

Board Office Use: Legislative File Info.	
File ID Number	24-1794
Introduction Date	8/14/24
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Bella Vista Elementary School
CDS Code: 1612596001655
Principal: Linda Flynn
Date of this revision: 4/12/2024

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/12/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Bella Vista Elementary School **Site Number:** 102

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|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 4/12/2024

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



Signature

4/11/2024
Date

SSC Chairperson


Monica Thomas
Network Superintendent



Signature

4/26/2024
Date

Lisa Spielman
Director, Strategic Resource Planning



Signature

4/29/2024
Date

5/13/24
Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/14/2023	SSC & SELLS	Overview of site plan and current student data reflection
1/24/2024	Staff	Budget training and setting priorities and strategies and activities for 2024-25 school year.
1/25/2024	SSC	Determine and Vote on 2024-25 Priorities
2/12/2024	Staff	Faculty Meeting to review/establish draft goals and actions to increase student achievement
3/11/2024	Staff	Work session to clarify strategies and actions for 20204-25
3/14/2024	SSC	2024-25 SPSA Review
4/12/2024	SSC & SELLS	2024-25 Budget review in conjunction with 2024-25 SPSA

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$122,055.00
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	\$558,593.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$111,240	LCFF Discretionary (General Purpose Discretionary #0000)	\$17,800
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,090	LCFF Supplemental (LCFF Supplemental #0002)	\$214,650
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$7,725	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$71,605
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$122,055		\$436,538

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$558,593.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Bella Vista Elementary School

School ID: 102

CDS Code: 1612596001655

SSC Approval Date: 4/12/2024

Board Approval Date: 8/14/2024

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Multiracial Students

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.4%	20.2%	24.1%	0.3%	4.2%	17.4%	88.5%	38.1%	1.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.7%	7.9%	39.3%	1.2%	0.3%	0.0%	84.8%	5.2%	83.7%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Critical Thinking in Mathematics & Science
Identified School Need:	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.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	42.2%	not available until fall 2024	not available until fall 2025	67.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	67.3%	not available until fall 2024	not available until fall 2025	87.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	60.0%	not available until fall 2024	not available until fall 2025	80.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-38.3	not available until fall 2024	not available until fall 2025	-20.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.1%	not available until fall 2024	not available until fall 2025	70.0%

Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-40.6	not available until fall 2024	not available until fall 2025	-20.6
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	24.2%	not available until fall 2024	not available until fall 2025	55.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	25.7%	not available until fall 2024	not available until fall 2025	55.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	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.
Identified School Need:	Specifically: Students will meet their IEP goals and show accelerated growth toward grade level standards by participating in a robust inclusion program or mainstream opportunities. Increase the % of K-5 African American students scoring mid/above EOY in ELA and Math by 10%+from previous EOY. Decrease the distance from standard SBAC ELA and Math 3rd-5th for both focal student groups by 10

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-102.6	not available until fall 2024	not available until fall 2025	-72.6
SBAC ELA Distance from Standard Met	African American Students	-70.1	not available until fall 2024	not available until fall 2025	-40.1
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	54.1%	not available until fall 2024	not available until fall 2025	24.1%
SBAC Math Distance from Standard Met	Special Education Students	-78.7	not available until fall 2024	not available until fall 2025	-48.7

SBAC Math Distance from Standard Met	African American Students	-81.2	not available until fall 2024	not available until fall 2025	-51.2
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	24.8%	not available until fall 2024	not available until fall 2025	35.0%
LTEL Reclassification	Long-Term English Learners	16.7%	not available until fall 2024	not available until fall 2025	25.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions .				
Identified School Need:	Increase positive attendance by 10% and reduce chronic absenteeism by 9%. Increase student well being as evidence by Sown to Grow Average Emotion Levels from 3.8 to 4.2 and CHKS "I am Happy to Be at this School" from 60.5 to 70.5% Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. Communicate regularly and develop strong family leadership practices around school priorities.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	65.4%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.9%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	3.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.5%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	49.4%	not available until fall 2024	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	61.9%	not available until fall 2024	not available until fall 2025	41.0%

