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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Chabot Elementary School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Chabot Elementary School.

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

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



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Chabot Elementary School  
**CDS Code:** 1612596001648  
**Principal:** Jessica Israel Cannon  
**Date of this revision:** 4/25/20

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:** Jessica Israel Cannon

**Position:** Principal

**Address:** 6686 Chabot Road  
Oakland, CA 94618

**Telephone:** 510-654-4884

**Email:** [jessica.cannon@ousd.org](mailto:jessica.cannon@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2024*

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

## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Chabot Elementary School      **Site Number:** 106

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

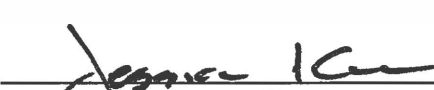
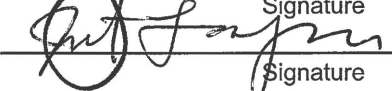

**Date(s) plan was approved:** 4/25/2024


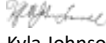
6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages     
  Announcement at a public meeting     
  Other (notices, ParentSquare blasts, etc.)

**Signatures:**

Jessica Israel Cannon  
 Principal  
Jan Faraguna  
 SSC Chairperson  
Sabrina Moore  
 Network Superintendent  
Lisa Spielman  
 Director, Strategic Resource Planning

  
 Signature  
  
 Signature  
Dr. Sabrina Moore  
 Signature  
  
 Signature

  
 Benjamin Davis 8/15/2024  
 President, Board of Education  
  
 Kyla Johnson Trammell 8/15/2024  
 Secretary, Board of Education

4/25/24  
 Date  
4/25/24  
 Date  
4/29/24  
 Date  
4/29/24  
 Date

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

Date	Stakeholder Group	Engagement Description
1/25/2024	SSC	Reviewed last year's priorities and progress
2/12/2024	Faculty	Reviewed last year's priorities and progress; Reviewed budget and budget priorities; Brainstormed SPSA priorities for 24-25 and budget choices
2/22/2024	SSC	Discussed SPSA priorities and goals for 24-25
2/28/2024	PTA Budget Committee	Discussed priorities and budget so PTA can plan in alignment
3/11/2024	Faculty	Presented updated goals and priorities for review
3/21/2024	SSC	Fine tuned strategies and priorities
4/25/2024	SSC	Final approval

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### **Early Childhood Education Program**

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### **Transitional Students and Families Unit**

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$218,523.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$0	LCFF Discretionary (General Purpose Discretionary #0000)	\$28,750
Title I, Part A Parent & Family Engagement (Title I #3010)	\$0	LCFF Supplemental (LCFF Supplemental #0002)	\$116,100
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$73,673
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0</b>		<b>\$218,523</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$218,523.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Chabot Elementary School</b>		<b>School ID: 106</b>
<b>CDS Code: 1612596001648</b>	<b>SSC Approval Date: 4/25/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**School Mission and Vision**

Through meaningful relationships, intentional inclusivity, and responsive instruction Chabot Elementary interrupts inequitable practices and challenges biases. We uncover and remove the predictability of success and failure that correlates to any social or cultural factor. As a community, we discover and cultivate the unique gifts, talents, and interests of every human being.

**Purpose of this Plan**

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

- Additional Targeted Support & Improvement for the following groups: English Learners

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

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

Our challenge is to fully and equitably serve subgroups when we have a very small percent of a particular group. For example, only 3% of our students are ELLs, but we still need to meet the needs of those 17 students! We are mitigating this challenge by training all teachers in ELD strategies such as GLAD so that support can be given through small groups in the classroom

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.0%	12.9%	14.3%	0.5%	44.6%	13.2%	29.8%	5.3%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.0%	17.8%	4.8%	0.4%	0.0%	0.0%	26.5%	0.4%	94.6%

**1B: GOALS & IDENTIFIED NEEDS**

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

**School Goal:** If we integrate SEL, culturally responsive strategies and universal design scaffolds into the classroom, all teachers will create safe learning environments that promote social emotional competencies, standard aligned instruction and rigorous tasks that support productive struggle and student ownership (models, rubrics and collaborative structures) resulting in improved academic outcomes and strengthen social emotional skills for all students.

**Identified School Need:** Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous EOY Decrease distance from standard SBAC ELA and Math 3rd-5th grade. Focus on African American and ELL Students.

