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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

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

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:

<b>Contact:</b> Linda Flynn	<b>Position:</b> Principal
<b>Address:</b> 1025 East 28th Street Oakland, CA 94610	<b>Telephone:</b> 510-436-4900 <b>Email:</b> linda.flynn@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/13/2023

*The District Governing Board approved this revision of the SPSA on:* 8/9/2023

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

# 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Bella Vista Elementary School

**Site Number:** 102

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant     |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program          | <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"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |  |

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 EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** April 13, 2023

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, ParentSquare blasts, etc.)

**Signatures:**

Linda Flynn  
Principal

AARASHI ZARUABI  
SSC Chairperson

Monica Thomas  
Network Superintendent

Lisa Spielman  
Director, Strategic Resource Planning

Linda Flynn  
Signature

[Signature]  
Signature

Monica Thomas  
Signature

Lisa Spielman  
Signature

4/13/2023  
Date

4/20/2023  
Date

5/1/23  
Date

5/11/2023  
Date

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/31/2022	CCPSS Parent Group & Parent	Listening session to identify additional priorities to increase student achievement
11/10/2022	SSC and Leadership combined	Reviewed data from parent feedback session to increase student achievement to bring new priorities to our site plan based on funding from CCPSS grant
12/8/2022	SSC	Shared rationale and overview of site plan
1/12/2023	SSC & SELLS combined	Progress monitoring of site plan. Budget training and preparation of budget priorities for 2023-2024.
1/23/2023	Staff	Site plan review and priorities for 2023-24 school year.
1/29/2023	Parent Meeting	Review of site plan, and setting priorities for 2023-24 school year
2/9/2023	SSC & SELLS combined	Title funds evaluation for 2022-23 and priorities for 2023 - 24
3/9/2023	SSC & SELLS combined	Site plan review and data monitoring of priorities from 2022-23 school year
4/13/2023	SSC & SELLS combined	Approval of plan to submit for board approval

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### **Early Childhood Education Program**

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### **Transitional Students and Families Unit**

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$137,760.00
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	\$549,891.43

### 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)	\$126,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$22,620	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,360	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$258,265	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,400	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$137,760</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$412,131</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$549,891</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 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**

Bella Vista students will excel academically, socially and emotionally.  
 We will :  
 Collaborate with families and community  
 Create and sustain a safe, respectful and caring learning environment  
 Celebrate and foster diversity, inclusion, and academic excellence  
 Develop ALL students

**School Demographics, 2021-22**

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
51.5%	48.5%	42.3%	7.5%	2.0%	0.0%	84.8%	18.9%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
20.2%	3.0%	22.9%	43.3%	1.5%	0.5%	0.0%	6.0%

**1B: STUDENT GOALS & TARGETS**

**LCAP Goal 1: All students graduate college, career, and community ready.**

**School Goal for College, Career & Community Readiness:** Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics. This will be accomplished by providing teaching staff on going instructional coaching, weekly time to analyze student work in professional learning communities, professional development on increasing student and family engagement in literacy and mathematics and setting benchmark goals at each grade level.

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	47.2%	42.6%	<i>not available until Fall 2023</i>	75.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	38.6%	44.4%	<i>not available until Fall 2023</i>	70.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	32.9%	29.0%	<i>not available until Fall 2023</i>	55.0%

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-58.8	n/a	-35.2	<i>not available until Fall 2023</i>	-20.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	19.8%	26.7%	<i>not available until Fall 2023</i>	63.0%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-25.2	n/a	-31.6	<i>not available until Fall 2023</i>	-5.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	27.4%	<i>not available until Fall 2023</i>	70.0%



CAST (Science) at or above Standard	All Students	24.2%	n/a	31.5%	<i>not available until Fall 2023</i>	44.0%
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for Targeted Supports for Focal Student Groups:** Accelerate growth for African American, and Special Education students to increase the number of Bella Vista students in these focal groups performing at or above grade level as measured by the iReady end of year diagnostic in reading and math. This will be accomplished through increased opportunities for small group instruction, employing culturally relevant pedagogy, specifically increasing family engagement for these focal student groups, and setting and communicating stretch (accelerated) benchmark goals for students within these focal groups.

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-135.2	n/a	-92.3	<i>not available until Fall 2023</i>	-115.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-105.1	n/a	-88.8	<i>not available until Fall 2023</i>	-58.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	4.4%	9.8%	<i>not available until Fall 2023</i>	65.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-100.5	n/a	-90.5	<i>not available until Fall 2023</i>	-80.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-86.6	n/a	-91.8	<i>not available until Fall 2023</i>	-30.0

**Reclassification Measures & Annual Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
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ELL Reclassification	English Learners	7.7%	2.7%	23.5%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	5.0%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

**School Goal for Student & Family Engagement:** Increase satisfactory attendance and decrease chronic absenteeism, and increase student and family connectedness to school. This will be accomplished through expanding our Attendance team to include a Family Liaison, creating attendance focal group challenges for at risk students, providing early and frequent outreach to families around attendance, and increase student/family workshops using a Dual Capacity building model for family engagement.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	66.1%	75.5%	59.3%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	0.4%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	1.8%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	1.8%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	18.5%	9.6%	43.3%	<i>not available until Fall 2023</i>	5.0%
Chronic Absenteeism	African American Students	33.7%	20.5%	62.8%	<i>not available until Fall 2023</i>	10.0%

