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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

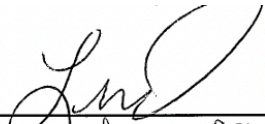
Date(s) plan was approved: 4/16/2026

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 Morgan
Principal


Signature

4/17/2026
Date

Maria Angelica Rodriguez
SSC Chairperson


Signature

4/17/26
Date

SELLS Representative (optional)

Signature

Date

Monica Thomas
Network Superintendent


Signature

4/27/26
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

4/27/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
#REF!	SSC	Discussed proposed expenditures and priorities
	SSC	Reviewed data and identified school needs
	Admin Team, ILT	Reflected on instructional practices and supports
	ILT	Reflected on progress and challenges
	ILT	Discussed proposed expenditures and priorities
	Other	Reviewed data and identified school needs, Discussed proposed expenditures and priorities
4/2/2026	SSC	

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$154,560.00
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	\$810,330.02

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$151,800
Title I Parent & Family Engagement Resource 3010	\$2,760
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$154,560

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$810,330.02

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$26,100
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CSPP) Resource 6332	\$277,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$67,952
SUBTOTAL OF STATE & LOCAL FUNDING:	\$655,770

2026-27 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:	Board Approval Date: 6/24/2026

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

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
49.3%	22.4%	27.2%	0.3%	4.9%	13.8%	89.4%	30.1%	0.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
50.7%	6.9%	32.7%	1.2%	1.2%	0.6%	86.3%	9.2%	90.2%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	42.2%	44.4%	31.9%	67%	no midyear data
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	67.3%	61.5%	57.9%	87%	mid 47.9%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	60.0%	54.2%	50.0%	80%	mid 52.2%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-38.3	-33.1	-57.6	-20.00	-35.0
SBAC ELA Participation	All Students	97.5%	98.9%	100.0%	95.0%	97.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.1%	60.6%	50.6%	52.8%	mid 56%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-40.6	-35.8	-46.7	-20.6	-38.0
SBAC Math Participation	All Students	98.9%	98.9%	100.0%	95.0%	97.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	25.7%	27.9%	15.8%	55.0%	35.0%
California Science Test (CAST) Participation	All Students	100.0%	96.8%	100.0%	95.0%	97.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-102.6	-52.5	-67.5	-20.0	-50.0
SBAC ELA Distance from Standard Met	African American Students	-70.1	-68.2	-101.6	-40.1	-70.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	54.1%	59.4%	50.0%	70.4%	mid 62%
SBAC Math Distance from Standard Met	Special Education Students	-78.7	-45.7	-51.8	-20.6	-50.0

SBAC Math Distance from Standard Met	African American Students	-81.2	-84.8	-85.6	-51.2	-75.0
Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	24.8%	10.5%	16.7%	35.0%	35.0%
LTEL Reclassification	Long-Term English Learners	16.7%	0.0%	0.0%	25.0%	35.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	65.4%	62.4%	69.6%	80.0%	85.0%
Out-of-School Suspensions	All Students	0.9%	1.0%	1.6%	0.0%	0.9%
Out-of-School Suspensions	African American Students	3.0%	3.8%	7.2%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	2.5%	1.3%	5.5%	0.0%	0.0%
Chronic Absenteeism	All Students	49.4%	28.8%	24.0%	30.0%	current 24%
Chronic Absenteeism	African American Students	61.9%	43.6%	45.0%	41.0%	current 31%