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

School Goal: 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

Identified School Need: Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support and opportunities to support new teacher wellness and community building.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	81.5%	not available until fall 2024	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>Critical Thinking in Mathematics & Science</i>	<i>Data Driven Instruction with Curriculum Embedded Assessments to support student academic growth</i>
LCAP Goal 2:	<i>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.</i>	<i>Established African American & Latinx student affinity groups to communicate and support student SEL and Academic growth. Providing additional opportunities for mainstreaming SPED students. Implementation of V Math as an alternative SPED curriculum for 4th and 5th grade students. Implementation of a Learning Center model for 3rd - 5th grade SPED students to receive specific support for IEP goals.</i>
LCAP Goal 3:	<i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions .</i>	<i>Strong PD series at beginning of the year to set a classroom foundation to meet the needs of the whole child. Additional Therapeutic support added to campus to support Tier 2 and 3 students. Changed COST meetings to weekly vs. every other week in order to meet increased student needs. Consistent implementation of Sown to Grow in grades 2 - 5.</i>

LCAP Goal 4:	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	Increased staff diversity with new hires. Weekly PLC meetings facilitated by TSA and Principal. Grade level mini cycles of inquiry. Monthly additional planning days for staff to backward map and plan content areas based on student data. Peer observations. Coaching cycles with TSA for select teachers
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Critical Thinking in Mathematics & Science	Inconsistent Science and Math learning walks to drive professional development and cycles of improvement. Inconsistent Science instruction at each grade level. Student tasks not aligned to the lessons learning target and an emphasis placed on completion of workbook pages Limited student celebrations of learning
LCAP Goal 2:	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.	SPED Inclusion teachers spend a large percentage of instructional time attending to behavior concerns and this impacts instructional support. SPED Inclusion teachers find supporting across multiple grade levels challenging and express concern that they have a lower impact supporting students academically in Gen Ed settings. Family Engagement strategies were halted when labor confirmed that teachers are not obligated to participate in increasing family engagement. The impact of the grievance impacted the school culture around family engagement and Bella Vista teachers are currently resistant to seeing this as an aspect that they need to engage in.

<p><i>LCAP Goal 3:</i></p>	<p><i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions .</i></p>	<p><i>Increased student behavior concerns at the TK - 2nd grade levels have had a significant impact. Meeting the needs of Tier 2 and 3 MTSS has been difficult with district provided resources and affected the conditions for learning. Tier 2 and Tier 3 needs that began at the beginning of the school year demanded so many resources that Tier 1 foundational skills did not receive the coaching support needed or the consistency from classroom teachers.</i></p> <p><i>We also had a larger percentage of multiracial students chronically absent in the past 2 years due to the Pandemic and OEA strike.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>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</i></p>	<p><i>Lack of beginning of the year coaching for new teachers. Support for teacher lesson planning to be focused on the standard and lesson objectives in order to make informed professional decisions around the curriculum.</i></p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Multiracial Students	57.5%	not available until fall 2024	not available until fall 2025	22.1%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bella Vista Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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 2023-24 site plan has been satisfactorily been implemented so far this year.

We continued to be challenged by increased student behavioral needs and pivoted our original plan to add resources for therapeutic services on campus to support Tier 2 and Tier 3 student needs. These services were added with support of all stakeholders to repurpose funding from the CCSPP grant. LCAP Goal 3 action for family workshops in service of student learning came to an abrupt stop. We saw promising results in September and October reaching up to 40% of our students' families. We were not able to implement the family workshop structure that we planned due to issues with the contract. We are looking for other ways to engage families going forward

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 . Providing and facilitating weekly grade level PLCs has allowed teachers to analyze student work in order to inform instruction. Instruction is pivoting from implementation of new curriculum to improving quality of instruction to support student learning 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 (EBAC Therapists) to services that Bella Vista students can access. Family Engagement strategies remained status quo as the result of lack of teacher buy in to the proposed workshop model, and we were unable to gain momentum in other aspects of our family engagement plan. Increase of satisfactory attendance and reduction of chronic absences is showing potential with weekly attendance team meetings focused on tier 1 strategies to motivate families, and conducting group SART meetings for At Risk and chronic absent families. Weekly COST meetings that include a comprehensive team have supported timely attention to meet student needs.

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.

Under LCAP Goal 3, for the 2024-25 school year we will prioritize full time therapeutic services to support student needs with self regulation, social skills, and emotional needs in order to use existing resources to support strong Tier 1 foundations to meet Whole Child needs. We will reduce the Family Liaison position while leadership continues to rebuild and co create the sites climate and culture around family engagement in service of student learning.