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

**School Goal for High-Quality Staff:** Maintain quality and stability of staff while increasing staff diversity to represent student population. This will be accomplished by providing support systems for staff that include coaching, peer collaboration, capacity building, ownership of plans to improve student outcomes, and planning and preparation time

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	82.1%	82.0%	81.4%	<i>not available until Fall 2023</i>	85.0%

### 1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Kinder through 2nd grade students show 15%+ growth from BOY to MOY iReady data. 4th grade students show 15%+ growth from BOY to MOY(pre assessment on IAB Reading ) Assessment. Decrease in SBAC distance from Standard in ELA.	Small group instruction. School wide master schedule for foundational skills instruction. Additional staff to maintain small group instruction goal. Strong classroom cultures built on relationships, mutual respect with safety and inclusiveness, include UDL strategies, and student goal setting and conferencing. TSA dedicated to Foundational Literacy instruction and support. Kindergarten parent workshop to support home school connection to support student growth towards goals. Implementation of ELA curriculum, EL Ed grounded in complex text.
<i>LCAP Goal 2: Focal Student Group Supports</i>	K-2: 20+% of African American students in 1st and 2nd grade meeting stretch growth (acceleration) from BOY to MOY. K-5: SPED students are making similar growth on iReady Reading diagnostic as non SPED students. At grades 2nd and 5th SPED students are demonstrating more typical growth than Non SPED students. iReady Reading Diagnostic. 3rd - 5th: 39% of SPED students near grade level standard in ELA at MOY IAB assessments, 36% Math MOY. Decreasing distance from standard for African American standards in ELA grades 3-5 as measured on SBAC.	Differentiated small group program with SIPPS. Weekly grade level team meetings to analyze student work and collaborate around instruction next steps. Established inclusion program that includes co teaching and classroom supports. Increasing consistency of ELD instruction for all EL students. Observation, feedback and coaching for SIPPS instruction and ELD instruction. Funded teacher led interventions afterschool for extended day teaching and learning. Provide students experiential learning opportunities that deepen their understanding in core subjects and that provide hands on experience.

<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Increased opportunities for Family Engagement. Parent Affinity groups have started at Bella Vista. With the CCPSS grant we have added a Family Liaison to our staff to provide intentional and consistent work towards this goal.	Strengthening Tier 1 Strategies. Home Visits to build strong relationships at the beginning of the year.. More opportunities for Family Engagement and Community Building with Covid restrictions lifted. Increasing student leadership opportunities. Teacher leadership on Climate and Culture Team. Classrooms emphasizing SEL Curriculum (Caring School Communities) have greater student and family engagement.
<i>LCAP Goal 4: Staff Supports</i>	Increased planning time, consistent weekly PLCs, improved observation & feedback cycles	3rd prep. and student enrichment block is supporting staff with more accountable time to do the work. Growing the practice for staff to observe instruction from peers.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Students performing proficiently at grade level decreases over time. Increase in Math distance from Standard Met for students in grades 3-5.	Lack of sub coverage when teachers are absent interrupts students learning. Inconsistent tutor support through out the year. Math instruction shifting from procedural understanding to conceptual understanding will take time for students and families to understand the shift. Not effectively finding ways to accelerate student growth. Need to increase family engagement around Math and Reading.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Accelerating student growth once they begin to fall behind perpetuates the gap.	Not setting and communicating specific and clear goals for stretch (accelerated) growth for Focal student groups. Lack of SMART goals based on specific students
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Our students feeling of connectedness is low compared to other elementary schools. Almost no English Language families attend family workshops. Few families attend workshops. Motivating parents to attend and finding the best time of day to engage parents.	We do not connect celebrations and community events to workshops. We have been keeping celebrations and family engagement as two separate pathways and have not merged the two together. We do not gather data about student and family opinions about our school climate and culture throughout the year.

<i>LCAP Goal 4: Staff Supports</i>	Teachers are overwhelmed by the demands on their time, and Tier 2 and 3 student supports for both academics and behaviors.	No school psychologist on campus to support with the demand of student mental health and emotional regulation needed.
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**1D: IDENTIFIED NEED**

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**

#REF!

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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, Black/African-American students, and Latino 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.

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bella Vista Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

Implementation of 2022-23 site plan has been satisfactorily been implemented so far this year. One challenge that we have faced this year is finding candidates for the reading tutor position for our Language and Literacy goal. We planned to contract with our afterschool program to create full day opportunities with tutors working both during the school day and in the after school program however our lead agency has been unable to find candidates during the first semester of the school year. We used extra funding for teacher led extended day interventions that have received positive feedback from staff, families and students. Students have shown good growth results from teacher led interventions. Being recipients of the CCPSS grant has provided new initiatives to begin at Bella Vista. All stakeholders were included in the decision making and are pleased to see their ideas being put into action as a result of the additional grant funding. The Board policy change for contracts had a significant impact on our contracted partners that were unable to meet the new insurance requirements specifically for the sexual molestation (SAM) liability. As a result of an independent contractors inability to get this insurance we unable to continue with our Multicultural Artist.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Our TSA has focused on early literacy and English Language Development. Having daily support and coaching for our reading tutors has been critical in meeting our Early Literacy goals of providing differentiated SIPPS instruction K - 5 despite the challenges with securing tutors. Providing weekly grade level PLCs has allowed teachers to analyze student work in order to inform instruction. Increased teacher planning time and student enrichments are supporting adult learning and sustainability and student joy and engagement. The Community School Manager role at Bella Vista continues to be a critical support for the Bella Vista community. As a result of the CSM position at Bella Vista we have added additional partners (such as HERO, & Destiny Arts) to services that Bella Vista students can access. Our CSM also supports the work of improving our Climate and Culture at Bella Vista as evident with a teacher driven leadership team for Climate and Culture, Restorative Practices for student conflicts, and Social Emotional Learning for all students.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

Our multi cultural artist funding out of Title 4 funding had to be repurposed since our consultant was able to meet the new board policies. The SSC in partnership with parent groups decided to spend the T4 funds on STEM blocks for students to use as an alternative activity during recess. Reallocated Title 4 funds also allowed Bella Vista to pay for 60 students to attend Camp Mosaic for their Outdoor Project.

