

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

➤ N/A

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Chabot Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Chabot Elementary School
CDS Code: 1612596001648
Principal: Jessica Cannon
Date of this revision: 6/5/2017

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 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: Jessica Cannon
Address: 6686 Chabot Road
Oakland, CA 94618

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Chabot Elementary School

Site Number: 106

- Title I Schoolwide Program
- Local Control Funding Formula (LCFF) Base Grant
- Title I Targeted Assistance Program
- LCFF Supplemental Grant
- 21st Century
- After School Education & Safety Program (ASES)
- 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: April 25, 2017

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

- Flyers in students' home languages
- Announcement at a public meeting
- Other (notices, media announcements, etc.) Weekly Broadcast

Signatures:

Jessica Cannon
School Principal

Jessica Cannon
Signature

4/25/2017
Date

Colleen Blakelock
Print name of SSC Chairperson

Colleen Blakelock
Signature

4/25/2017
Date

Alicia Bowman
Network Superintendent

Alicia Bowman
Signature

5/9/2017
Date

Marcus Silvi
Coordinator, Office of Accountability Partners

Marcus Silvi
Signature

5/25/17
Date

2017-18 SPSA ENGAGEMENT TIMELINE**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 othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/7/2016	ILT	Shared SPF and began brainstorming ideas for Site Plan 2017-18
11/7/2016	SSC	Shared SPF and began brainstorming ideas for Site Plan 2017-18
12/6/2016	PTA Board	Shared SPF and began brainstorming ideas for Site Plan 2017-18
12/13/2016	Faculty	Shared SPF and began brainstorming ideas for Site Plan 2017-18
12/13/2016	SSC	Solicited input on draft on focus areas and priorities for 2017-18
1/9/2017	ILT	Flushed out teacher and eadership practices
2/21/2017	SSC	Shared revised draft of Site Plan and garnered feedback
4/25/2017	SSC	Shared final draft
4/25/2017	ILT	Shared final draft

2017-2018 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	\$98,700.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$47,004.92	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$145,704.92	\$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 ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Anthony Chabot Elementary, located in the Rockridge neighborhood of Oakland, is a public elementary school that works! Chabot provides 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. Our 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, technology, visual and performing arts and physical education. At Chabot we recognize that historically, American schools have not consistently been able to provide our African American and Latino children with the structures, tools, and strategies necessary for them to reach their maximum potential. At Chabot, we are committed to interrupting inequitable practices, challenging biases and creating an inclusive learning community for all. Additionally, we strive to create strong partnerships with all of our families knowing that when we work together on behalf of our children, anything is possible.

School Mission and Vision

Chabot students will feel included and valued so that they are able to take academic risks, problem solve, make connections, and use evidence to think critically. Our scholars will find joy in taking responsibility and ownership for their learning, and will hold each other accountable to achieve academic excellence.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Small Group Instruction / Differentiation

SCHOOL GOAL for Small Group Instruction / Differentiation:

Teachers are implementing Readers Workshop in classes to ensure all students are receiving systemic, targeted reading instruction. Teachers use data to group students and provide differentiated instruction targeted to student needs across the ELA curriculum (Tier 2).

Each year, we will increase the number of students reading at or above grade level both for all students and for African American students. In 2015-16, we increased to 85% of all students at or above grade level and 67% of African Americans meeting target. For 2016-17 we will increase proficiency rates to 89% with 72% of AA students reading at or above grade level. By the end of 2018, we will be at 95% overall proficiency with 77% of our AA students reading at or above grade level.

