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Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School

Ask of the Board Approve the 2025-2026 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)

- 2025-2026 School Plan for Student Achievement (SPSA) for Bella Vista Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Bella Vista Elementary School
CDS Code: 1612596001655
Principal: Linda Morgan
Date of this revision: 5/9/25

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/9/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 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: 5/9/2025

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

Angelica Rodriguez Maciel

SSC Chairperson

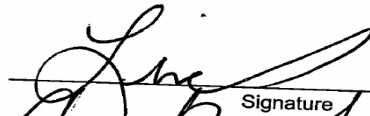
SELLS Representative (optional)


Monica Thomas

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning


Signature


Signature

Signature

Monica Thomas

Signature



Signature

5/9/2025

Date

5/9/2025

Date

Date

5/12/25

Date

5/12/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2025	SSC & SELLS	Review 2025-2026 Title I Expenditures
1/30/2025	SSC & SELLS	Vote to approve 2025-2026 Title I Expenditures
2/27/2025	SSC	Review LCAP Goals 2025-2026 (year to year comparison)
3/20/2025	SSC	Review of 2025-2026 CCSPP Goals and Priorities
4/20/2025	SSC & SELLS	Review of 2025-2026 Complete Budget
4/30/2025	Coffee With the Principal	Review of 2025-2026 Bella Vista Site Plan, Parts 1, 2, 3, 3C, 4
5/8/2025	SSC	Review and Approval of Bella Vista 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 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 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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$112,850.01
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$839,069.22

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 (#3010)	\$109,800
Title I, Part A Parent & Family Engagement (#3010)	\$3,050
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$112,850

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$839,069.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$30,300
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$348,000
Proposition 28 (Arts & Music in Schools #6770)	\$64,886
SUBTOTAL OF STATE & LOCAL FUNDING:	\$726,219

2025-26 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:

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, 2023-24

% 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:	By May 2026, 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
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	42.2%	44.4%	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%	61.5%	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%	54.2%	not available until fall 2025	80.0%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-33.1	not available until fall 2025	-20.0
SBAC ELA Participation	All Students	97.5%	98.9%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.1%	60.6%	not available until fall 2025	70.0%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	-40.6	-35.8	not available until fall 2025	-20.6
SBAC Math Participation	All Students	98.9%	98.9%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	24.2%	29.1%	not available until fall 2025	55.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	25.7%	27.9%	not available until fall 2025	55.0%
California Science Test (CAST) Participation	All Students	100.0%	96.8%	not available until fall 2025	95.0%

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

School Goal:	By May of 2026 - 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:	- 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
SBAC ELA Distance from Standard Met	Special Education Students	-102.6	-52.5	not available until fall 2025	-20.0
SBAC ELA Distance from Standard Met	African American Students	-70.1	-68.2	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%	59.4%	not available until fall 2025	24.1%

SBAC Math Distance from Standard Met	Special Education Students	-78.7	-45.7	not available until fall 2025	-20.6
SBAC Math Distance from Standard Met	African American Students	-81.2	-84.8	not available until fall 2025	-51.2
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	24.8%	10.5%	not available until fall 2025	35.0%
LTEL Reclassification	Long-Term English Learners	16.7%	0.0%	not available until fall 2025	25.0%

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
Student Connectedness to School	All Students	65.4%	62.4%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.9%	1.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	3.0%	3.8%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.5%	1.3%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	49.4%	28.8%	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	61.9%	43.6%	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:		By May 2025, 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
One-Year School Teacher Retention Rate		All Teachers	81.5%	79.9%	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, 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	<p>Differentiated SIPPS groups; progress toward implementation of ALL Block; Implementation of T1 Pilot: Ignite (55 students, 1st - 5th grade); Grade level teams are meeting weekly. Master schedule aligns most prep times for each each grade level. Some teachers are using that time to collaborate, plan and analyze data. D-ELD on all schedules and being taught K-5; principal and TSA are observing classrooms and providing feedback to teachers and PLCs; leadership Team using Inquiry and Planning Tool to monitor and implement Cycle 1 Action Plan, and prepare for cycle 2 plan; coach has monitored and supported iReady participation, and ensured quality testing conditions for all students;</p>
LCAP Goal 2:	<p>By May of 2026</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	<p>collaboration between RSP/SCP and Gen Ed classrooms (mainstreaming, push-ins, pull-outs); Tier II and Tier III pull outs for ELA serving AA students, ELL's & students with IEP's (BV's current math pull outs are only students with IEPs); Adults holding high expectations and growth mindset towards all students regardless of cultural background, learning differences, or language proficiency; monthly Professional Learning; Tiered literacy instruction provided support for all students below grade. (SIPPS & T3 Tutoring: Ignite); Academically focused and consistent UED time; affinity groups for AA females and males meet weekly, led by AAFE and AAMA, to build leadership skills and strengthen belief in self and abilities</p>