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)	Based on this evaluation, what will you change, continue, or discontinue? Why?
10-Month Teacher on Special Assignment (TSA)	i-Ready Math at or above Mid-Grade	Review and gather data of instructional practices, and student performance in order to inform PLC action cycles, and school wide professional development. Scope of work will include. coaching teachers in the content areas of Early Literacy and English Language Development instruction. Coaching and feedback will be provided to individual teachers. The Teacher on Special Assignment (TSA) will also lead grade level PLCs on a weekly basis to develop and implement cycles of inquiry to improve student outcomes. 40% of the TSA position will provide instruction and intervention to Newcomers and English Language Learners.	Weekly grade level PLCs met consistently each week for 90% of the school year. 100% of grade level teams are meeting the district guidance on scope and sequence of board adopted curriculum. Coaching teachers in the content area of Early Literacy and English Language Development occurred on a regular basis with an average of 4 teachers receiving feedback each week. Beginning of Year observations to Middle of Year observations showed growth of 70% of classrooms teaching designated ELD to 100% of classrooms teaching designated ELD. TSA has trained 5/6 tutors to deliver small group SIPPS instruction. 8/12 students receive additional ELD intervention for Newcomers to accelerate English Language acquisition. Students receiving accelerated supports has increased from 12 students during trimester 1 to 23 students during trimester 2.	<p>TSA will be 1.0 FTE for 10 months and continue to focus on Early Literacy Foundations and English Language Learner Development</p> <p>The TSA will continue to support English Language Learner (ELL) instruction site wide and provide instruction and acceleration to Newcomer ELLs.</p> <p>PLCs will be overseen by the TSA; however teacher leaders will facilitate grade level PLCs going forward to increase teacher ownership. Student Data will continue to drive PLC actions.</p> <p>TSA will develop stronger coaching cycles with teachers that will begin in the month of September 2023 to ensure that all teachers benefit from one or more coaching cycles to allow a continued focus on improving quality of instruction. Feedback will be provided in the area of literacy, and managing small group instruction for differentiated literacy instruction. 40% of the daily job responsibilities to provide instruction to Newcomer and Year 1 English Language Learners will begin no later than September 2023 for the 2023-24 school year.</p>

Class. Supt Salaries Overtime	ELL Reclassification	Provide in person translation through OUSD's Translation department for after work hour events. Clear communications policy and plan for parents in order to identify best ways to support student learning at home.	Staff have both in person and phone translation to communicate regularly with all families. 43% of Bella Vista families speak languages other than English.	Continue to ensure that all families regardless of home language can have regular communication with the school to support their student's achievement. We will continue to minimize language barriers for all families. We will improve by requesting translation services as soon as parent engagement meetings are placed on the school calendar.
Field Trips	Student Connectedness to School	Send 4th grade Bella Vista students to a week long outdoor project with Mosaic to support student Social Emotional Learning and to build community and peacemakers.	60 students attended. 100% Positive feedback from all stakeholders (parents, students, and staff) on the impact of the community building skills learned from this experience.	Continue to provide this opportunity for Bella Vista students to support our vision of supporting the whole child.
Professional Contracted Services	Student Connectedness to School	Extended pay for translation services after hours, and service contract for language translation to support classroom teacher communication with diverse home languages of families	Translators have been funded for 57% of parent engagement events. Service contract for translation has been used 0% due to change in OUSD policies. Service contract should be up and running again for the third trimester of the 2022-23 school year.	Continue these services to minimize any language barriers for all families. Contract for services will be initiated at the beginning of August to ensure access.
Refreshments	College/Career Readiness	Provide refreshments at events in support of building family engagement	237 families attended Multicultural Night in September. Coffee with the principal has built connection with 22 families. 12 families attended two Parent Workshops.	We will continue to offer light refreshments at our parent meetings, as evident from parents enjoyment of these refreshments



Site License	ELL Reclassification	Site license to support English Language development specifically for our newcomer and year 1 English Language Learner students. This program provides a bridge between a students home language and English.	0 students using site license. Site license is being purchased in Feb. 2023	Continue to purchase to support with accelerated English language acquisition
Supplies	i-Ready Reading at or above Mid-Grade	Supply families with at home resources to support student learning	15 families have received home supplies of recommended resources to use with students.	Continue to build family resource center for parents to have easier access to resoruces/supplies to provide hands on academic support at home.
STEM Blue Blocks	Student Connectedness to School	Supply students with equipment to play, explore, and build with the parts on their own terms. Students test their hypotheses, and draw their own conclusions from their experiments. Engages students in full range of creativity.	<p>Students are excited to imagine and build with blocks during recess time. Students practice cooperation and collaboration. Currently the desire to build exceeds the quantity of blocks.</p> <p>Study shows STEM Blue Blocks encourage problem-solving skills, foster social development and even contribute to higher language scores and language development.</p> <p>Recently purchased too early to evaluate.</p>	Continue to provide this opportunity for Bella Vista students to support our vision of supporting the whole child.