SCHOOL TARGETS for Small Group Instruction / Differentiation:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	African American Students	66.67%	71.67%	76.67%

Other Leading Indicators for Small Group Instruction / Differentiation:

F&P

NEEDS ASSESSMENT for Small Group Instruction / Differentiation:

STRENGTHS	CHALLENGES
<p>77 % meeting or exceeding standard on ELA SBAC - consistent from 14-15 84% of our students were reading at or above grade level in March 2017 as measured by F&P; Our AA students achieving proficiency increased from 43 to 64%. 85% reading at or above grade level as measured by SRI - up 2 pp from 14-15; African American students reading at or above grade level increased by 10 pp (57% to 67%) OTHER STRENGTHS: high level of parent engagement, experienced teaching staff, well stocked library and lots of reading materials in classrooms; positive reading culture - author visits, reading for pleasure, etc.</p>	<p>Only 33% of AA students met or exceeded standard in ELA (down 3 pp from 14-15) Only 67% of AA students are reading at grade level as measured by SRI Only 61% of our students with disabilities are reading at grade level as measured by SRI (down 11pp) OTHER CHALLENGES: transition from Open Court, one size fits all literacy instruction to Balanced Literacy; tendency to "outsource" students who are not at grade level rather than have teacher intervene with individualized or small group instruction</p>

ROOT CAUSE ANALYSIS
<p>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.</p> <p>The root cause of this is that there is not universal adoption of the BAL system or differentiation.</p>

MATHEMATICS PRIORITY: Mathematics (Integration and Vertical Alignment)

SCHOOL GOAL for Mathematics (Integration and Vertical Alignment):

<p>In Math, instruction shows evidence of focus, coherence, and rigor. Instruction is crafted so students have multiple opportunities for productive struggle and receive support to explain their thinking. Math tasks are presented which allow for "low floor - high ceiling" in service of mastery of Common Core standards. (Integration and Vertical Alignment)</p>
<p>In both 2015 and 2016, 78% of our students in grades 3-5 met or exceeded standards on the Math SBAC. In 2015, 42% of our African American students achieved proficiency and in 2016 that number increased to 45%. For 2017, we will have 83% of our students school wide meeting or exceeding standard on the Math SBAC with 50% of our AA students meeting this goal. In 2018, we will have 87% of all students and 55% of our AA students in grades 3-5 meeting or exceeding standards on Math SBAC.</p>

SCHOOL TARGETS for Mathematics (Integration and Vertical Alignment):

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	African American Students	45.45%	50.45%	55.45%

Other Leading Indicators for Mathematics (Integration and Vertical Alignment):

CEOU results - specifically Performance Tasks

NEEDS ASSESSMENT for Mathematics (Integration and Vertical Alignment):

STRENGTHS	CHALLENGES
<p>78% of our students school wide met or exceeded standards on Math SBAC, 2016 (consistent from 2016); the percent of African American students achieving proficiency grew from 43 to 45%</p> <p>OTHER STRENGTHS: strong and experienced Math Lead; consistent Math PD for teachers; received grant to attend Math Conference and engage in additional Math Collaboration</p>	<p>Looking at the end of year CEOU from 2016, only 54% of AA students achieved proficiency compared with 80% of students overall. We also noted a significant drop in the scores on the Performance Tasks in Grade 4.</p> <p>There is a wide range of Math performances in our classes so differentiation remains a challenge. Also, transitioning from whole class instruction led by teacher to giving students time for productive struggle requires change management.</p>

ROOT CAUSE ANALYSIS
<p>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.</p> <p>From these 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. We believe that students do not have enough opportunities to explain their thinking and engage in productive struggle. Therefore the root cause of our challenges is that we need to increasing these opportunities for productive struggle aligned to Common Core tasks.</p>

CULTURE & CLIMATE PRIORITY: Multi-Tiered Systems of Support (MTSS)

SCHOOL GOAL for Multi-Tiered Systems of Support (MTSS):

<p>Chabot is implementing the Caring Schools Community curriculum in all classrooms. A multi-tiered approach to SEL is being followed so that each student can have her/his needs met and that discipline is handled through a restorative approach.</p>
<p>The percentage of students responding positively to all 5 SEL survey questions that are measured in the SPF will increase by 5 percentage points each year for the next 3 years, so that 76% of 5th grade students answer positively in 16-17, 81% in 17-18, 86% in 18-19.</p>

SCHOOL TARGETS for Multi-Tiered Systems of Support (MTSS):

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Social Emotional Learning	All Students	71.00%	76.00%	81.00%

Other Leading Indicators for Multi-Tiered Systems of Support (MTSS):

URF referrals

NEEDS ASSESSMENT for Multi-Tiered Systems of Support (MTSS):