Under LCAP Goal 2, for the 2024-25 school year we will revisit our inclusive values for our SPED students by including actions to support Universal Design for Learning to optimize teaching and learning for all students. This will be done in collaboration with an Inclusion Team that will lead and support professional development guided by the Universal Design for Learning Guidelines. Trimester 1 will focus on providing multiple means of engagement.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Classsupt Salaries Overtime	ELL Reclassification	provide translation services for families and school/teachers	10% of Families are included and language is not a barrier for partnerships. Families can not depend upon the services at every meeting. Does not meet on demand needs	We will continue this service and need to also supplement with an on demand service. 40% of Bella Vista familes identify as non English and the site must prioritize translation to create a warm and welocming environment for all families.
Refreshments	Student Connectedness to School	builds connections with families	Families enjoy refreshments at school meetings and it supports families with attending afternoon and evening events	We will continue this welcoming practice in order to continuously build family engagement and support in service of student learning

Consultants (Language Link)	ELL Reclassification	provide on demand translation for families & staff	Implemented during second semester. OUSD board changed a policy this year and we were unable to continue services with this provider. This was not communicated in a timely manner to sites and left us with out this needed service. Also when Board policy changed vendor requirements there was not a plan in place to find OUSD board approved vendors. Most of the 2023-24 school year has been spent waiting for the unintended consequences of this board policy to be figured out.	We will continue using this service and hope that policies and procedures will not change again. We really need this service and it has been missed by all stakeholders at the site. It supports 40% of our families to be able to partner with the school in their home language.
10-Month Classroom Teacher on Special Assignment (TSA)	Reading Inventory (RI) Multiple Years Below Grade Level	Supports Early literacy efforts, including overseeing our SIPPS instruction and literacy tutors to provide differentiated small group instruction. Engages in coaching cycles with teachers. Facilitates grade level Professional Learning Communities (PLC). Reviews literacy data to share with teachers to provide data driven instruction. Provides Newcomer intervention through small group instruction.	Served 19 newcomer students TK - 5th grade in additional English Language Development pull out group to accelerate English language aquisition. Coached 3 Early Literacy Tutors for quality SIPPS instruction. Monitored student literacy data to organize and schedule differentiated student groups to provide both intervention and acceleration. Facilitated 4 grade level PLCs to support teachers with data driven instruction. Conducted coaching cycles with 4 teachers.	Continue this role. Add new teacher coaching beginning week #1 for the 2023-24 school year. Ensure that monthly walkthrough for all aspects of Literacy (ELD, EL Ed, All Block & SIPPS) are scheduled into the monthly work plan in order to inform site professional learning and development and to identify teachers for coaching cycles in the areas of literacy

Admission Fees (Camp Mosaic)	Student Connectedness to School	58 students participate in a week long camp experience for community building, character development and leadership opportunities.	4th grade students and families look forward to this week long school provided opportunity. Bella Vista benefits from the impact of the program by developing 15% of enrolled students to share their values and learnings with younger peers and as school leaders in 5th grade	Continue this practice to develop the whole child in alignment with Bella Vista's school vision and mission
Admission Fees (Camp Mosaic)	Student Connectedness to School	58 students participate in a week long camp experience for community building, character development and leadership opportunities.	4th grade students and families look forward to this week long school provided opportunity. Bella Vista benefits from the impact of the program by developing 15% of enrolled students to share their values and learnings with younger peers and as school leaders in 5th grade	Continue this practice to develop the whole child in alignment with Bella Vista's school vision and mission

2024-25 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.

School Goal:

If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core Standards aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.

Identified Need:

Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 9%+ (minimally) from previous EOY
 Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 9%+ (minimally) from previous EOY
 Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 9%

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training. All teachers provide culturally relevant instruction and materials, (such as access to literature in classroom libraries and the school library, visual art and performing arts) to engage every learner.	All Students	Academic	Tier 1 - Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-3	Monitor and support the implementation of core curriculum through TSA and Principal coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

1-4	For students multiple years below, provide tiered supports (Newcomer ELD, Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	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.			
Identified Need:	Specifically: Students will meet their IEP goals and show accelerated growth toward grade level standards by participating in a robust inclusion program or mainstream opportunities. Increase the % of K-5 African American students scoring mid/above EOY in ELA and Math by 10%+from previous EOY. Decrease the distance from standard SBAC ELA and Math 3rd-5th for both focal student groups by 10			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans in alignment with Common Core standards and UDL Guidelines to meet these goals, monitor progress, and make adjustments as needed.	Special Education Students	Academic	Tier 2 - Supplemental
2-2	Teachers center conversations around text, uses strategic questioning, to support of ALL and promote productive and equitable conversations.	African American Students	Academic	Tier 1 - Universal
2-3	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 (AA, L, ELL & EO)	Special Education Students	Academic	Tier 1 - Universal