Library Books	i-Ready Reading at or above Mid-Grade	Provide high request books for students to check out	Supports an up to date Library based on student wants and needs.  Recently purchased too early to evaluate.	Continue to provide this opportunity for Bella Vista students to support our vision of students finding joy in reading and in service of improving literacy outcomes
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**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Bella Vista Elementary School

**School ID:** 102

**3: SCHOOL STRATEGIES & ACTIONS**

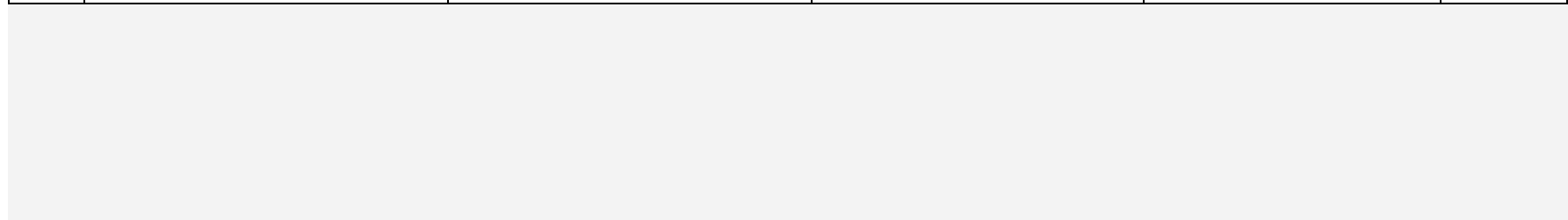
[Click here for guidance on SPSA practices](#)

**LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Priority:</b>	Critical Thinking in Mathematics & Science
<b>School Theory of Change:</b>	If students regularly are asked to make reasoned decisions or judgements about what to do and think; and build their ability to explain their thinking in math and science, then students will regularly welcome new evidence that challenges their ideas, supports drawing conclusions from the evidence and solving real word problems.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers backwards plan each module with focus on deep understanding of the grade level standard and student learning goals.	Provide regular schedule for planning time in PLC and Professional Learning. Schedule trimester opportunities for Lesson Study and Peer Observation in lieu of PLC once/trimester. Ongoing observation and feedback from TSA and principal. TSA facilitated coaching cycles.	Student Proficiency on End of Unit assessments iReady Math Diagnostic Growth # of Coaching Cycles led by TSA		
1-2	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.	PLC Cycles of inquiry PLC schedules, agendas and notes.		

1-3	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Once per Math module hold parent-student workshop at the beginning of the day to teach parents and students a key strategy to meet the focus Math standard for the Module. First 6 weeks of school culture plan includes Growth Mindset focus. Provide families with Math Manipulatives for students to use at home Create a Math Identity student survey	Student academic growth towards Math proficiency. Pre, Mid, & Post Math Identity Student Survey Parent sign in sheets from Math Workshops		
1-4	Science Talks occur TK-5 as meaning making strategy	Use STIP sub to allow peer observations of Science Talks	Consistent weekly Science Instruction # of Peer Observations during the year		
1-5	Science Notebooks are used not only for data collection, but for making sense of observations and data	Schedule time to look at student entries using Reflective Assessment Protocol Provide differentiated Professional Learning to teachers new to the grade level curriculum to unpack the Foss Unit and prepare for student investigations	PLC Schedules, Agendas and Notes Professional Learning Agendas that include RAP Calendared Professional Learning for teachers to unpack the unit curriculum		



LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
<b>School Priority:</b>		Language and Literacy (EL Education/Complex Text Focused & Foundational Skills Focused)			
<b>School Theory of Change:</b>		If we provide the professional development and coaching support to all staff around the Science of reading and structured literacy, students will receive both systematic Phonological Awareness/Phonics instruction and rigorous instruction with complex text which will provide the support needed for students to become accurate decoders, fluent readers and critical analyzers of text.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers center conversation around the text, uses strategic questioning to support learning for ALL students and promote productive and equitable conversations.	Provide on-going coaching and feedback. Provide expected classroom Look Fors in week following PD and provide feedback loop Identify Key ELA Focal Areas for both teacher and student each trimester. Support teachers to strategically plan high Depth of Knowledge text dependent questions for each lesson Observation and feedback of appropriate use of student scaffolds and sentence frames	# of coaching cycles per trimester # of coaching cycles per teacher Professional Development calendar End of Unit Assessments iReady Diagnostic Growth Data Informal and Formal Learning Walk Data # of Observations and feedback teachers receive	Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.	Tier 1

2-2	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	Fund Reading Tutors to support small group SIPPS instruction Observation/Feedback focused on SIPPS TSA to monitor, support and coach foundational literacy instruction	Master Schedule for Daily SIPPS instruction TSA Coaching and walkthrough schedule # of SIPPS Mastery Test passed by students IReady Reading Diagnostic Data student data	Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.	Tier 1
2-3	Focused foundational work at Grade K and 1	System for additional literacy support at Grades K and 1 by funding Reading Tutors and TSA to monitor implementation and data collection	SIPPS Mastery Test data IREADY Phonics data on Diagnostic Letter Naming Fluency Oral Reading Fluency 1st - 2nd	Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.	Tier 1
2-4	3-5th grade Teachers will teach ALL Block to differentiate instruction and monitor progress and adjust instruction based on curriculum embedded assessment. Foster differentiated learning through teacher collaboration around use and removal of scaffolds for all students (ELL & EO)	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.  Create time for teachers to take the end of unit test themselves and write out writing exemplar responses they expect from students"	Informal Or Formal Learning Walk Data Observations from Instructional Coach	Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics. Provide teaching staff on going instructional coaching, weekly time to analyze student work in professional learning communities, professional development on increasing student and family engagement in literacy and mathematics and setting benchmark goals at each grade level.	
2-5	Accessibility of literature for all students at school and home	Maintain school library that services all students weekly	Master Schedule for weekly library access and circulation for all students Additional texts to maintain availability of current and requested books	Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.	Tier 1