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	81.5%	79.9%	81.2%	85.0%	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</p>	<ul style="list-style-type: none"> •Designated T2 & T3 small groupings: SIPPS ([BOY 39 -> MOY 26 + 24 kinder students sitewide] led by teachers and Early Lit Tutors) Ignite (35 students sitewide) •Progress toward implementation of ALL Block (3rd-5th) and UFLI (K-2nd) •Grade level teams are meeting weekly in PLCs •Master schedule aligns most prep times for each each grade level to allow for additional collaboration, planning and data analysis opportunities •D-ELD on all schedules and being taught K-5 •Leadership Team using Inquiry and Planning Tool to monitor and implement Cycle 1 Action Plan and prepare for cycle 2 plan •TSA has monitors and supports iReady and DIBELS participation •CTL ensures quality testing conditions for ELLs (ELPAC) and 3rd-5th graders (SBAC) •Implementation of Springboard literacy program in the Spring 2026 for T2 and T3 students •Students in ASP receive literacy supports •Upper grade students attend Mosaic, a 5-day "camping" trip that supports students in accessing experiences that they would not have the opportunity to engage in otherwise, which will support building their confidence, self-esteem and stamina to promote learning engagement."
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<ul style="list-style-type: none"> •Collaboration between RSP/SCP and Gen Ed classrooms (mainstreaming, push-ins, pull-outs), as well as PD collaboration once a month •T2 and T3 pull outs for ELA serving AA students, ELL's & students with IEP's (BV's current math [SPIRE] pull outs are only students with IEPs) •Adults hold high expectations and asset-based lens towards all students regardless of cultural background, learning differences, or language proficiency •Weekly Professional Learning •Tiered literacy instruction provided support for all students below grade level (SIPPS & Ignite) Academically focused and consistent UED time •Affinity groups for AA females, AA males and LA males, led by African American Female Excellence, African American Male Achievement, and Latino Student Achievement, respectively, to build leadership skills and strengthen belief in self and abilities

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<ul style="list-style-type: none"> •Attendance bulletin board highlights weekly attendance percentage per grade level •Attendance team meets regularly and track data •SARTs scheduled for students/families who need the extra support •Monthly classroom attendance challenge (letter per week) •Monthly awards assemblies to inspire community connection •PBIS supports in place •SST meetings held weekly •Sown to Grow Survey active •Mental health counselors onsite (EBAC, EPIC [TK-K focus], CHAA, School-based), mediCal and non mediCal •A robust COST team meets weekly to discuss student needs (behavioral, social, academic, etc.) Monthly parent newsletter shared in ParentSquare •Parent Teacher Organization (PTO) developed
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<ul style="list-style-type: none"> •New teachers attend New Teacher Support PDs in the areas of ELA and classroom management •District BCBA provides push in supports for new teachers regarding classroom management •Weekly PLCs across grade levels •Monthly meeting of newly formed ILT who set goals for PLCs <p>Administration and TSA conduct regular Learning Walks, including new teacher classrooms</p> <p>Based on Intent to Return, all new teachers confirmed plans to return</p> <ul style="list-style-type: none"> •Release day for planning provided to new teachers •District support for new teachers in the areas of D-ELD and ELA •Intentional coaching of new teachers by TSA •Each new teacher partnered with a grade-level colleague with at least 3 years teaching experience

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> •Behavior challenges have impacted teachers' ability to execute lessons effectively in fewer classrooms since last year, but still remains a challenge in a few classrooms •Lack of math tutor •ALL Block is a work of progress in some 3-5 classrooms •Number of new students to Bella Vista skews the data from year to year (students new to Bella Vista who were not enrolled during primary grades) •Observation and Feedback cycle delayed due to staffing and new management •Minimal differentiation due to lack of planning time •Not all teachers holding students accountable for weekly iReady lesson minutes •lack of computer access at home impacts consistent i-Ready practice
<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> •Frequent support staff absences and classroom coverage needs (lack of a STIP sub) hinder minutes for students with IEPsnumber of ELLs who have been enrolled in BV since K still not making progress, despite interventions year after year; student attendance issues; teacher talk stronger than student talk; not all teachers holding students accountable for weekly iReady lesson minutes; lack of computer access at home impacts consistent i-Ready practice; lack of representation of home language from staff impacts family engagement from certain subgroups
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Counselors not servicing enough students due to a variety of reasons, including parental distrust, medical insurance roadblocks; not enough attendance incentives; SART meetings inconsistent; no specific Family Engagement staff; current political climate impacting families' comfort/safety level, despite district's sanctuary status; new sitewide progressive discipline plan still at beginning stages of implementation</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	Professional Development meetings are not differentiated in support of new vs. veteran teachers; classroom management strategies still developing; lack of consistent observation and feedback by TSA, principal and ILT
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Bella Vista Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 2025-26 site plan has been satisfactorily implemented so far this year.

