education & Safety (ASES)	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	3 Parent Workshops for parents of ELLs as determined from SELLS committee	102-1
Student Supplies, Instructional Supplies	\$26,618	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Providing K-5 students with rigorous ELA tasks aligned to the common core by piloting a new ELA curriculum K-5.	102-2
Teacher extra time for parent workshops, and student intervention. Building parent capacity to support student learning beyond the classroom will improved student outcomes. Providing extended time for student intervention will close academic gaps of students performing below grade level expectations.	\$5,036	LCFF Concentration	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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. Fund Attendance clerk time to 1.0 in order to lead Attendance Team and 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	102-3
Instructional Assistant to provide student support with literacy, technology and to provide intervention for English Language Learners.	\$17,156	LCFF Concentration	2105	Classified Instructional Aide Salaries	NH00-17	Instructional Aide K-12	0.05	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Daily 30-45 minute, Newcomer Pull-out Group for Newcomers	102-4
Funding to enrich student learning with field trips and on site presentations	\$2,856	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Connect prior learning to grade level content	102-5

Contract with Reading Partners for 1:1 intervention w/ students in reading. Contract with resident artist to provide art enrichment with all students	\$23,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Focused intervention at Grade 2 and 3 for students performing below grade level expectations with priority given to students that are a part of the African American and Latino/a/x subgroups.	102-6
Assemblies	\$5,000	LCFF Concentration	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Providing K-5 students with rigorous ELA tasks aligned to the common core by piloting a new ELA curriculum K-5.	102-7
Increase the .5 centrally provided attendance clerk position to 1.0 to provide additional work to decreasing the chronic attendance challenge.	\$30,290	LCFF Supplemental	2205	Classified Support Salaries	6446	Attendance Specialist, Bilingual	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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.	102-8
Extra time provided to teachers to connect and build parent capacity during parent workshops	\$2,518	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Promote active participation of ELL parent and guardians, through relationship building and ensuring all home to school materials are translated	102-9
Instructional Assistant to provide student support with literacy, technology and to provide intervention for English Language Learners.	\$33,337	LCFF Supplemental	2105	Classified Instructional Aide Salaries	7709	Instructional Aide K-12	0.75	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Academic Discussions held in EL curriculum Teacher predetermines/anticipates student response exemplar and provides necessary instruction and scaffolds for student success to compare with exemplar.	102-10

Community School manager to build partnerships and relationships for the Bella Vista community. To lead Restorative Justice practices at the school site, and develop & facilitate systems for high need students including foster youth, homeless youth and with students with high SEL needs.	\$51,814	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7888	Program Mgr Community School	0.45	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Fund Community School Manager to coordinate adult connections with high need students. Community School Manager builds and strengthens school partnerships to meet needs of homeless, and foster youth students. . Professional development and translation support for parent communication. Schoolwide community building events	102-11
Provide intervention and acceleration to students in the 4th and 5th grade performing below grade level in the area of reading. Allow for increased collaboration time amongst teachers.	\$58,245	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7890	TSA 10 Pay	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teacher collaboration focused on analyzing student work across the grades to identify instructional moves that must be made to foster student independence	102-12
Provide PE and to allow for PLC collaboration time.	\$93,951	LCFF Supplemental	1105	Certificated Teachers' Salaries	924	Teacher Education Enhancement	0.85	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Work collaboratively with PLC to create student exemplars of common core aligned student tasks, anticipate instruction needed to meet the demands of the standards and monitor student performance to provide data informed instruction	102-13
Psychologist Intern program	\$24,486	LCFF Supplemental	1205	Certificated Pupil Support Salaries	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Fund 1 additional day for school psychologist to hold social skills groups for students in K -5 grade	102-14
Provide materials for instruction	\$2,010	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Professional Development around aligning instruction and student tasks to CCSS and NGSS. Fund additional .5 TSA to allow for increased collaboration time with colleagues. Fund TSA to work with various PLCs.	102-15
To be allocated in Fall 2020	\$288	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	classroom	102-16
Build teacher capacity with focus on English Language Learners, and Mathematics	\$99,122	Title I: Basic	1105	Certificated Teachers' Salaries	3993	Teacher 11Months 12-Pay	0.80	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Fund .8 TSA to support instructional change, teacher coaching, curriculum, data systems and progress monitoring, for ELL success and acceleration in Literacy by differentiation of instruction and scaffolds.	102-17