2-6	Provide opportunities for teachers to work together to identify the language demands in the content area standards and curriculum.	Site based PD on student focused observations Calendar student focused observations each trimester	# of peer observations/trimester Level of student engagement during walkthroughs Qualitative data of student focused observations		Tier 1
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	Develop strong relationships between students, staff and families
<b>School Theory of Change:</b>	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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Develop clear expectations and community agreements that a clearly communicated and monitored often for students success to students and families. Communicate a clear policy for parents to be able to support student success. Establish weekly dedicated time specific for parent-teacher communication	Fund Family Liaison. Plan ongoing family workshops. Establish a Family Engagement Leadership Team. Plan School wide positive incentive program. Use Dual Capacity Family Engagement Framework to increase Family Engagement. Post classroom teacher office hours to support ongoing teacher-family communication.	Increased Average Daily Attendance (ADA) Rate to 80% 3 Trimester Attendance Celebrations 10 Monthly Classroom Attendance Goals and Award Family Engagement for Kinders within the first 6 weeks of school 3 Family Engagement events for community building	Increase satisfactory attendance and decrease chronic absenteeism, and increase student and family connectedness to school.	Tier 1

3-2	Participate in conversations regarding the importance of attendance and student success. Serve as a liason between the student/student's family and leadership to support the whole child.	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.	Increased Average Daily Attendance (ADA) Rate to 80% Monthly Attendance Celebrations 10 Monthly Classroom Goals and Award Family Engagement for Kinders within the first 6 weeks of school	Increase satisfactory attendance and decrease chronic absenteeism, and increase student and family connectedness to school.	Tier 2
3-3	Teach the Caring School Community Curriculum daily. Facilitate restorative conversations with students to solve conflicts. Promote positive behavior by focusing on prevention and explicitly modeling and teaching behaviors, strategies and expectations.	Sustain Climate and Culture team to meet monthly. Monitor and support implementation of curriculum during the first 6 weeks of school. Provide ongoing feedback and coaching throughout the year. Target support to new teachers for the first 8 weeks of school to build strong classroom community and culture"	Informal and formal walkthrough and feedback data. # of URF referrals by student, and classroom. CHKS Student data	Increase satisfactory attendance and decrease chronic absenteeism, and increase student and family connectedness to school.	Tier 1



3-4	<p>Intentionally create opportunities to build community within the classroom and with families through home visits, daily class meetings, restorative practices, Social Emotional Learning.</p>	<p>Fund Family Liason to build capacity of both families and teachers for increased opportunities for Family Engagement in service of student achievement. 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. 3 schoolwide community building events.</p>	<p>% of home visits conducted by 9/29/23          Observation and Walk Through data          # of Parent-Student Workshops          Parent Feedback          # of student URF</p>	<p>Increase satisfactory attendance and decrease chronic absenteeism, and increase student and family connectedness to school.</p>	Tier 1
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3-5	Teach the Caring School Community Curriculum daily. Facilitate restorative conversations with students to solve conflicts. Promote positive behavior by focusing on prevention and explicitly modeling and teaching behaviors, strategies and expectations.	Fund Community School Manager to Unite and integrate school wide initiatives for Restorative Justice, Social Emotional Learning, PBIS, and Attendance. Clearly communicate the Sequence of Consequences to students, families and staff. Create school wide classroom expectations to support student conflict resolution. Establish schoolwide expectation for every learning space to have a "calm down corner" to support all students with self regulation of emotions.	Informal and formal walkthrough and feedback data. # of URF referrals by student, and classroom	Increase satisfactory attendance and decrease chronic absenteeism, and increase student and family connectedness to school.	Tier 1
3-6	Provide family workshops to support the home to school connection.	Create system to build capacity of teacher - family partnerships in connection with student achievement . Establish a Family Leadership Team Develop clear expectationsfor family partnerships to meet site goals	# of family workshops held Family Workshop agendas	Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics. This will be accomplished by providing teaching staff on going instructional coaching, weekly time to analyze student work in professional learning communities, professional development on increasing student and family engagement in literacy and mathematics and setting benchmark goals at each grade level.	Tier 1

3-7	Identify and provide learning beyond the classroom that is connected to site goals	Support teachers with applying for grants for field trips and assemblies. Budget site funds to support with costs associated with field trips.	a minimum of 2 experiences beyond the classroom per grade level	Increase satisfactory attendance and decrease chronic absenteeism, and increase student and family connectedness to school.	Tier 1
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**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Priority:</b>	Professional Learning Communities engaged in continuous cycles of inquiry
<b>School Theory of Change:</b>	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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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 ensure PLCs look at student work weekly. Provide weekly PLC schedule. Regularly join PLCs to participate in data conversations and team cycle of inquiries	Calendared PLC times and agendas	Accelerate growth for African American, and Special Education students to increase the number of Bella Vista students in these focal groups performing at or above grade level as measured by the iReady end of year diagnostic in reading and math.	Tier 1
4-2	Establish and adhere to PLC norms and agreements	Build a culture of trust and connectedness between all staff	Growth on PLC rubric	Maintain quality and stability of staff while increasing staff diversity to represent student population.	Tier 1