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p>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); PBIS supports in place; SST meetings held weekly; Sown to Grow Survey active; mental health counselors onsite, specifically for TK-K students, mediCal and non mediCal</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, 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.</i></p>	<p>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, montly meeting of newly formed ILT who set goals for PLCs; Administration and TSA conduct weekly Learning Walks, including new teacher classrooms; based on Intent to Return, over half new teachers confirmed plans to return; release day for planning provided to new teachers; district support for new teachers in the areas of D-ELD and ELA</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, 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 	<p>Behavior challenges have impacted teachers' ability to execute lessons effectively; lack of math tutor; ALL Block and Labs took a while to implement for most classes - still a work in progress; 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; minimal differentiation due to lack of planning time; not all classes holding students accountable for weekly iReady lesson minutes</p>
LCAP Goal 2:	<p>By May of 2026</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 	<p>Frequent support staff absences hinder minutes for students with IEPs; stubborn number of ELLs who have been enrolled in BV since K still not making progress, despite interventions year after year; missing CSM means infrequent SST meetings for students with SEL and behavior challenges; attendance issues; teacher talk stronger than student talk</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Lack of a CSM; inconsistent communication with family (no formal newsletter); counselors not services enough students due to a variety of reasons, including parental distrust, medical insurance roadblocks; new Attendance Clerk; not enough incentives; SART meetings inconsistent; half time Family Engagement staff</p>
LCAP Goal 4:	<p>By May 2025, 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>	<p>Lack of classroom management impacts new teachers' ability to deliver lessons consistently; meeting time too short to deliver quality PD with significant collaboration time;</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bella Vista Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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 2024-25 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 coaching through observation and feedback. 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 are partnering with Early Literacy Reading Tutors and Ignite to support students' reading goals. Teachers focus on student goals and use strategic questioning, centering academic conversations on texts in class. Upper grade teachers (3rd-5th) use All Block to differentiate instruction and monitor progress, adjusting as needed. Educated conference time and home visits are embedded into the school calendar, along with PD and collaboration time. 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 among our multiracial is an area of focus for our team. We work with partners to support our team in creating strategies to increase student attendance and family engagement. In order to ensure that teachers are able to support all students, weekly collaboration between teachers in Self Contained Classes and General Education classes is a continued area of focus.

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

Our TSA has focused on literacy, 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 SPPS 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, especially in the areas of ALL Block and Labs. 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 was vacant for the a majority of the year, impacting the implementation and refinement of the culture and climate plans. We continue to sustain partnerships with EBAC Therapists, EPIC and CHAA, services that Bella Vista students 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 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.

No updates for next year.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Admissions Fees (Mosaic)	Field Trips	Student Connectedness to School	58 students participate in a week long camp experience for community building, character development and leadership opportunities.	Did not happen due to delayed response from Mosaic.	Continue this practice to develop the whole child in alignment with Bella Vista's school vision and mission
TSA Classroom 10Mos	Literacy TSA 10Mos	Reading Inventory (RI) Multiple Years Below Grade Level	Supports literacy and mathematics 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) and PDs. Reviews literacy data to share with teachers to provide data driven instruction. Provides Newcomer intervention through small group instruction. Facilitates Tier 3 Tuotoring program (Ignite).	Served 22 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. Monitored and supported 55 students in Ignite tier 3 literacy program. Facilitated 5 grade level PLCs to support teachers with data driven instruction in Math and Literacy. Facilitated PDs in Math and Literacy. Conducted coaching cycles with 4 teachers. Trained staff and monitored ELPAC testing. Supports teachers and families through the ELL Reclassification process. Provides academic interventions through COST.	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.
Refreshments	Refreshments for Parent workshops	Student Connectedness to School	builds connections with families	100 % of participating 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	Translation Services	College/Career Readiness	provide on demand translation for families & staff	The new policy for requesting translation from central partners changed and while we had more access to outside translators, the newness of the practice was not clearly communicated and therefore was underutilized.	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.
Classsuppt Salaries Overtime	Translation Services	Student Connectedness to School	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 and technology in the form of translation headphones. % of Bella Vista familes identify as non English and the site must prioritize translation to create a warm and welcoming environment for all families.

2025-26 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 2026, 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 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."

#	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, 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 2026 - 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 2025, 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			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			<u>Stages and Actions for ELD Implementation</u>	
#	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 2025-26 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.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			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
Girls, Inc. will finance an Academic Liaison (QSC), provide teachers with extended contracts, and fund a Culture Keeper to enhance student access to quality instruction and intervention, and ensure safety on campus after school.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Ensure all classrooms are observed and teachers receive feedback on core instruction and classroom management and culture.	102-2
.4 VAPA Teacher to provide enrichment to foster cultural and personal expression.	\$56,663	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10144	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			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
Extended contract for dance and other teachers to support student performance events. This will help students who require alternate ways to demonstrate their talents and abilities and allow for creativity of expression.	\$4,762	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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 2025-26 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
Supplies for dance class, as well as performing arts materials, to cultivate joy and cultural understanding.	\$3,461	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			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.	102-5
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.	\$15,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Support interventions for chronic absenteeism with our multiracial students using strategies identified above, but targeted to support this student group.	102-6
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.	\$102,994	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	New Position 04	Counselor	0.75			Provide additional Mental Health services to support students individually, in small groups, and in the classroom.	102-7
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.	\$15,200	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Support interventions for chronic absenteeism with our multiracial students using strategies identified above, but targeted to support this student group.	102-8