We continue to monitor and support the ongoing implementation of core curricula with support from TSA and principal through observation, feedback and PDs with intentional planning/collaboration time. Teachers have dedicated time in PLCs and PDs to review student work, analyze data and plan for the acceleration of students in need of more academic support. We partner with Early Literacy Reading Tutors (w/SIPPS small groups and push in supports in primary grades) and Ignite to support students' reading goals based on Tiered needs. Teachers focus on student goals and use strategic questioning, centering academic conversations on texts. Upper grade teachers (3rd-5th) use All Block to differentiate instruction and monitor progress, while primary teachers (K-2) implement UFLI to support students with foundational skills. Frequent assessments ensure that teachers are clear what the needs are for each student and create goals anchored in grade-level standards.

In order to ensure that teachers are able to support all students, collaboration between teachers in Self Contained Classes and General Education classes is a continued area of focus, with weekly and monthly PD opportunities (once a month support staff are invited to collaborate with Gen Ed and SPED teachers). Teachers have access to supports needed for students with IEPs and build strong relationships with families.

As a PBIS school, we continue to use strategies to create an environment where students, staff and families know and understand the expectations for positive behavior on campus. Grades 2-5 use Sown to Grow as a way to check in with how students are feeling and build stronger, trusting relationships with families and students. As part of our COST process, chronic absenteeism is an area of focus for our team, as well as mental health. We work with partners to support our team in creating strategies to increase student attendance and family engagement.

Dedicated parent conference time and home visits are embedded into the school calendar. Bella Vista has also facilitated a monthly family newsletter and the establishment of a PTO.

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

Our TSA has focused on Literacy, Foundational Skills, English Language Development, and Mathematics. 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. The implementation of Ignite as a Tier 3 strategy has worked to support those students multiple years below grade-level. Providing and facilitating weekly grade level PLCs has allowed teachers to analyze student work in order to inform instruction. Instruction continues to pivot from implementation of new curriculum to improving quality of instruction to support student learning, especially in the areas of ALL Block and foundational skills (UFLI). 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 has been filled since March 2025, which has greatly supported the implementation and refinement of the culture and climate plans. Bella Vista has implemented monthly student awards assemblies, a newly established PTO, and daily morning messages meant to inspire and inform. Additionally, we facilitate student affinity groups for our more disadvantaged subgroups (AA, LatinX).

We continue to sustain partnerships with EBAC Therapists, EPIC and CHAA, and a newly hired school counselor, services that Bella Vista students and families can access. 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 the conducting of 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.

Refinement of culture/climate plan; clarity in progressive discipline process; extended contracts for teachers to provide intervention support beyond UED

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Light refreshments will be provided at family engagement events to create a welcoming atmosphere and strengthen the sense of community.</p>	<p>Student Connectedness to School</p>	<p>Increase family connectedness to school; informs families of student data, sitewide goals, and ways to engage</p>	<p>Approximately 50 families participated in 5 Coffee with the Principal events, held the 2nd Wednesday of each month. Topics included Bella Vista Budget Review, Title I, School Site Council, School Board President Meeting, etc. Provided translation and school event updates</p>	<p>Due to lack of timeliness of reimbursement, will most likely use other funding source for this expenditure in the future</p>
<p>This expenditure allows for the purchase of Promethean boards for primary grade teachers.</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>Allows teachers to better engage students with grade-level content, improving sight lines, access, and creativity</p>	<p>In the process of purchasing</p>	<p>If the budget allows, would like to purchase for Kinder classrooms</p>
<p>Teacher Librarian</p>	<p>College/Career Readiness</p>	<p>This position plans and implements programs/activities weekly that support each grade level, low performing students, and links the culture and community to the library and reading. This enrichment program allows teachers to meet in grade-level collaboration sessions to prepare for daily instruction in support of student success.</p>	<p>93% of classrooms had weekly visits to the school library; the other 7% had bimonthly visits. This allow gen ed and SPED teachers to have a preparation period each week. Additionally, this position .3% FTE increase has allowed other teacher to perform other duties in support of student academic and social success.</p>	<p>Teacher Librarian also serves as DTL, state assessment coordinator, Quality Support Coach for ASP, and facilitator for student council. Teacher has also facilitated numerous author visits and book fairs.</p>

