

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Chabot Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Chabot Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Chabot Elementary School
CDS Code: 1612596001648
Principal: Jessica Cannon-Israel
Date of this revision: 4/26/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact: Jessica Cannon-Israel
Address: 6686 Chabot Road
Oakland, CA 94618

Position: Principal
Telephone: 510-654-4884
jessica.cannon@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Chabot Elementary School

Site Number: 106

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: Tuesday 4/26/16

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.)
<u>Broadcast</u> |
|--|---|--|

Signatures:

<u>Jessica Cannon</u> Print name of School Principal	<u>Jessica Cannon</u> Signature	<u>5-24-16</u> Date
<u>Colleen F. Blakelock</u> Print name of SSC Chairperson	<u>Colleen F. Blakelock</u> Signature	<u>5-24-16</u> Date
<u>Kyla Trammell</u> Print name of Network Superintendent	<u>Kyla Trammell</u> Signature	<u>5-24-16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-26-16</u> Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: Chabot Elementary School

Site Number: 106

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/23/2016	SSC	Brainstormed priorities and goals for SPSA 2016-17
2/29/2016	Leadership Team	Revised draft of SPSA priorities for 2016-17
3/2/2016	PTA Budget Committee	Discussion around how PTA can financially support goals and priorities laid out in draft SPSA
3/7/2016	Faculty	Feedback session on SPSA goals and priorities
4/19/2016	ILT	Review and Revise SPSA
4/26/2016	SSC	Review and approve Final SPSA

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$77,279.14	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$46,616.82	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$123,895.96	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

School Description

Anthony Chabot Elementary School, located in the Rockridge neighborhood of Oakland, is a public elementary school that works! Chabot's Kindergarten through 5th grade provides its approximately 570 students with a strong academic foundation in a caring environment that fosters innovation and risk taking.

Chabot is committed to ensuring that every one of our students achieves academic and social success. The teachers at Chabot, without exception, are experienced, dedicated and talented. They focus on community building to ensure that all children feel secure, nurtured, and supported by the environment and each other. Their classes blend inquiry and rigor to promote collaboration and critical thinking. With the support of parent classroom volunteers and a broad range of PTA-funded enrichment programs, students receive a well balanced and integrated curriculum of language arts, mathematics, science, history, social studies, visual and performing arts and physical education.

School Mission and Vision

Chabot Elementary School is a place where every student, teacher, and staff member believes that we each have the capacity to grow and develop in those areas which are most challenging for us.

Recognizing that this type of growth and change happens best in community, we strive to create trusting relationships where risk taking is encouraged and mistakes are embraced.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Multi-Tiered Systems of Support (MTSS) - Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team-members.
Major Improvement Priority #2:	Small Group Instruction / Differentiation Teachers use data to group students and provide differentiated instruction targeted to student needs across the curriculum (Tier 2).
Major Improvement Priority #3:	Teachers guide students in academic discussion, reading of complex text, and writing with evidence across the curriculum. In Math, instruction shows evidence of focus, coherence, and rigor. (Integration and Vertical Alignment)

MAJOR IMPROVEMENT PRIORITY #1:**Multi-Tiered Systems of Support (MTSS) -**

Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team-members.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
77.5% meeting or exceeding standard on ELA SBAC	Only 35.5% of AA students met or exceeded in ELA
79% meeting or exceeding standard on Math SBAC	Only 41.9% of AA students met or exceeded in Math
SEL Learning at 77%	Chronic absences at 10% for African American Students