**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	39.6%	not available until fall 2024	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	78.4%	not available until fall 2024	not available until fall 2025	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	72.1%	not available until fall 2024	not available until fall 2025	85.0%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	41.1	not available until fall 2024	not available until fall 2025	60.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	58.3%	not available until fall 2024	not available until fall 2025	75.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	34.8	not available until fall 2024	not available until fall 2025	50



i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	58.7%	not available until fall 2024	not available until fall 2025	75.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	59.3%	not available until fall 2024	not available until fall 2025	75.0%

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

<b>School Goal:</b>	Teachers will use universal designs for learning and culturally responsive teaching strategies to activate prior knowledge, scaffold access to, engagement with, and strengthen mastery of standard based instruction with particular attention to their focal students and analyzing student work through data inquiry cycles to target high leverage Tier 1-2 next steps and celebrate successes.
<b>Identified School Need:</b>	Decrease disproportionality in i-ready and SBAC SCORES IN ELA AND MATH for African American and ELL students. 80% of 5th grade students will meet or exceed ELA AND MATH standards as measured by SBAC. Those who have yet to meet standards will decrease their distance from standard by 20 point growth.

**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	-21.3	not available until fall 2024	not available until fall 2025	0.0
SBAC ELA Distance from Standard Met	African American Students	-51.8	not available until fall 2024	not available until fall 2025	0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	13.2%	not available until fall 2024	not available until fall 2025	0.0%
SBAC Math Distance from Standard Met	Special Education Students	-15.2	not available until fall 2024	not available until fall 2025	5.0
SBAC Math Distance from Standard Met	African American Students	-36.8	not available until fall 2024	not available until fall 2025	0

**Reclassification Measures & Targets**

*\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.3%	not available until fall 2024	not available until fall 2025	65.0%

LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	100%
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Goal:</b>	If we are able to create a safe, inclusive and welcoming school environment students and staff will be able to share their identities and diverse experiences creating a community where all members feel a sense of belonging. Students and staff will be able to appreciate their own and each other's diverse backgrounds, strength and resiliency. Teachers and students will learn about and raise awareness of positive contributions made by the different cultural communities at Chabot. Both teachers and students will also learn tools for disrupting racism, bias and discrimination				
<b>Identified School Need:</b>	African American, Latino and ELL students and families report an increased sense of belonging/connectedness at Chabot as measured by CHKS, school surveys as well as an increase in positive attendance. Increase BIPOC family sense of belonging and participation in schoolwide events, SSC and PTA meetings.				
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
Student Connectedness to School	All Students	79.7%	not available until fall 2024	not available until fall 2025	100%
Out-of-School Suspensions	All Students	0.3%	not available until fall 2024	not available until fall 2025	0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.3%	not available until fall 2024	not available until fall 2025	0%
Chronic Absenteeism	All Students	44.2%	not available until fall 2024	not available until fall 2025	5.0%
Chronic Absenteeism	African American Students	43.2%	not available until fall 2024	not available until fall 2025	5%

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

<b>School Goal:</b>	BUILDING CAPACITY OF TEACHERS AND TEAMS TO SERVE EVERY STUDENT through data driven planning, coaching, observations and walkthrough tools with an ongoing equity/anti-racist framework.
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<b>Identified School Need:</b>	By building strong PLC's we will foster safe spaces for teachers and staff to collaborate and implement strategies to engage in continuous cycles of improvement of tiered supports and pedagogical practices that are aligned to the curriculum, instructional program and our vision of equity and antiracist framework with a particular focus on those who have been historically underserved (AA, Latino, ELL, and F&R)				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	89.0%	not available until fall 2024	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>If we integrate SEL, culturally responsive strategies and universal design scaffolds into the classroom, all teachers will create safe learning environments that promote social emotional competencies, standard aligned instruction and rigorous tasks that support productive struggle and student ownership (models, rubrics and collaborative structures) resulting in improved academic outcomes and strengthen social emotional skills for all students.</i>	<i>5th grade teachers are monitoring student progress across curriculum assessments with a focus of integrating strategies that will support the accelerated growth of our focal students. They are using small group intervention and universal design strategies to target student needs. 5th grade students are participating in I-READY in the class. As a staff we are taking a deeper look at how students are progressing and using data to build teacher capacity to meet their academic and SEL needs. Focus on monitoring data for focal students with particular attention to African American and ELL students.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>Teachers will use universal designs for learning and culturally responsive teaching strategies to activate prior knowledge, scaffold access to, engagement with, and strengthen mastery of standard based instruction with particular attention to their focal students and analyzing student work through data inquiry cycles to target high leverage Tier 1-2 next steps and celebrate successes.</i></p>	<p><i>Each teacher selects Focal Students to focus on and monitor progress. We are using evidenced based data cycles to complete interactive Data Wall to monitor student progress and have a robust system of interventions and supports.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>If we are able to create a safe, inclusive and welcoming school environment students and staff will be able to share their identities and diverse experiences creating a community where all members feel a sense of belonging. Students and staff will be able to appreciate their own and each other's diverse backgrounds, strength and resiliency. Teachers and students will learn about and raise awareness of positive contributions made by the different cultural communities at Chabot. Both teachers and students will also learn tools for disrupting racism, bias and discrimination</i></p>	<p><i>We have founded an African Diaspora affinity group with the help of Office io Equity and are deliberately recruiting Black and ELL parent leaders. We are participating in both AAMA and AAFE.</i></p>