2-4	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American Students	SEL / Mental Health	Tier 1 - Universal
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions .
Identified Need:	Increase positive attendance by 10% and reduce chronic absenteeism by 9%. Increase student well being as evidence by Sown to Grow Average Emotion Levels from 3.8 to 4.2 and CHKS "I am Happy to Be at this School" from 60.5 to 70.5% Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. Communicate regularly and develop strong family leadership practices around school priorities.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact. Students will experience Joy in the learning process and apply learning in real life through field trips and project based learning	All Students	Academic	Tier 1 - Universal
3-2	Provide additional Mental Health services to support students individually, in small groups, and in the classroom	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-3	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings. Provide professional development for staff related to anti-racism and implicit bias	All Students	Behavioral	Tier 1 - Universal
3-4	Grades 2 - 5 use Sown to Grow weekly. Review and share school wide data every 6 weeks and establish mini cycles of inquiry . Continue PBIS program and monitor and provide feedback on 5:1 reinforcements	All Students	Behavioral	Tier 1 - Universal

3-5	Support interventions for chronic absenteeism with our multiracial students using strategies identified above, but targeted so support this student group.	Multiracial Students	SEL / Mental Health	Tier 3 - Intensified
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: 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

Identified Need: Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support and opportunities to support new teacher wellness and community building.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Align instructional schedules for each grade level	All Students	Academic	Tier 1 - Universal
4-2	Focus professional development and learning in all content areas on Universal Design for Learning strategies. Ensure that collaboration between SPED teachers and Gen. Education teachers occurs weekly to support students	Students with Disabilities	Academic	Tier 1 - Universal
4-3	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments. Teachers collaborate across content areas to ensure that students receive differentiated instruction that meet the needs of the whole child.	All Students	Academic	Tier 1 - Universal
4-4	Ensure all classrooms are observed and teachers receive feedback on core instruction and classroom management and culture.	English Learner Students	Behavioral	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [Instructions & resources](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality in their classroom settings	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [Stages of ELD Implementation Self-Assessment](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PLC time at least once per month to analyze student language progress and plan	English Learner Students	Academic	Tier 1 - Universal
6-2	ILT ELL data dive at least 3x/year , calendared in 2nd week of November, 3rd week of January, & 2nd week of March to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
4410 - Equipment < \$5,000	\$2,000	LCFF Discretionary	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Monitor and support the implementation of core curriculum through TSA and Principal coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	102-1
5610 - Equip Maintenance & Repairs	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	All new teachers attend foundational curriculum training. All teachers provide culturally relevent instruction and materials,(such as access to literature in classroom libraries and the school library, visual art sand performing arts)to engage every learner.	102-2
4310 - Materials and Supplies	\$13,800	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	102-3
5846 - Licensing Agreements	\$2,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Grades 2 - 5 use Sown to Grow weekly. Review and share school wide data every 6 weeks and establish mini cycles of inquiry . Continue PBIS program and monitor and provide feedback on 5:1 reinforcements	102-4
4410 - Equipment < \$5,000	\$3,000	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Monitor and support the implemenation of core curriculum through TSA and Principal coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	102-5

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4304 - Classroom Supplies	\$4,414	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	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 (AA, L, ELL & EO)	102-6
Teacher Education Enhancement	\$16,802	LCFF Supplemental	1105	Certificated Teachers' Salaries	924	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.1	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	102-7
TSA Classroom 10Mos	\$36,227	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7890	10-Month Classroom Teacher on Special Assignment (TSA)	0.25	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Ensure all classrooms are observed and teachers receive feedback on core instruction and classroom management and culture.	102-8
Teacher Education Enhancement	\$74,314	LCFF Supplemental	1105	Certificated Teachers' Salaries	552	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.45	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	102-9
Teacher STIP	\$77,892	LCFF Supplemental	1105	Certificated Teachers' Salaries	9600	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Monitor and support the implementation of core curriculum through TSA and Principal coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	102-10
5829 - Admission Fees	\$2,559	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 in joyful schools.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	102-11