4-3	Teachers and instructional leaders collaborate and observe each other giving instruction and give each other feedback.	Schedule time for teachers to observe each other, providing prep times to provide coverage. Ensure all classrooms are observed and teachers receive feedback on core instruction Observation and feedback directly tied to specific strategies taught during professional learning.	Scheduled walkthroughs and Peer observations Feedback documentation Observation tools	Accelerate growth for African American, and Special Education students to increase the number of Bella Vista students in these focal groups performing at or above grade level as measured by the iReady end of year diagnostic in reading and math.	Tier 2
4-4	Attend professional development opportunities beyond site and district.	Use funding to send teams of (4-5)teachers to UnBoundEd Standards Institute.	Implementation of skills in planning and instruction. Evidence of anti racist, equitable classroom culture.	Maintain quality and stability of staff while increasing staff diversity to represent student population.	Tier 3

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Black students are welcomed, safe, healthy and engaged.
<b>School Theory of Change:</b>	If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments	Accelerate growth for African American, and Special Education students to increase the number of Bella Vista students in these focal groups performing at or above grade level as measured by the iReady end of year diagnostic in reading and math.	Tier 2
5-2	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data  PD	Accelerate growth for African American, and Special Education students to increase the number of Bella Vista students in these focal groups performing at or above grade level as measured by the iReady end of year diagnostic in reading and math.	Tier 2

5-3	Teachers will build strong relationships with families through ongoing 2-way communication and contact	School teams will actively recruit black student parent representation	# of black parents participating in school wide initiatives and decision making	Accelerate growth for African American, and Special Education students to increase the number of Bella Vista students in these focal groups performing at or above grade level as measured by the iReady end of year diagnostic in reading and math.	Tier 2
5-4	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Regular walkthrough and coaching feedback. Provide professional development on high leverage teaching strategies.	Task of focal AA students  Informal or Formal Learning Walk Data  Coaching cycle	Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.	Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</b>	All ELL students will receive quality Integrated ELD across all content areas throughout the school day, and 30 minutes of quality daily Designated ELD.
<b>School Theory of Change:</b>	If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers teach Designated ELD daily.	Establish a protected time on Master Calendar for Designated English Language Development. Monitor within first 6 weeks to ensure that implementation of instruction is established in each classroom. TSA to provide ongoing observation and feedback of Designated ELD. TSA provide coaching cycle for implementation of Designated ELD for all new teachers.	Master schedule, observation and feedback, ELL growth specifically on EL Ed Unit assessments and annual ELPAC	Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.	Tier 1

6-2	<p>Teachers use high leverage integrated ELD practices during, ELA, Math, &amp; Science. Teachers engage in lesson studies with a focus on students use of language during student tasks</p>	<p>Schedule and provide professional learning on how to conduct a lesson study. Calendar teacher lesson study cycles at the BOY, MOY and EOY. Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed, Eureka Squared, FOSS) Provide PD, observation &amp; feedback on classroom practice</p>	<p>PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps  # of lesson studies participation by each teacher, feedback survey on the process</p>	<p>Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.</p>	Tier 1
6-3	<p>Additional Designated ELD for newcomers, pull out using Systematic ELD</p>	<p>Fund TSA to provide at least 60 minutes/ day of English Language Development for Newcomer and Year 1 ELL students. TK Tutor establishes daily Tier 3 support Establish time for designated ELD in daily schedule Utilize TSA to provide PD on newcomer instruction and scaffolding Utilize TSA to provide additional newcomer Designated ELD pull out using district-adopted D-ELD curriculum, Systematic ELD, and NatGeo In the USA (depending on newcomer status and language needs) Encourage participation of TSA in district newcomer PD (INVEST)</p>		<p>Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.</p>	Tier 2



6-4	Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. Teacher predetermines/anticipates student response exemplar and provides necessary instruction and scaffolds for student success to compare with exemplar.	Professional Learning provided in each content area to plan for specific student use of academic language		Students will meet standards of grade level proficiency in literacy and mathematics as measured by iReady EOY diagnostics.	Tier 1
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K-Subagreement	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers center conversation around the text, uses strategic questioning to support learning for ALL students and promote productive and equitable conversations.	102-1
Afterschool contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	102-2
Teacher, Structured English Immersion	\$19,531	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	8640	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Identify and provide learning beyond the classroom that is connected to site goals	102-3
Early Literacy Tutor	\$15,973	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	9460	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Fund Reading Tutors to support small group SIPPS instruction Observation/Feedback focused on SIPPS TSA to monitor, support and coach foundational literacy instruction	102-4
12-Month Community School Manager	\$43,181	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7888	12-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Fund Community School Manager to Unite and integrate school wide initiatives for Restorative Justice, Social Emotional Learning, PBIS, and Attendance. Clearly communicate the Sequence of Consequences to students, families and staff. Create school wide classroom expectations to support student conflict resolution. Establish schoolwide expectation for every learning space to have a "calm down corner" to support all students with self regulation of emotions.	102-5