Literacy TSA 11Mos	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.	Helped support 18 newcomer students (9 languages) K - 5th grade in additional English Language Development to accelerate English language aquisition. Coached 2 Early Literacy Tutors for quality SIPPS instruction (Tier 2).Supported and monitored 35 students in Tier 3 tutoring support (Ignite). 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. Supported implementation of new UFLI curriculum.Conducted coaching cycles with 3 teachers.	Continue this role. 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.
Translation devices	ELL Reclassification	Translation devices for family events will provide access to our rich, multi-lingual family community to learn schoolwide goals, values and plans for student success.	SSC voted to decrease the amount allocated for this expenditure and move half into translation services using consultants (12/2025)	Will consult with SSC regarding whether to continue pursuing this expenditure
Fourth grade students participate in a week long experience at Camp Mosaic	Student Connectedness to School	students spend a week camping with students from other Bay Area schools to engage in community building, character development and leadership opportunities.	Cancelled this year due to lack of staffing	Will continue with this expenditure. Positive feedback from students who attended in May 2025
This expenditure will provide funding for admission fees for field trips.	Student Connectedness to School	Having experiential opportunities outside of campus will expand students knowledge of the world and support grounding of instructional content.	Funded approximately 10 field trips, such places as Middle Harbor Shoreline, Lindsey Wildlife, Tilden Little Farm, Exploratorium	Will continue with this expenditure.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Bella Vista Elementary School	SCHOOL ID: 102
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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, arts integrated into the curriculum 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

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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 and required accommodations to develop instructional plans in alignment with Common Core standards 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 and use 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	For students multiple years below, provide tiered supports (Newcomer ELD, Early literacy tutoring, 1:1 tutoring, Ignite) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Monthly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	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, project based learning, and enrichment opportunities in the ASP.	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	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
3-4	Support interventions for chronic absenteeism with our multiracial students using strategies identified above, but targeted to support this student group.	Multiracial Students	SEL / Mental Health	Tier 3 - Intensified
3-5	Families will receive regular communication and opportunities to engage in schoolwide events	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need:

- Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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 including opportunities for teachers to evaluate their internal bias and how it contributes to disproportionality in their classroom settings.	African American Students	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
4-5	Ensure that collaboration between SPED teachers and Gen. Education teachers occurs as needed to support students.	Students with Disabilities	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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		<i>ELL Progress Data</i>		
#	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 for opportunities for students to engage in discourse during lessons.	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 2026-27 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
Girls, Inc. provides afterschool programming for students. Program leaders will provide additional literacy and enrichment supports for students.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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, project based learning, and enrichment opportunities in the ASP.	102-1
Supplies for dance class, as well as performing arts materials, to cultivate joy and cultural understanding.	\$22,537	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10044	Teacher Education Enhancement	0.20			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.	102-2
.25 VAPA Teacher to provide enrichment to foster cultural and personal expression.	\$39,557	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10144	Teacher Education Enhancement	0.25			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.	102-3
Supplies for dance class, as well as performing arts materials, to cultivate joy and cultural understanding.	\$5,858	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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, project based learning, and enrichment opportunities in the ASP.	102-4

PROPOSED 2026-27 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
Extended contract hours will be available for teachers to provide targeted interventions and after-school tutoring, ensuring students receive additional academic support. This extra time allows educators to address individual learning needs, reinforce key concepts, and help students build confidence in their skills. By offering structured support beyond regular school hours, we can enhance student achievement and close learning gaps.	\$5,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00			Support interventions for chronic absenteeism with our multiracial students using strategies identified above, but targeted to support this student group.	102-5
The School Counselor supports students' academic success, social-emotional well-being, and college and career readiness. They provide counseling and connect students to mental health and community resources. Counselors will support in monitoring attendance, implement behavior interventions, and support restorative justice practices. By collaborating with families, staff, and support teams, they help create a positive school environment that fosters student success.	\$105,585	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	10576	Counselor	1.00			Provide additional Mental Health services to support students individually, in small groups, and in the classroom.	102-6