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The data shows that we are serving the majority of our students well, but need more focused attention on certain individuals and subgroups including African American students and Students with Disabilities.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Our SQR from Spring 2012 revealed a noticeable lack of engagement of African American and Latino students in many of our classes as well as families of color feeling less included in the overall school culture than their white counterparts. The SQR also noted feelings of being treated unfairly by African American boys. Our URFs show that many students are still being sent out of class for problems that potentially could be addressed or prevented in the classroom. Staff surveys also show a difference in teachers' perceived abilities to teach SEL competencies in their classes.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	The percentage of students responding positively to the SEL survey questions will increase by 5 pp from 76.1% to 81.1%	SEL	African- American Students	76.1%	78%	81%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Social/Emotional	Student engagement will average 85% or higher in all classrooms as measured by ILT walkthroughs	SEL	Special Education Students	N/A	75-80% based on Walkthroughs	85% in each classroom	5: Students are engaged in school everyday.
Climate & Culture	We will reduce suspensions and URF referrals by 20% using Restorative Justice proactively	Culture/ Climate: Student	African- American Students	N/A	50 or less URFs	40 or less URFs	5: Students are engaged in school everyday.
Social/Emotional	We will establish school wide SEL strategies to be used in all classrooms and on the Yard	SEL	All Students	N/A	N/A	90% of students can identify SEL strategies	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Implement a schoolwide SEL curriculum*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will implement culturally competent teaching practices including the Chabot 5 Step	Principal, TSA and ILT will create a PD calendar focusing on SEL Learning and equity	Implementing Restorative Justice throughout school - TSA, Principal. Coach
Teachers will integrate a uniform SEL curriculum beginning with our K and future TK classes	Principal will ensure key staff are trained in Restorative Justice techniques	Creating & utilizing walk through form focused on engagement - ILT
Teachers will prioritize building partnerships with historically underserved families, particularly with our families transitioning into Kindergarten or TK.	TSA will conduct SSTs to build partnerships with families	School wide diversity calendar tied to monthly assemblies - TSA
Teachers will implement and scaffold Academic Discussions as a tool for improving SEL competencies for all students including GATE	ILT will create a Walk Through tool to measure SEL competencies	Monthly PD on SEL Learning - ILT
Teachers will use community building and Restorative Justice circles/practices regularly with special focus on building the speaking skills for our ELLs	Targeted outreach to families of color for leadership positions on PTA and SSC	Administration will create Instructional Assistant positions for K-1, 2-3 and 4-5 to assist with differentiation for both GATE and Low Performing students
Teachers will choose and monitor progress of Focal Students with a focus on those students who have not achieved mastery	PTA and Bay Area Teacher Training Institute will collaborate to fund at least one full time Teaching Interns for grades 4 and 5 to lead small group differentiated instruction for GATE and low performing students	School Psychologist will lead empowerment groups for at risk children to develop resiliency and self esteem

	Administration will work to make Chabot attractive to and inclusive all different types of families; diversify enrollment	SSC/PTA will conduct study to understand and hopefully reduce attrition
	Principal will share SPSA with all stakeholders so as to unite vision and goals	Administration and ILT will refine schoolwide discipline policy to improve consistency in implementation throughout school
	Principal will provide PD on SEL risk factors including foster care and homelessness	

MAJOR IMPROVEMENT PRIORITY #2: Small Group Instruction / Differentiation

Teachers use data to group students and provide differentiated instruction targeted to student needs across the curriculum (Tier 2).

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
77.5% meeting or exceeding standard on ELA SBAC	Only 35.5% of AA students met or exceeded standard in ELA
77.5% meeting or exceeding standard on ELA SBAC	Only 41% of AA students met or exceeded standard in Math
83% reading at or above grade level as measured by SRI	Only 53% of our SWD are reading at grade level as measured by SRI

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
The data shows that we are serving the majority of our students well, but need more focused attention on certain individuals and subgroups including African American students and Students with Disabilities.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
We believe that whole class instruction does not meet the needs of every student and that by increasing our time on Small Group Instruction we will be able to accelerate student learning across the school.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic Domain	We will increase the number of students reading at or above grade level by 5 pp from 83.3% to 88.3%	SRI	African- American Students	83.3%	85.5%	88.3%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	African American students SRI scores will grow by 7pp to 64% at or above grade level	SRI	African- American Students	57.1%	60%	64%	3: Students are reading at or above grade level.
Academic	All subgroups will grow by at least 5 pp on the SBAC in both ELA and Math	SBAC ELA	African- American Students	35%	37%	40%	2: Students are proficient in state academic standards.
Academic	SWD will increase their SRI scores by 7 pp to 60% reading at or above grade level	SRI	Special Education Students	53%	56%	60%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Focus PLC planning time and professional development on best strategies for Small Group Instruction.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Schoolwide, all teachers will use Readers' and Writer's Workshops as opportunities for targeted small group instruction	ILT will focus on leading data driven Inquiry cycles focused on efficacy of targeted small group instruction	Principal will work with PTA to secure funding for Blended Learning PD
Teachers will use hands on small group Math centers with Kindergarten and TK students	Administration and ILT will gear professional development around strategies for small group instruction across curriculum	Administration will create Instructional Assistant positions for K-1, 2-3 and 4-5 to assist with differentiation for both GATE and Low Performing students
Teachers will combine with other teachers in the same grade level to be able to offer targeted reading support to small groups including GATE	ILT will lead PLCs in preparing guided reading lessons	Homework Club will be reorganized to include opportunities for targeted small group instruction
Teachers will use Newzela and other ELA computer based programs to differentiate curriculum and provide opportunities for small group instruction	ILT and Principal will create a schedule of peer observations focused on small group instruction	We will offer a Saturday School program that includes small group instruction for families