LCAP Goal 4:	<b>BUILDING CAPACITY OF TEACHERS AND TEAMS TO SERVE EVERY STUDENT</b> through data driven planning, coaching, observations and walkthrough tools with an ongoing equity/anti-racist framework.	Last year we only had one teacher leave. Most teachers have been teaching at Chabot for over 5 years which enables us to deepen are understanding of curriculum, instructional, SEL and MTSS each year. Allows us to accelerate building teacher capacity and establishing teacher leaders that streghten are ELT and COST teams.
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	If we integrate SEL, culturally responsive strategies and universal design scaffolds into the classroom, all teachers will create safe learning environments that promote social emotional competencies, standard aligned instruction and rigorous tasks that support productive struggle and student ownership (models, rubrics and collaborative structures) resulting in improved academic outcomes and strengthen social emotional skills for all students.	This goal was not met and percentatges for 5th grade students meetiing standards actually declined last year. In 21-22 5th grade Met or Exceeded Math=76.8% and in 22-23 Met or Exceeded Math= 69.1%. In 21-22 5th grade Met or Exceeded ELA=62.8% and in 22-23 Met or Exceeded = 54.7%.

<p><i>LCAP Goal 2:</i></p>	<p><i>Teachers will use universal designs for learning and culturally responsive teaching strategies to activate prior knowledge, scaffold access to, engagement with, and strengthen mastery of standard based instruction with particular attention to their focal students and analyzing student work through data inquiry cycles to target high leverage Tier 1-2 next steps and celebrate successes.</i></p>	<p>We are continuing to support teachers capacity in understanding the why behind monitoring focal students with a particular focus on African American and ELL students. We are using multiple forms of assessments including i-Ready, CEA's and Dibels to have an accurate representation of student strengths and misconceptions. We will create continuous time for teachers to meet in PLC's and use data templates to plan and analyze student work collaboratively as a group with the expectation of having PLC's present their inquiry cycle process, student strengths and targeted next steps. These strategies will support the chronic absenteeism of our ELL students as well.</p>
<p><i>LCAP Goal 3:</i></p>	<p><i>If we are able to create a safe, inclusive and welcoming school environment students and staff will be able to share their identities and diverse experiences creating a community where all members feel a sense of belonging. Students and staff will be able to appreciate their own and each other's diverse backgrounds, strength and resiliency. Teachers and students will learn about and raise awareness of positive contributions made by the different cultural communities at Chabot. Both teachers and students will also learn tools for disrupting racism, bias and discrimination</i></p>	<p><i>There is still a discrepancy by race in CHKS survey questions connected to race. In 2022-23, 87% of Black families responding said they feel welcome to participate at this school.; 96% responded affirmatively</i></p>

<i>LCAP Goal 4:</i>	<i>BUILDING CAPACITY OF TEACHERS AND TEAMS TO SERVE EVERY STUDENT through data driven planning, coaching, observations and walkthrough tools with an ongoing equity/anti-racist framework.</i>	<i>We are continuing to support teachers capacity in understanding the why behind monitoring focal students and multiple forms of assessments including i-Ready, CEA's and Dibels. We will create continuous time for teachers to meet in PLC's and use data templates to plan and analyze student work collaboratively as a group with the expectation of having PLC's present their inquiry cycle process, student strengths and targeted next steps.</i>
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<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	English Learners	40.6%	not available until fall 2024	not available until fall 2025	18.2%



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

**School:** Chabot Elementary School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

Overall implementation has strong MTSS for academics and social emotional learning is in place to support student outcomes with a particular attention to monitoring the progress and needs of our focal students. Systems are in place to monitor student data in order to build teacher capacity integrate universal design scaffolds, SEL and culturally responsive strategies. Staffing has been consistent which has allowed us to deepen our practice and lean into our vision of equity. Having two STIP SUBS and an Early Literacy coach has supported the implementation of SIPPS this year. Staffing will change for 24-25 since we will only have 1 stip sub.