STRENGTHS	CHALLENGES
<p>In 2015-16, we adopted a Restorative Justice approach to discipline. In 2016-17, we began implementing Caring Schools Community. We have a strong COST team and our TSA case manages Tier 2 interventions; 82% of students responded positively to the Culture and Climate Survey; 94% of parents responded positively; we have had several PDs on implicit bias;</p>	<p>All staff do not fully understand and appreciate the RJ approach; We continue to see referrals for behavior which possibly could have been prevented or reshaped with Tier 1 interventions; a few classes are not regularly doing Community Circles; we are occasionally seeing the same behaviors treated differently based on race and gender</p>

ROOT CAUSE ANALYSIS
<p>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 show that not all teachers and staff fully understand restorative justice and the reasons for focusing on SEL. We believe these concerns stem from a lack of understanding around implicit bias and insufficient training around SEL implementation, RJ and tiered interventions.</p>

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

<p>Parent Leaders from both SSC and PTA will join with Teacher Leaders to create a schoolwide Mission Statement for Equity which can be used to prioritize time, finances, and other resources.</p>
<p>In 2015-16, Chabot created an Equity and Inclusion Parent Committee to bridge SSC and PTA priorities and ensure focus on EVERY student. In 2016-17, this committee sponsored Family Engagement and Staff training on race and equity. In 2017-18, with the input of PTA, SSC, and Teacher Leaders, we will create a school wide Mission Statement on Equity to guide future decision making. This process will be inclusive and have diverse representation among all parent groups.</p>

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	All Students	94% satisfaction	96.00%	98.00%

Other Leading Indicators for Family Engagement:

Attendance at PTA Board Meetings, PTA General Meetings, SSC & other family events. Representation on SSC and PTA Board

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
.Our PTA and SSC leadership has become significantly more diverse over the past 3 years.	There are still instances of implicit bias and exclusion experienced by our families of color,