PROPOSED 2026-27 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
The Community School Manager (CSM) supports the Coordinator of Partnerships and Services by overseeing on-site programs. The CSM supports family engagement by conducting outreach, organizing workshops, and building relationships with families to enhance their involvement in student success. They coordinate student and family resources by identifying and connecting students and families with community-based services, including mental health support, after-school programs, and basic needs assistance.	\$47,800	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10498	Prog Mgr Community Schools11	0.25			For students multiple years below, provide tiered supports (Newcomer ELD, Early literacy tutoring, 1:1 tutoring, Ignite) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Monthly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	102-7
This position will provide yard supervision in an effort to keep students safe thus support a decrease in URFs from playground incidents and increase Attendance	\$4,515	California Community Schools Partnership Program	2905	Other Classified Salaries	10575	Noon Supervisor	0.10			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.	102-8
Materials will be provided to support family engagement events and workshops, ensuring families have access to valuable resources and information. Providing these supports enhances engagement, strengthens school-family partnerships, and promotes student success.	\$2,296	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Support interventions for chronic absenteeism with our multiracial students using strategies identified above, but targeted to support this student group.	102-9

PROPOSED 2026-27 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
Consultants-Partnership with East Bay Agency for Children (EBAC) to expand mental health services to students to provide individual, group counseling services. Crisis management and support with staff professional development and consultation.	\$29,304	California Community Schools Partnership Program	5825	Consultants			0.00			Provide additional Mental Health services to support students individually, in small groups, and in the classroom.	102-10
This expenditure will provide funding for admission fees for field trips. Having experiential opportunities outside of campus will expand students knowledge of the world and support grounding of instructional content.	\$8,000	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Support interventions for chronic absenteeism with our multiracial students using strategies identified above, but targeted to support this student group.	102-11
Consultants-Partnership with East Bay Agency for Children (EBAC) to expand mental health services to students to provide individual, group counseling services. Crisis management and support with staff professional development and consultation.	\$75,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Provide additional Mental Health services to support students individually, in small groups, and in the classroom.	102-12
Girls, Inc. offers a high-quality afterschool program that is inclusive and supportive for all students. The program provides students with academic intervention and enrichment opportunities.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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, project based learning, and enrichment opportunities in the ASP.	102-13

PROPOSED 2026-27 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
Provide teachers with release time to collaborate in grade level teams. This supports Data-Driven Decision Making – regularly assessing program impact through data analysis to adjust interventions as needed.	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	102-14
This expenditure allows teachers release time for peer observation and feedback. This improves teacher efficacy and supports alignment and equity of instruction.	\$12,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			Ensure all classrooms are observed and teachers receive feedback on core instruction and classroom management and culture.	102-15
This expenditure will provide supplies for classrooms and the office that are needed to enhance the student experience.	\$4,100	LCFF Supplemental	4310	School Office Supplies			0.00			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.	102-16
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.	\$105,437	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10574	TSA 11Mon 12Pay	0.60			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.	102-17

PROPOSED 2026-27 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
The Community School Manager (CSM) supports the Coordinator of Partnerships and Services by overseeing on-site programs. The CSM supports family engagement by conducting outreach, organizing workshops, and building relationships with families to enhance their involvement in student success. They coordinate student and family resources by identifying and connecting students and families with community-based services, including mental health support, after-school programs, and basic needs assistance.	\$143,400	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	10498	Prog Mgr Community Schools11	0.75			For students multiple years below, provide tiered supports (Newcomer ELD, Early literacy tutoring, 1:1 tutoring, Ignite) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Monthly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	102-18
Early Literacy Tutors will also provide support with administration of assessments including Dibels, Letter ID and iReady. The data used from these assessments will identify students for Tier 2 small group instruction.	\$59,592	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	3445	Early Literacy Reading Tutor	0.80			For students multiple years below, provide tiered supports (Newcomer ELD, Early literacy tutoring, 1:1 tutoring, Ignite) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Monthly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	102-19
Physical Education teacher provides students with outdoor activities and learning to enhance health and well-being	\$103,644	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	0924	Teacher Education Enhancement	0.60			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.	102-20