Grades 2-5 will use Kahn academy and/or Magna High Math as an opportunity for differentiation, acceleration for GATE and intervention	ILT and Media Specialist will develop PD on Blended Learning as an option to facilitate small group instruction and accelerate learning for those not yet at mastery	Principal will organize Master Schedule so teachers can combine classes for Music and Media creating built in opportunities for small groups
STIP subs will support grade level teams with differentiation, acceleration and intervention with special focus on ELLs	ILT and TSA will explore Blended Learning options for GATE students	We will create a Tech Committee of parents and teachers to explore Blended Learning options in order to accelerate learning for every child

MAJOR IMPROVEMENT PRIORITY #3: Teachers guide students in academic discussion, reading of complex text, and writing with evidence across the curriculum. In Math, instruction shows evidence of focus, coherence, and rigor. (Integration and Vertical Alignment)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
88% of our students, school wide are reading at or above grade level as measured by F&P	The 12% of our students who are not reading at grade level remained consistent from September - December
80% of our 4th graders and 93% of our 3rd graders achieved mastery in Science as measured by SIRA	Only 64% of fifth graders scored "mastery" on mid year Math CEOU
90% of first graders and 81% of third graders were at or above benchmark on the Math CEOU	Only 32% of fourth graders scored "mastery" on mid year Math CEOU

ROOT CAUSE ANALYSIS for Priority #3
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
In ELA, we need to focus on the 12% reading below grade level. In Math, particularly in the upper grades, we need to focus on going deep into the new standards and assuring appropriate levels of rigor throughout the teaching and learning.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
From this data, we have concluded that the transition to Common Core Math is challenging, particularly for our students who learned Mathematical foundations before Common Core. There also seems to be a large jump in the level of rigor demanded from 3rd to 4th grade. Although 79% of our students, school wide scored at or above standard on the last SBAC - Math, this still seems an important focal area. We believe that by focusing on aligning the math standards grade to grade and integrating the curriculum across subjects, we will improve these scores.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	85% of our students in grades 3-5 will meet or exceed standards on the 2017 SBAC	SBAC Math	African- American Students	78%	82%	85%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	80% of students in grades 4 and 5 will achieve mastery on final Math CEOU	Math C-EOU	African- American Students	72%	77%	80%	2: Students are proficient in state academic standards.
Academic	Schoolwide, 92% of students will be reading at or above grade level as measured by F&P by May 2017	F&P	African- American Males	82%	87%	92%	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Create a Science Integration Team with our Science Teacher and grade level representatives to coordinate and communicate around integration of science and writing*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers will integrate Science into Reading, Math, Writing and Media - with a tention to our transitioning K students	ILT will focus their professional learning and collaborative work around the four standards common to Math, Science and ELA	Administration will continue to implement a Science Integration team to allow grade level reps and Science teacher to meet monthly
Teachers will use hands on Science as starting points for academic discussions and writing - special outreach to low performing students	Science Teacher and Media teacher will serve on ILT	Administration and PTA will fund a full time credentialed Science teacher
Throughout the curriculum, teachers will use integrated learning to facilitate the students' reading, writing and speaking grounded in evidence (ELA 5) - focusing on all types of learners including GATE	ILT will lead PD around Vertical Alignment of Math standards from K-Grade 5	Administration will create opportunities for Science and Media teacher to collaborate and integrate
	ILT will lead PD around integrated lessons	Purchasing software to support common core transion - especially for those who have not yet mastered standards
	Principal and Tech Committee will explore ways technology can help integrate subject matters	Purchasing supplies for hands on science, media, and writing