ROOT CAUSE ANALYSIS
Staff do not fully understand the Restorative approach to discipline and there is not full buy in around partnering with parents and implementing an SEL curriculum. If we join parent and teacher leaders together to create a joint mission statement on equity, we will have more buy in to our equity and SEL initiatives and greater satisfaction from both parents and teachers.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Small Group Instruction / Differentiation:	We believe that whole class instruction does not meet the needs of every student and that, if we more fully implementing Reader's Workshop and increase our time on Small Group Instruction, then we will be able to accelerate student learning across the school. We believe that fully implementing Guided Reading Groups during Readers Workshop will improve the reading performance of our low income students, English language learners, foster youth and GATE students.
SCHOOL THEORY OF ACTION for Mathematics (Integration and Vertical Alignment):	If we provide multiple opportunities for students to show evidence, explain their thinking and engage in productive struggle, then the Math performance of all students will increase. We believe this will especially benefit our low income students, English language learners and foster youth.
SCHOOL THEORY OF ACTION for Multi-Tiered Systems of Support (MTSS):	If we fully implement a school wide SEL curriculum, our students will feel more included and be more likely to take academic risks resulting in higher satisfaction on the student SEL survey and in increased academic performance in both ELA and Math for all students, especially low income students, English language learners and foster youth.
SCHOOL THEORY OF ACTION for Family Engagement:	By bringing parents and staff together to create a school wide Equity Mission Statement and corresponding decision system, we believe staff will have greater buy-in, input and understanding resulting in increased satisfaction on our StaffCulture/Climate survey, decreased URF rates and increased academic performance for our low income students, English language learners and foster youth.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Continue a schoolwide focus on equity, inclusion and SEL
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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1-1	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	PD on culturally responsive teaching; Parent and Teacher leaders will work with consultant to create a schoolwide Mission Statement on Equity; contract with Dr. Alison Briscoe Smith
1-2	Teachers will integrate Caring Schools Community SEL curriculum beginning with our K classes.	Principal will ensure all staff are trained in CSC; ILT will break down SEL competencies by grade and create a Walk Through tool to measure SEL competencies	PD on SEL; Financial investment in books and Yard climate
1-3	Teachers will prioritize building partnerships with historically underserved families, particularly with our families transitioning into Chabot for the first time.	TSA will conduct SSTs to build partnerships with families; Targeted outreach to families of color for leadership positions on PTA and SSC	Equity and Inclusion Committee will outreach to new families; Administration will work to make Chabot attractive to and inclusive all different types of families; diversify enrollment
1-4	Teachers will identify students who could benefit from Tier 2 SEL supports and refer them to COST	COST will meet at least twice a month to collaborate on meeting the needs of our most at risk students; Principal will provide PD on SEL risk factors including foster care and homelessness	Mental Health supports; SEL Groups; Family Outreach Liaison; School Psychologist will lead empowerment groups for at risk children to develop resiliency and self esteem
1-5	Teachers will use community building and Restorative Justice circles/practices regularly with special focus on building the speaking skills for our ELLs	Principal will ensure that key staff in office and on Yard are trained in RJ.	TSA will lead a team in implementing RJ on Yard and as needed
1-6	Teachers will lead lessons on attributes of a Chabot Scholar (inclusive, responsive, caring, risk takers) with focus on our K students	ILT will refine lessons and attributes	Monthly "Bobcat" assemblies led by 5th grade
1-7	Teachers will lead lessons on gender and family diversity	Partnership with Our Family Coalition and Gender Spectrum	Assemblies and Parent Education Nights by PTA
1-8	During the 2 weeks before and after Oakland Day, all teachers will lead lessons on Oakland's diversity and history with special opportunities for our GATE students	Principal and TSA will collaborate with Oakland Day Steering Committee to make this event happen	Outreach to community partners
1-9	Yard Staff will ensure a variety of structured activities and safe problem solving strategies - especially for our K students	Training for Yard Staff in SEL	Additional investment in Recreation Leader trained in RJ to organize Yard and after school activities
1-10	Teachers will partner to help problem solve challenges with implicit bias in the classroom	ILT, Principal and TSA will conduct trainings on Implicit Bias	PTA will fund consultancy with Dr. Alison Briscoe Smith and Leading for Equity Conference for principal and TSA
1-11	Teachers will use Chabot's Mission for Equity as a guiding document	ILT will join with parent leaders to create a Mission for Equity	PTA will fund facilitator for this process

1-12	Teachers will be trained in PBIS	PBIS Committe members will attend District trainings and share back	Chabot will be part of PBIS cohort next year
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Improvement Strategy #2:	Build PLC and ILT capacity to dig deep into Common Core Instruction and to provide a differentiated learning program.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers will collaborate to plan reading, writing and Math units aligned to Common Core Standards	Three times a year at the beginning of each Trimester, Administration will facilitate PLC Planning Days to allow teachers adequate time to dig into standards and curriculum	Principal will use PTA funded specialists to facilitate these planning days
2-2	Teachers will use Small Group Instruction to meet the needs of diverse learners including Newcomers	Tech Team and ILT will recommend software to facilitate differentiated learning and small group instruction	Creation of a Tech Pilot Team to pilot Blended Learning; collaboration with PTA around additional chromebook purchases
2-2	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 ELLs	Administration and ILT will gear professional development around strategies for facilitating use of evidence by students	TSA acting as coach
2-4	Teachers will utilize Math strategies of Number Talks and Three Reads	ILT and Math Lead will prepare PD	Release time for Math lead to coach
2-5	Teachers will be able to name the content language objective or learning target of their lessons and explain how these align to Common Core Standards	PLCs will identify "I can" learning targets for all units	Training for ILT
2-6	Teachers will work together to align student work to rubrics and other measurements of mastery,	ILT will lead Cycles of Inquiry	Training for ILT
2-7	Teachers will integrate Science into Reading, Math, Writing and Media using hands on Science Experiments as a starting point for writing and discussion	Principal will create PLC and PD schedule so each grade has time to collaborate with Science Teacher	PTA funded Science Teacher
2-8	Teachers will use Math Centers to differentiate Math	PLC teams will create and organize supplemental Math units to ensure high levels of rigor	Work with Math Department for another grant