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$108,681	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7890	10-Month Classroom Teacher on Special Assignment (TSA)	0.75	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Monitor and support the implementation of core curriculum through TSA and Principal coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	102-12
4311 - Meeting Refreshments	\$90	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	102-13
5825 - Consultants	\$1,500	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	102-14
2225 - Classsuppt Salaries Overtime	\$1,500	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	102-15
5826 - Prof-Services Non-Contract	\$7,725	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Grades 2 - 5 use Sown to Grow weekly. Review and share school wide data every 6 weeks and establish mini cycles of inquiry . Continue PBIS program and monitor and provide feedback on 5:1 reinforcements	102-16
5825 - Consultants	\$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 in joyful schools.	Student Connectedness to School	Provide additional Mental Health services to support students individually, in small groups, and in the classroom	102-17

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$107,483	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 in joyful schools.	College/Career Readiness	For students multiple years below, provide tiered supports (Newcomer ELD, Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	102-18
1120 - Teachers Salaries Stipends	\$6,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	102-19
1150 - Teachers Substitutes	\$9,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Monitor and support the implementation of core curriculum through TSA and Principal coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	102-20
5826 - Transportation	\$91	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact. Students will experience Joy in the learning process and apply learning in real life through field trips and project based learning	102-21

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5829 - Admission Fees	\$13,473	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 in joyful schools.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact. Students will experience Joy in the learning process and apply learning in real life through field trips and project based learning	102-22
Liaison Family Parent	\$42,151	California Community Schools Partnership Program	2405	Clerical Salaries	9476	Family/Parent Liaison	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	102-23
Prog Mgr Community Schools11	\$104,286	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New	11-Month Community School Manager	0.65	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings. Provide professional development for staff related to anti-racism and implicit bias	102-24
5825 - Consultants	\$110,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Provide additional Mental Health services to support students individually, in small groups, and in the classroom	102-25
1120 - Teacher Salaries Stipends	\$10,000	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Focus professional development and learning in all content areas on Universal Design for Learning strategies. Ensure that collaboration between SPED teachers and Gen. Education teachers occurs weekly to support students	102-26

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Supplies	\$10,626	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Focus professional development and learning in all content areas on Universal Design for Learning strategies. Ensure that collaboration between SPED teachers and Gen. Education teachers occurs weekly to support students	102-27
Teacher Education Enhancement	\$50,979	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All new teachers attend foundational curriculum training. All teachers provide culturally relevant instruction and materials, (such as access to literature in classroom libraries and the school library, visual art and performing arts) to engage every learner.	102-28
Teacher Education Enhancement	\$90,828	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	All new teachers attend foundational curriculum training. All teachers provide culturally relevant instruction and materials, (such as access to literature in classroom libraries and the school library, visual art and performing arts) to engage every learner.	102-29

School-Parent Compact

Bella Vista Elementary School

2023 - 2024

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 2023-24 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) 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) 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
- 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 screen time, television watching or video games*
 - *ensuring daily reading*
 - **KINDERGARTEN - 15 mins**
 - **1ST GRADE - 20 mins**
 - **2ND GRADE - 20 mins**
 - **THIRD GRADE - 25 mins**
 - **FOURTH GRADE - 30 mins**
 - **FIFTH GRADE - 30 mins**

This Compact was adopted by the Bella Vista Elementary School on August 17, 2023 and will be in effect for the period of August 7, 2023 to May 25, 2024.

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 7, 2023.

Linda Flynn

Principal Bella Vista Elementary School

8/17/2023



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:

- Monthly 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 17, 2023 and will be in effect for the period August 7, 2023 through May 25, 2024

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
Linda Flynn



School-Parent Compact

Bella Vista Elementary School

2023-2024

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 2023-24 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. Parent please be classroom volunteers, room parents, and attend parent student workshops**

- 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 17, 2023 and will be in effect for the period of August 7, 2023 to May 24, 2024.

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 8, 2023.

Linda Flynn

Principal, Bella Vista Elementary School

8/17/2023



Bella Vista Elementary School
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Lamar Mosely
Vice Chairperson:	Joe Manekin
Secretary:	Nyika Brame

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"/>	
Ruth Prchlik*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Feuy Saechao*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Kim Thai*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Nyika Brame	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Lamar Mosely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Joe Manekin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Aarash Zarrabi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Wendy Galindo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sandra Padilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Thursday @ 4:00 p.m.
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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