	Grade level teams will create and organize supplemental Math units to ensure high levels of rigor	Support in HW Club and Saturday School will incorporate cross-curricular integration
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Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$14,492.13	General Purpose Discretionary	STiP Teacher to provide release time for TGDS and small group intervention	Administration will create Instructional Assistant positions for K-1, 2-3 and 4-5 to assist with differentiation for both GATE and Low Performing students	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0008	1	106-1	106
\$8,000.00	General Purpose Discretionary	Operating supplies for classrooms and students	Teachers will integrate Science into Reading, Math, Writing and Media - with a tention to our transitioning K students	A2.1: Implementation of CCSS & NGSS	5610	n/a	n/a	n/a	106-2	106
\$4,960.85	General Purpose Discretionary	Family Outreach coordinator to involve families in MTSS	Teachers will prioritize building partnerships with historically underserved families, particularly with our families transitioning into Kindergarten or TK.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	106-3	106
\$5,000.00	General Purpose Discretionary	Extra planning time for teachers to plan rigorous Common Core aligned integrated instruction across content	Teachers will implement culturally competent teaching practices including the Chabot 5 Step	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	106-4	106
\$44,826.16	General Purpose Discretionary	Includes funds to support targeted small group instruction (technology and leveled books)	Schoolwide, all teachers willuse Readers' and Writer's Workshops as opportunities for targeted small group instruction	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	106-5	106
\$32,239.88	LCFF Supplemental	STiP Teacher to provide release time for TGDS and small group intervention	Throughout the curriculum, teachers will use integrated learning to facilitate the students' reading, writing and speaking grounded in evidence (ELA 5) - focusing on all types of learners including GATE	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	0.66	106-6	106
\$11,376.94	LCFF Supplemental	Family Outreach coordinator to involve families in MTSS	Teachers will prioritize building partnerships with historically underserved families, particularly with our families transitioning into Kindergarten or TK.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	106-7	106
\$3,000.00	LCFF Supplemental	Support MTSS (both academic and in RJ), provide targeted reading instruction to accelerate reading ach.; sub release for peer observations focused on Priorities 2&3.	Principal will ensure key staff are trained in Restorative Justice techniques	A2.2: Social Emotional Learning	1150	n/a	n/a	n/a	106-8	106
\$16,608.42	Measure G (TGDS)	STiP Teacher to provide release time for TGDS and small group intervention	Teachers will implement culturally competent teaching practices including the Chabot 5 Step	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.34	106-9	106
\$371.58	Measure G (TGDS)	Includes funds to support targeted small group instruction (technology and leveled books)	Teachers will use Newzela and other ELA computer based programs to differentiate curriculum and provide opportunities for small group instruction	A3.1: Blended Learning	4310	n/a	n/a	n/a	106-10	106
\$12,130.00	Program Investment	.1 FTE additional psych to provide MTSS-SEL support	Teachers will integrate a uniform SEL curriculum ibeginning with our K and future TK classes	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	106-11	106
\$3,510.00	Program Investment	Includes funds to support targeted small group instruction (technology and leveled books)	Grades 2-5 will use Kahn academy and/or Magna High Math as an opportunity for differentiation, acceleration for GATE and intervention	A3.1: Blended Learning	5825	n/a	n/a	n/a	106-12	106
\$5,800.00	Program Investment	Extra planning time for teachers to plan rigorous Common Core aligned integrated instruction across content	Grade level teams will create and organize supplemental Math units to ensure high levels of rigor	A2.3: Standards-Aligned Learning Materials	1120	n/a	n/a	n/a	106-13	106
\$176.30	Program Investment	Includes funds to support targeted small group instruction (technology and leveled books)	Teachers will combine with other teachers in the same grade level to be able to offer targeted reading support to small groups including GATE	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	106-14	106



OFFICE OF ACCOUNTABILITY PARTNERS

School Site Council Membership Roster – Elementary

School Name: Charcot

School Year: 2015-16

Chairperson: <u>Colleen Blakelock</u>	Vice Chairperson: <u>Selma Raza</u>
Secretary: <u>Anna Forward</u>	*LCAP Parent Advisory Nominee: <u>Brandi Smetts</u>
*LCAP Parent Advisory Nominee: #2 <u>Amy Ferraris</u>	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<u>Colleen Blakelock</u>				X
<u>Selma Raza</u>				X
<u>Amy Ferraris</u>				X
<u>Brandi Smetts</u>				X
<u>Michael Alexander</u>				X
<u>Sophina Alvarado Mena</u>				X
<u>Anna Forward</u>		X		
<u>Leslie Rychel</u>		X		
<u>Caroline Aszklar</u>		X		
<u>Natalie Hughes Weinberg</u>		X		
<u>Celia Bermeo</u>			X	
<u>Jessica Cannon</u>	X			

Meeting Schedule (day/month/time)	<u>last Tuesday of every month 5:15-6:30</u>
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SSC Legal Requirements: (Ed. Code 52852)

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;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
 3-Classroom Teachers
 1-Other Staff
And
 5-Parent /Community

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15