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

Through targeted PD and targeted curriculum planning time with Curriculum TSA teachers were able to unpack new curriculum and learning targets. Teachers are using planning templates to focus on key standards and analyze student work to celebrate strengths and identify next steps. SIPPS rotations and groups are targeting student needs. Overall we have strengthened our Tier 1 supports to meet more student needs in the classroom.

**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.**

This year we are leaning into making sure teachers are supported with integrating SEL practices, Universal design scaffolds and culturally responsive teaching practices so they can see the connections and impact they have on student learning and social emotional well-being throughout all LCAP goals. We are using multiple forms of data and assesment analysis templates to expand equitable support and opportunities for students to access their full potential within the class. We will leverage cultivating a postive school culture and sense of belonging to continue to focus on rigourous task, supporting productive struggle through peer collaboration and communication protocols.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a				

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS				
<b>School:</b> Chabot Elementary School		<b>SCHOOL ID:</b> 106		
<b>3: SCHOOL STRATEGIES &amp; ACTIONS</b>		<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		If we integrate SEL, culturally responsive strategies and universal design scaffolds into the classroom, all teachers will create safe learning environments that promote social emotional competencies, standard aligned instruction and rigorous tasks that support productive struggle and student ownership (models, rubrics and collaborative structures) resulting in improved academic outcomes and strengthen social emotional skills for all students.		
<b>Identified Need:</b>		Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous EOY Decrease distance from standard SBAC ELA and Math 3rd-5th grade. Focus on African American and ELL students.		
#	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	Monitor and support the implementation of SEL Caring Schools Community Curriculum and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthroughs.	All Students	SEL / Mental Health	Tier 1 - Universal
1-2	Monitor and support the implementation of standard aligned core curriculum tasks and learning targets through PD, Principal/TSA coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	Provide equitable student engagement and access through discussion protocols and collaborative structures that support students to justify or extend their thinking. Provide universal scaffolds and opportunities to share their thinking.	All Students	Academic	Tier 1 - Universal
1-4	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal

1-5	Use data to target instruction and differentiate small groups throughout academic subjects to allow each individual student the opportunity to receive targeted instruction to meet their specific needs.	All Students	Academic	Tier 2 - Supplemental
1-6	Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningful next steps to advance learning and celebrate student successes.	All Students	Academic	Tier 1 - Universal
1-7	Teacher will implement strong tier 1 academic supports: Visual aids, use of white boards, checklists, criteria for mastery, exemplars, rubrics, sentence frames, graphic organizers, manipulatives, checks for understanding, and academic vocabulary	All Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	Teachers will use universal designs for learning and culturally responsive teaching strategies to activate prior knowledge, scaffold access to, engagement with, and strengthen mastery of standard based instruction with particular attention to their focal students and analyzing student work through data inquiry cycles to target high leverage Tier 1-2 next steps and celebrate successes.
<b>Identified Need:</b>	Decrease disproportionality in i-ready and SBAC SCORES IN ELA AND MATH. 80% of 5th grade students will meet or exceed ELA AND MATH standards as measured by SBAC. Those who have yet to meet standards will decrease their distance from standard by 20 point growth.

#	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	Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures. Provide leadership opportunities through mentoring through AAMA and AAFE.	African American Students	Academic	Tier 1 - Universal

2-2	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  Using SIPPS data to form small, short term, flexible groups so that early reading instruction can be differentiated	English Learners	Academic	Tier 1 - Universal
2-3	Teachers will develop more meaningful relationships with focal students and target academic and SEL through class lessons and UDL strategies (Flexible learning environment) that support student growth potential	Latino/a Students	SEL / Mental Health	Tier 1 - Universal
2-4	Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching, and peer observations.	English Learners	Academic	Tier 1 - Universal
2-5	Teachers and SPED Staff will collaborate on classroom lessons and scaffolds that support student outcomes with IEP's	Special Education Students	Academic	Tier 1 - Universal
2-6	Teachers will use the EL language dives to support all students with focus on ELLs. Small Group Specialists will pull English Language Learners for additional language dives using supplemental resources created by OUSD.	English Learners	Academic	Tier 2 - Supplemental

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Goal:</b>	If we are able to create a safe, inclusive and welcoming school environment students and staff will be able to share their identities and diverse experiences creating a community where all members feel a sense of belonging. Students and staff will be able to appreciate their own and each other's diverse backgrounds, strength and resiliency. Teachers and students will learn about and raise awareness of positive contributions made by the different cultural communities at Chabot. Both teachers and students will also learn tools for disrupting racism, bias and discrimination
<b>Identified Need:</b>	African American, Latino and ELL students and families report an increased sense of belonging/ connectedness at Chabot as measured by CHKS, school surveys as well as an increase in positive attendance. Increase BIPOC family sense of belonging and participation in schoolwide events, SSC and PTA meetings.