PROPOSED 2025-26 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
Light refreshments will be provided at family engagement events to create a welcoming atmosphere and strengthen the sense of community.	\$2,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a			Families will receive regular communication and opportunities to engage in schoolwide events	102-9
Incentives to support excellence monthly assemblies to promote attendance and academic growth; to support students in upholding Bella Vista values and having strong SEL practices	\$4,000	California Community Schools Partnership Program	4314	Student Incentives	n/a	n/a	n/a			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.	102-10
This expenditure supports teachers in participating in professional development opportunities, providing travel expenses, conference fees and lodging. This builds teacher efficacy in the areas of instruction and leadership.	\$20,000	California Community Schools Partnership Program	5200	Travel And Conferences	n/a	n/a	n/a			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.	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.	\$110,806	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Provide additional Mental Health services to support students individually, in small groups, and in the classroom	102-12
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.	\$34,331	California Community Schools Partnership Program Carryover	1205	Certificated Pupil Support Salaries	New Position 04	Counselor	0.25			Provide additional Mental Health services to support students individually, in small groups, and in the classroom	102-13

PROPOSED 2025-26 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
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.	\$42,464	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	10143	11-Month Community School Manager	0.25			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.	102-14
Light refreshments will be provided at family engagement events to encourages participation, foster connection among families, and support a more inclusive and engaging experience for all attendees.	\$1,205	California Community Schools Partnership Program Carryover	4311	Meeting Refreshments	n/a	n/a	n/a			Families will receive regular communication and opportunities to engage in schoolwide events	102-15
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.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			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.	102-16
Recruitment/Evaluation/Training Specialist for Girls, Inc. Responsible for recruiting qualified instructors, evaluating teacher progress, and training and coaching ASP teachers in effective instruction and SEL strategies. This will benefit students participating in the ASP by ensuring quality facilitators of students' after school experience.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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.	102-17

PROPOSED 2025-26 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
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.	\$15,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	102-18
This expenditure allows teachers release time for peer observation and feedback. This improves teacher efficacy and supports alignment and equity of instruction.	\$6,900	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Ensure all classrooms are observed and teachers receive feedback on core instruction and classroom management and culture.	102-19
This expenditure will provide supplies for classrooms and the office that are needed to enhance the student experience.	\$8,400	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			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
Light refreshments will be provided at family engagement events to create a welcoming atmosphere and strengthen the sense of community.	\$600	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		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.	102-21
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.	\$2,450	Title I, Part A Parent & Family Engagement	4420	Computer < \$5,000	n/a	n/a	n/a		ELL Reclassification	Families will receive regular communication and opportunities to engage in schoolwide events	102-22

[illegible]

2025-26 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: _____

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

Angelica Rodriguez Maciel

SSC Chairperson

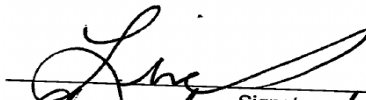
SELLS Representative (optional)

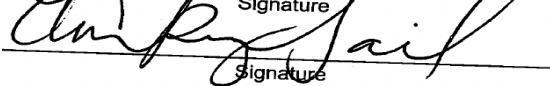
Monica Thomas

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning


Signature


Signature

Signature

Monica Thomas

Signature



Signature

5/9/2025

Date

5/9/2025

Date

Date

5/12/25

Date

5/12/25

Date



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

Title I, Part A School Parent and Family Engagement Policy

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

Bella Vista Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- The school communicates to families about the school's Title I, Part A programs by:
 - Convening an annual Title 1 Meeting and sharing information from meeting to all stakeholders through Parent Square

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Holding Parent Workshops
- Distribution of training materials

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

- Providing meetings at multiple times of day

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

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

- Holding both formal and informal monthly parent meetings

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

- Ensuring translation is available at parent meetings

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- 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 29, 2024 and will be in effect for the period August 12, 2024 through May 29, 2025

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



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

Bella Vista Elementary School

2024 - 2025

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 2024-25 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 29, 2024 and will be in effect for the period of August 12, 2024 to May 29, 2025.

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, 2024.

Linda Morgan

Principal Bella Vista Elementary
School

8/29/2024

Strategic Resource Planning (SRP)



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

BELLA VISTA ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Angelica Rodriguez
Vice Chairperson:	Linda Morgan
Secretary:	Otilia Murray

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"/>	
Kim Thi Thai	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Anna Pitts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jennifer Hayes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nyika Brame	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Lamar Mosley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Otilia Murray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Leticia Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Maria Bran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Angelica Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Vildred Tucker Dawson (alternate)	<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)

3rd Thursdays, @ 4:00 p.m.

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.