PROPOSED 2026-27 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
Teacher Librarian plans and implements programs/activities weekly that support each grade level, low performing students, and links the culture and community to the library and reading. This enrichment program allows teachers to meet in grade-level collaboration sessions or to prepare for daily instruction in support of student success.	\$116,380	Measure G, Library Support	1105	Certificated Teachers' Salaries	0552	Teacher Education Enhancement	0.70		College/Career Readiness	Ensure that collaboration between SPED teachers and Gen. Education teachers occurs as needed to support students.	102-21
.60 VAPA Teacher to provide enrichment to foster cultural and personal expression.	\$67,610	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10044	Teacher Education Enhancement	0.60			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, project based learning, and enrichment opportunities in the ASP.	102-22
Light refreshments will be provided at family engagement events to create a welcoming atmosphere and strengthen the sense of community.	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		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, project based learning, and enrichment opportunities in the ASP.	102-23
Translation services for family events will provide access to our rich, multi-lingual family community to learn schoolwide goals, values and plans for student success.	\$1,000	Title I, Part A Parent & Family Engagement	5826	External Work Order Services			0.00		ELL Reclassification	Families will receive regular communication and opportunities to engage in schoolwide events	102-24

PROPOSED 2026-27 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
This expenditure will support parents in accessing fingerprinting services at no cost in an effort to increase family volunteerism so families feel more connected to the school community	\$760	Title I, Part A Parent & Family Engagement	7491	#N/A			0.00		Student Connectedness to School	Families will receive regular communication and opportunities to engage in schoolwide events	102-25
Teacher Librarian plans and implements programs/activities weekly that support each grade level, low performing students, and links the culture and community to the library and reading. This enrichment program allows teachers to meet in grade-level collaboration sessions or to prepare for daily instruction in support of student success.	\$49,877	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	0552	Teacher Education Enhancement	0.30		College/Career Readiness	Ensure that collaboration between SPED teachers and Gen. Education teachers occurs as needed to support students.	102-26
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.	\$70,291	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10574	TSA 11Mon 12Pay	0.40		Reading Inventory (RI) Multiple Years Below Grade Level	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.	102-27



**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:

- Sponsoring family engagement events that support academic achievement and foster the home/school connection
- 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 curriculum-embedded family letters to parents which explain the standards and expectations of each unit/module

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 28, 2025 and will be in effect for the period August 11, 2025 through May 28, 2026

The school will distribute this policy to all parents on or before September 30th, of the current school year.

Name of Principal
Linda Morgan

Signature of Principal
Linda Morgan



School-Parent Compact

Bella Vista Elementary School

2025-2026

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 2025-26 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) **UFLI Literacy Foundations**
 - d) **Eureka Squared Math**
 - e) 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) **Progress monitoring for student below grade level achievement, as needed**
 - c) Monthly parent workshops
- 4) Provide parents reasonable access to staff.
 - a) Multiple means of communication: Parent Square , **Bella Vista Website**, 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) **Classroom** 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 28, 2025 and will be in effect for the period of August 11, 2025 to May 28, 2026.

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 30, 2025.

Linda Morgan

Principal Bella Vista Elementary School

8/28/2025



Strategic Resource Planning (SRP)

Bella Vista ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Angelica Rodriguez
Vice Chairperson:	RéChelle Snow
Secretary:	Rebecca Dunning

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 Morgan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Celine Cardone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jennifer Hayes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Anna Pitts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Rebecca Dunning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Angelica Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Teal Tolbert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Vildren Tucker-Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Leticia Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
RéChelle Snow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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: <small>(Day/Month/Time)</small>	2nd Thursday @ 4:30
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members