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Family/Parent Liaison	\$93,420	California Community Schools Partnership Program	2405	Clerical Salaries	9476	Family/Parent Liaison	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Fund Family Liaison. Plan ongoing family workshops. Establish a Family Engagement Leadership Team. Plan School wide positive incentive program. Use Dual Capacity Family Engagement Framework to increase Family Engagement. Post classroom teacher office hours to support ongoing teacher-family communication.	102-6
Mental Health Interns	\$20,000	California Community Schools Partnership Program	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teach the Caring School Community Curriculum daily. Facilitate restorative conversations with students to solve conflicts. Promote positive behavior by focusing on prevention and explicitly modeling and teaching behaviors, strategies and expectations.	102-7
Food Corp	\$6,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Science Notebooks are used not only for data collection, but for making sense of observations and data	102-8
HERO Contract	\$45,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Intentionally create opportunities to build community within the classroom and with families through home visits, daily class meetings, restorative practices, Social Emotional Learning.	102-9
Consultants (Destiny Arts/High Expectations)	\$56,894	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Participate in conversations regarding the importance of attendance and student success. Serve as a liaison between the student/student's family and leadership to support the whole child.	102-10
Admission Fees (Class budget for field trips)	\$15,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Identify and provide learning beyond the classroom that is connected to site goals	102-11

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Conference Expense	\$15,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers backwards plan each module with focus on deep understanding of the grade level standard and student learning goals.	102-12
STIP Teacher	\$83,421	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use STIP sub to allow peer observations of Science Talks	102-13
Early Literacy Tutor	\$27,953	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8034	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Fund Reading Tutors to support small group SIPPS instruction Observation/Feedback focused on SIPPS TSA to monitor, support and coach foundational literacy instruction	102-14
Early Literacy Tutor	\$30,857	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8036	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Fund Reading Tutors to support small group SIPPS instruction Observation/Feedback focused on SIPPS TSA to monitor, support and coach foundational literacy instruction	102-15
Early Literacy Tutor	\$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8035	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Focused foundational work at Grade K and 1	102-16
General operational Supplies	\$21,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Sustain Climate and Culture team to meet monthly. Monitor and support implementation of curriculum during the first 6 weeks of school. Provide ongoing feedback and coaching throughout the year. Target support to new teachers for the first 8 weeks of school to build strong classroom community and culture"	102-17

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Equip Maintenance & Reparis	\$1,620	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Maintain school library that services all students weekly	102-18
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$79,795	LCFF Supplemental	1105	Certificated Teachers' Salaries	924	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	102-19
10-Month Classroom Teacher on Special Assignment (TSA)	\$13,804	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7890	10-Month Classroom Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Fund TSA to provide at least 60 minutes/ day of English Language Development for Newcomer and Year 1 ELL students. TK Tutor establishes daily Tier 3 support Establish time for designated ELD in daily schedule Utilize TSA to provide PD on newcomer instruction and scaffolding Utilize TSA to provide additional newcomer Designated ELD pull out using district-adopted D-ELD curriculum, Systematic ELD, and NatGeo In the USA (depending on newcomer status and language needs) Encourage participation of TSA in district newcomer PD (INVEST)	102-20
Early Literacy Tutor	\$35,195	LCFF Supplemental	2105	Classified Instructional Aide Salaries	9130	Early Literacy Tutor	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	102-21

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialist, Bilingual	\$43,079	LCFF Supplemental	2205	Classified Support Salaries	6446	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	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.	102-22
12-Month Community School Manager	\$77,726	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7888	12-Month Community School Manager	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Fund Community School Manager to Unite and integrate school wide initiatives for Restorative Justice, Social Emotional Learning, PBIS, and Attendance. Clearly communicate the Sequence of Consequences to students, families and staff. Create school wide classroom expectations to support student conflict resolution. Establish schoolwide expectation for every learning space to have a "calm down corner" to support all students with self regulation of emotions.	102-23
Instructional Supplies	\$8,665	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	102-24

**PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$92,334	Measure G, Library Support	1105	Certificated Teachers' Salaries	552	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.55	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Accessibility of literature for all students at school and home	102-25
Librarian	\$93,186	Measure G, Library Support	1205	Certificated Pupil Support Salaries	New	Librarian	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Accessibility of literature for all students at school and home	102-26
Early Literacy Tutor	\$3,993	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8034	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Focused foundational work at Grade K and 1	102-27
Early Literacy Tutor	\$4,408	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8036	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Focused foundational work at Grade K and 1	102-28
Early Literacy Tutor	\$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8035	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Focused foundational work at Grade K and 1	102-29
Early Literacy Tutor	\$16,683	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3445	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Focused foundational work at Grade K and 1	102-30
Early Literacy Tutor	\$17,655	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8009	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Focused foundational work at Grade K and 1	102-31

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Classsuppt Salaries Overtime	\$1,500	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Provide family workshops to support the home to school connection.	102-32
Refreshments	\$360	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will build strong relationships with families through ongoing 2-way communication and contact	102-33
Consultants (Language Link)	\$1,500	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Intentionally create opportunities to build community within the classroom and with families through home visits, daily class meetings, restorative practices, Social Emotional Learning.	102-34
10-Month Classroom Teacher on Special Assignment (TSA)	\$124,240	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7890	10-Month Classroom Teacher on Special Assignment (TSA)	0.90	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Fund TSA to provide at least 60 minutes/ day of English Language Development for Newcomer and Year 1 ELL students. TK Tutor establishes daily Tier 3 support Establish time for designated ELD in daily schedule Utilize TSA to provide PD on newcomer instruction and scaffolding Utilize TSA to provide additional newcomer Designated ELD pull out using district-adopted D-ELD curriculum, Systematic ELD, and NatGeo In the USA (depending on newcomer status and language needs) Encourage participation of TSA in district newcomer PD (INVEST)	102-35
Admission Fees (Camp Mosaic)	\$1,760	Title I, Part A Schoolwide Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support teachers with applying for grants for field trips and assemblies. Budget site funds to support with costs associated with field trips.	102-36



**PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Admission Fees (Camp Mosaic)	\$8,400	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support teachers with applying for grants for field trips and assemblies. Budget site funds to support with costs associated with field trips.	102-37
Early Literacy Tutor	\$16,683	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	3445	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	102-38
Early Literacy Tutor	\$17,655	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	8009	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	102-39



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **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:

- Offering Parent Teacher Conferences
- Providing parent workshops on content standards and assessments

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:

- Promoting and working with Parent Action Teams
- Holding Monthly School Site Council Meetings that are open to all stakeholders

#### **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:
  - Convening an annual Title 1 Meeting and sharing information from meeting to all stakeholders through Parent Square

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:

- Annual Back To School Meetings within the first 4 weeks of the school year

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:

- Email and text messaging through Parent Square
- School Flyers
- Phone calls/text
- Bella Vista Website

### **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:

- Communication with all parents from classroom teachers and Community School Manager

### **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:

- Holding Parent Workshops
- Distribution of training materials

### **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:

- Regularly including this topic in All Staff professional development
- Beginning each year with Home Visits to establish strong partnerships & relationships

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:

- Providing meetings at multiple times of day

- Posting minutes of meetings, recording meetings or providing presentations for parents to review

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:

- Holding both formal and informal monthly parent meetings

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:

- Ensuring translation is available at parent meetings

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

- Including parent ideas in activities into the annual calendar of Bella Vista events

#### **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:

- Trimester parent workshops
- Family Events

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

#### **Adoption**

This policy was jointly developed and adopted by the Bella Vista Elementary School on August 24, 2022 and will be in effect for the period August 8, 2022 through May 26, 2023

**The school will distribute this policy to all parents on or before September 9th, of the current school year.**

**Name of Principal**  
**Linda Flynn**

**Signature of Principal**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **School-Parent Compact**

### **Bella Vista Elementary School**

### **2022-2023**

*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 2022-23 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) English Language Arts curriculum - EL Education
  - b) SIPPS Foundations - Early literacy Curriculum
  - c) FOSS Science Curriculum
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) Virtual Home Visits - Hopes and Dreams Conversations
  - b) Trimester 1 Report Card Conferences
  - c) Trimester 2 Report Card Conferences
- 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) Teacher Reports of student progress throughout the trimester
  - b) Regularly scheduled (weekly, or every 2 weeks) progress monitoring
  - c) Monthly parent workshops
- 4) Provide parents reasonable access to staff.**
  - a) Multiple means of communication: Parent Square, Email, Google Voice

- 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) Classroom volunteers
  - b) Room Parents
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) Newsletters with student learning targets for the week/month
  - b) Monthly parent workshops
- 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) Parent Translators to support Bella Vista's non English speaking families

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

### **Parent Responsibilities**

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

- Partner with my child's teacher to ensure strong growth towards yearly academic goals
- Get child to school on time every day
- 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.
  - *limiting television watching or video games*
  - *ensuring 30 minutes of reading daily*

This Compact was adopted by the Bella Vista Elementary School on August 24, 2022 and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 September 9, 2022.

*Linda Flynn*

Principal, Bella Vista Elementary  
School

8/24/2022



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

## **School-Parent Compact**

### **Bella Vista Elementary School**

### **2022 - 2023**

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*This School-Parent Compact is in effect for the 2022-23 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) English Language Arts curriculum - EL Education**
  - b) SIPPS Foundations - Early literacy Curriculum**
  - c) FOSS Science Curriculum**
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) Home Visits - Hopes and Dreams Conversations**
  - b) Trimester 1 Goal Setting Conference**
  - c) Trimester 1 Report Card Conferences**
  - d) Trimester 2 Report Card Conferences**
- 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) Teacher Reports of student progress throughout the trimester**
  - b) Regularly scheduled (weekly, or every 2 weeks) progress monitoring**
  - c) Trimester parent workshops**
- 4) Provide parents reasonable access to staff.**
  - a) Multiple means of communication: Parent Square, Email, Google Voice**
- 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) Classroom volunteers
- b) Room Parents
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - a) Newsletters with student learning targets for the week/month
  - b) Trimester parent workshops
- 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) Parent Translators to support Bella Vista's non English speaking families

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
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### **Parent Responsibilities**

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

- Partner with my child's teacher to ensure strong growth towards yearly academic goals
- Get child to school on time every day
- 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.
  - *limiting screen time, television watching or video games*
  - *ensuring 30 minutes of reading daily*

This Compact was adopted by the Bella Vista Elementary School on August 24, 2022 and will be in effect for the period of August 8, 2022 to May 25, 2023.

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 September 9, 2022.

*Linda Flynn*

Principal Bella Vista Elementary  
School

8/24/2022



Strategic Resource Planning (SRP)

**Bella Vista ELEMENTARY SCHOOL**

**School Site Council Membership Roster**

**2022-2023**

**SSC - Officers**

Chairperson:	Lamar Mosely
Vice Chairperson:	Aarrash Zarrabi
Secretary:	Rana Lau

**SSC - Members** *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Linda Flynn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rana Lau	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Susan Schooling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maria Rhein	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ruth Prchlik	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lamar Mosely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Aarrash Zarrabi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Joseph Maneki	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Leslie Radcliffe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Amy Mackinnon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Tuesday @ 4:00 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members