Provide healthy play for students	\$4,340	LCFF Supplemental	2905	Other Classified Salaries	952	Noon Supervisor	0.15	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Support Lunch and Morning Recess Time with Healthy Play	102-18
Provide healthy play for students	\$18,465	LCFF Supplemental	2905	Other Classified Salaries	6410	Noon Supervisor	0.15	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Support Lunch and Morning Recess Time with Healthy Play	102-19
To use for library books for the Bella Vista library	\$3,105	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Student Centered planning based on collaboratively developed exemplars	102-20
To be allocated for Community School Manager .55. Community School manager to build partnerships and relationships for the Bella Vista community. To lead Restorative Justice practices at the school site, and develop & facilitate systems for high need students including foster youth, homeless youth and with students with high SEL needs.	\$47,957	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Fund Community School Manager to coordinate adult connections with high need students. Community School Manager builds and strengthens school partnerships to meet needs of homeless, and foster youth students. . Professional development and translation support for parent communication. Schoolwide community building events	102-21
Materials and supplies for parent workshops during the 2020-2021 school year	\$2,000	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	3 Parent Workshops for parents of ELLs as determined from SELLS committee	102-22
Refreshments provided to parents attending parent workshops	\$736	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Promote One Message that is United around attendance, special focus on transitioning families into kindergarten during the first six weeks of school	102-23
Use for contract with Book Trust to provide scholastic books to student home libraries. Use for library books for the Bella Vista site library	\$8,550	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Providing K-5 students with rigorous ELA tasks aligned to the common core by piloting a new ELA curriculum K-5.	102-24



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Bella Vista Elementary School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing resources in Home to School Newsletters
- Parent Workshops

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Encouraging Parent Volunteers
- Participation in the Bella Vista PTA, School Site Council, and SELL Committee

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Presentation of programs annually during Back to School Night

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Classroom teacher presentations annually during Back to School Night
- Parent Teacher Conferences

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- School Website, Flyers, Talking Points

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Regularly requesting parent volunteers in monthly newsletters
- Providing volunteer training monthly for all interested parents

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Providing homework reflective of the learning occurring during the school day
- Suggesting related activities to extend learning beyond the classroom

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Supporting and partnering with the parent group Bella Vista PTA

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Monthly School Site Council Meetings on the 2nd Thursday of the Month

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Monthly School Site Council Meetings on the 2nd Thursday of the Month

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translation at all meetings
- Creating affinity groups/ subcommittees based on shared interests, goals, and students.

The school provides support for parent and family engagement activities requested by parents by:

- Prioritizing, partnering, and implementing activities within the available resources of Bella Vista.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Providing multiple parent opportunities through out the academic school year

Adoption

This policy was adopted by the Bella Vista School Site Council on May 9, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Linda Flynn
Name of Principal


Signature of Principal

May 9, 2019

Date

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

Bella Vista

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - a) **Bella Vista will specifically ensure:**
 - Access of needed materials for every student
- 2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - a) **Overview of compact will occur during Back To School Night**
 - b) **Review of compact and its relation to individual students during Trimester 1 conferences**
 - c) **Review of compact with targeted students during Trimester 2 conferences**
 - d) **Review of compact at all Bella Vista SART meetings**
- 3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - a) **Trimester Reports**
 - b) **Parent Workshops**

- 4) Provide parents reasonable access to staff.
 - a) Staff is contractually available beyond site time 2 hours/ month for parent - teacher conferences
 - b) Parents can request a meeting with teachers by email, in person, or with a parent communication form available in the Bella Vista office

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a) All parents have access to observe classroom activities at any time
 - b) Regular volunteer trainings are offered for all interested volunteers
 - c) Bella Vista actively seeks Room Parents to coordinate regular participation of all parents in the classroom.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Parent Workshops in the content areas of Literacy, Math, and/or Science are scheduled during the school year

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - a) Bella Vista uses the communication tool Talking Points. All family members are encouraged to sign up
 - b) Classroom teachers use Talking Points, Google Classroom, and Class Dojo for classroom communication

Teacher Responsibilities

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.
- 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.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Provide a quiet time and place for homework and monitor media and technology usage.
- Read to my child or encourage my child to read every day (20 minutes TK-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 on time every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Communicate the importance of education and learning to my child.
- Take an active role in supporting my child to be successful.
- Follow school systems and procedures.
- Respect the school, staff, students and families.

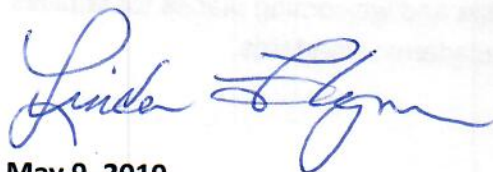
● Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Bella Vista Elementary School School Site Council on April 11, 2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 28, 2019.

A handwritten signature in blue ink, appearing to read "Linda Lynn". The signature is fluid and cursive, with the first name "Linda" and last name "Lynn" clearly distinguishable.

May 9, 2019



2019-2020

School Site Council Membership Roster – Elementary

School Name: **Bella Vista Elementary**

Chairperson : Shellye Gonzalez

Vice Chairperson: Maribel Perez

Secretary: Ranu Lau

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Linda Flynn	X			
David Takeuchi ✓		X		
Carrie Brae ✓		X		
Ruth Prchlik ✓		X		
Shelly Gonzalez 2nd year				X
Ranu Lau			X	
Sara Rowley 2nd year				X
Leticia Casteneda				X
Maribel Perez				X
Sharmila Parrize				X

Meeting Schedule
(day/month/time)

2nd Thursday @ 3:00 p.m.

SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community
Members