2-9	Teachers in grades 3-5 collaboratively score and analyze SIRA End-of-Module Assessments and enter scores into Illuminate in PLCs.	Looks at Illuminate reports for SIRA each trimester to ensure all students participate. Have Lead Science Teacher lead a SIRA Coding Session.	Provide time for teachers in grades 3-5 to score and analyze assessments.
2-10	Teachers in K-5 will use Science Notebooks as a part of their regular Science curriculum and as a connection to writing	Lead Science teacher will conduct PD on Notebooking and Beyond; ILT will create grade level expectations for NB	PTA will purchase Composition Books for students

Improvement Strategy #3: Work towards full implementation of Readers Workshop and Balanced Literacy.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Schoolwide, all teachers will use Readers' and Writer's Workshops as opportunities for targeted small group instruction	ILT will map out a vision of what Balanced Literacy looks like in each grade and tie to CCSS	TSA serving as ELA Lead and working closely with ELA Department
3-2	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 focusing PLC work on implementation of RW and small group instruction	Administration and PTA will fund Small Group Specialists to assist with this process
3-3	All teachers will ensure that every student is reading independently at her/his "Just Right" level every day	PD focused on Readers Workshop	Investment in books for classroom libraries
3-4	Teachers will use software to facilitate personalized learning during the ELA block to support all students with focus on newcomers	4 Teachers to Pilot Personalized Learning; Teacher Tech Lead to train other teachers and explore software	PTA investment in more chromebooks; Stipend/Release time for Teacher Tech Lead
3-5	Teachers will use F&P Reading Records to target students' reading needs and tailor instruction	TSA and ELA lead will develop training on best practices using F&P Reading Records	Stipends for Teacher Leaders
3-6	Teachers will provide multiple opportunities for students to engage with non fiction texts connected to the Science and Social Studies units	Science teacher will collaborate with classroom teachers	Time for collaboration

Improvement Strategy #4: Refine our school wide Intervention Plan and Data Tracking with a focus on ensuring equitable outcomes.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Teachers will choose and monitor progress of Focal Students with a focus on those students who have not achieved mastery	Principal will hold data conferences with all teachers twice a year.	PTA funded specialists to cover classes during Data Conferences

4-2	Teachers will regularly analyze data to monitor progress of at risk students	TSA will create Grade Level Data Walls	TSA & DTL leading trainings on Data Driven Instruction
4-3	Teachers will understand the importance of Tier 1 Interventions and be able to describe what they are doing in their classrooms for at risk students	ILT leading training on Tier 1 Intervention Strategies including Small Group Instruction and Blended Learning	PD on Tiered Interventions run by ILT members
4-4	Teachers will regularly meet with their most at risk students for small group, targeted instruction	PD on small group instruction	PTA funded Small Group Specialists to Assist
4-5	Teachers will refer students to COST only after documenting multiple Tier 1 supports	COST team refers to LLI, after school support or Saturday School	.6 STiP to run LLI; funds to run Saturday School and After School Learning
4-6	Teachers will run after school Intervention and Family Saturday School.	Create system of referrals to these programs	money for Extended Contracts

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

106

School:

Chabot Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$70,000.00	General Purpose Discretionary	Consultants: SEL	Additional investment in Recreation Leader trained in RJ to organize Yard and after school activities	A2.2: Social Emotional Learning	5825				106-1
\$5,000.00	General Purpose Discretionary	Computer	Teachers will use NewsELA and Raz Kids and other software to facilitate personalized learning during the ELA block	A3.1: Blended Learning	4420				106-2
\$6,000.00	General Purpose Discretionary	Equipment Maintenance Agreement: Copier	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 ELLs	A2.3: Standards-Aligned Learning Materials	5610				106-3
\$12,130.00	General Purpose Discretionary	Interprogram School Psychologist	Mental Health supports; SEL Groups; Family Outreach Liaison; School Psychologist will lead empowerment groups for at risk children to develop resiliency and self esteem	A2.2: Social Emotional Learning	5734				106-4
\$3,000.00	General Purpose Discretionary	Licensing Agreements	Teachers will use NewsELA and Raz Kids and other software to facilitate personalized learning during the ELA block	A3.1: Blended Learning	5846				106-5
\$2,570.00	General Purpose Discretionary	Postage to send report card home	Equity and Inclusion Committee will outreach to new families; Administration will work to make Chabot attractive to and inclusive all different types of families; diversify enrollment	A6.1: Parent / Guardian Leadership Development	5910				106-6
\$45,652.02	LCFF Supplemental	STIP sub to provide small group intervention and teacher release time	Administration and PTA will fund Small Group Specialists to assist with this process	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0673	1.00	106-7
\$1,300.00	LCFF Supplemental	Sub days for release and collaboration time	Teachers will collaborate to plan reading, writing and Math units aligned to Common Core Standards	A2.10: Extended Time for Teachers	1150				106-8
\$52.90	LCFF Supplemental	Supplementary ELD materials & instructional technology	Teachers will run after school Intervention and Family Saturday School.	A2.3: Standards-Aligned Learning Materials	4310				106-9
\$3,019.22	Measure G: TGDS	STIP Sub to provide release time for teachers to complete alternate observations	Build PLC and ILT capacity to dig deep into Common Core Instruction and to provide a g program.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0009	0.10	106-10
\$10,500.00	Measure G: TGDS	Teacher Stipends for alternate observers	Build PLC and ILT capacity to dig deep into Common Core Instruction and to provide a differentiated learning program.	A2.6: Teacher Evaluation	1120				106-11
\$207.32	Measure G: TGDS	Supplies to support teachers coaching and alternate observations	Teachers will regularly analyze data to monitor progress of at risk students	A2.6: Teacher Evaluation	4310				106-12

\$3,877.80	Measure G: TGDS	STIP Sub to provide release time for teachers to complete alternate observations	Build PLC and ILT capacity to dig deep into Common Core Instruction and to provide a differentiated learning program.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0008	0.10	106-13
\$19,388.98	Supplemental Program Investment	STIP sub to provide small group intervention and teacher release time	Administration and PTA will fund Small Group Specialists to assist with this process	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0008	0.50	106-14
\$3,171.03	Supplemental Program Investment	Books for classroom libraries - Readers Workshop	Schoolwide, all teachers will use Readers' and Writer's Workshops as opportunities for targeted small group instruction	A3.2: Reading Intervention	4200				106-15
\$18,453.02	Donations	STIP sub to provide small group intervention and teacher release time	Administration and PTA will fund Small Group Specialists to assist with this process	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0703	0.50	106-16
\$26,447.90	Donations	STIP sub to provide small group intervention and teacher release time	Administration and PTA will fund Small Group Specialists to assist with this process	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0702	0.50	106-17
\$27,144.57	Donations	STIP sub to provide small group intervention and teacher release time	Administration and PTA will fund Small Group Specialists to assist with this process	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0456	0.70	106-18
\$48,532.46	Donations	Teacher				TEACHER STRUCTURED ENG IMMERSN	K12TCH2306	0.60	106-19
\$68,768.16	Donations	EEIP to provide release time for teachers to collaborate and plan	Administration and PTA will fund Small Group Specialists to assist with this process	A3.2: Reading Intervention		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0113	0.90	106-20
\$92,787.50	Donations	Teacher				TEACHER STRUCTURED ENG IMMERSN	K12TCH2300	1.00	106-21



School Site Council Membership Roster – Elementary

School Name: Chabot Elementary _____

School Year: _____ 2016-17 _____

Chairperson: Colleen Blakelock	Vice Chairperson: Deb McCoy
Secretary: Monica Rowden	*LCAP Parent Advisory Nominee: Courteney Jones
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Colleen Blakelock				X
Deborah McCoy				X
Monica Rowden				X
Courteney Jones				X
Kim Wilson				X
Leslie Rychel		X		
Natalie Weinberg		X		
Caroline Aszklar		X		
Celia Bermeo			X	
Jessica Cannon	X			

Meeting Schedule (day/month/time)	Second Tuesday of each month: 5:15-7:00pm
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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;
Parent/community members cannot be OUSD employees at the site.

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