#	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	Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences.	African American Students	Academic	Tier 1 - Universal
3-1 a.	To improve parternships we will cultivate parent leaders to plan more inclusive smaller community events to increase BIPOC families sense of belonging. Affinity Spaces- Neurodiverse, Multiracial. New parent outreach, Class playdates, publishing parties, after school playdates. Accessible events such as pancake breakfast.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Facilitate equity and anti-racist conversations with all stakeholders, developing norms for disrupting deficit thinking, celebrating student academic and social emotional successes and integrate BIPOC student cultures into school-wide rituals and practices.	All Students	Academic	Tier 1 - Universal
3-4	Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly. The attendnace team will be lead by the CSM and will review data regularly to identify focal groups of students and to increase tier 1 incentives and interventions. We will refer to the attendance plan.	African American Students	SEL / Mental Health	Tier 1 - Universal
3-5	Integrate Caring School Community curriculum/ strategies and Postive Behaviors, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	Yard Staff are trained on cooperative games and restorative techniques. Students as Conflict Mediators. Yard Staff assist in bridging school and after school	All Students	SEL / Mental Health	Tier 1 - Universal

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

<b>School Goal:</b>	BUILDING CAPACITY OF TEACHERS AND TEAMS TO SERVE EVERY STUDENT through data driven planning, coaching, observations and walkthrough tools with an ongoing equity/anti-racist framework.
<b>Identified Need:</b>	By building strong PLC's we will foster safe spaces for teachers and staff to collaborate and implement strategies to engage in continuous cycles of improvement of tiered supports and pedagogical practices that are aligned to the curriculum, instructional program and our vision of equity and antiracist framework with a particular focus on those who have been historically underserved (AA, Latino, ELL, and F&R)

#	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	Develop a strong ELT and differentiated PLC's to deepen equity work and use of culturally responsive teaching strategies and scaffolds through MTSS approach. Differentiated professional development to meet teachers needs and support peer observation.	All Students	Academic	Tier 1 - Universal
4-2	Provide professional development for staff related to anti-racism and implicit bias so that teachers will be able to evaluate their internal bias and build stronger relationships / connections with students.	African American Students	Academic	Tier 1 - Universal
4-3	Provide Teachers with planning and analyzing templates and models so that teachers will be able to analyze data and progress monitor Focal Students during PLCs	All Students	Academic	Tier 1 - Universal
4-4	Provide regular collaboration time to share school wide classroom look fors, best teaching practices, look at core task standards, student work, assessments, data, and instruction. Support vertical alignment of instruction through a range of PLC groupings and inquiry cycles.	All Students	Academic	Tier 1 - Universal
4-5	Teachers understand the Multi-tiered systems of support and apply appropriate TIER 1 and TIER 2 SEL and Behavior supports in class and school -wide. 5:1 Positive reinforcement. Use of COST, OUSD FORCE referral services.	All Students	Behavioral	Tier 2 - Supplemental

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

**School Goal:** If we ground our instructional, community building and behavioral support strategies in our vision of interrupting inequitable practices and challenging biases, we will affirm, discover and cultivate the unique gifts, talents, and interests of Black students and their families creating an increased sense of belonging that will positively impact their confidence and academic performance.

**Identified Need:** Increase sense of belonging on CHKS survey  
 Increase student well-being as evidence by Sown to Grown student responses (Report feeling safe to take academic risks, and able to identify adults they can go to for support)  
 Decrease disproportionality in i-ready and SBAC SCORES IN ELA AND MATH.  
 Increase African American student engagement and communication in class.

#	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	Provide professional development/ Planning time, Minimum Days to plan for high leverage asset-based teaching strategies and Universal Design for learning that is in line with our vision. Teachers progress monitor the learning of AA students towards meeting learning targets and setting goals through inquiry cycles and data walls.	African American	Academic	Tier 1 - Universal
5-2	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration and work to disrupt deficit thinking, leverage Black students’ linguistic and cultural assets, and build empowering narratives.	African American	Academic	Tier 1 - Universal
5-3	Black students have access to diverse learning, pathways and experiences in and out of the classroom.	African American	Academic	Tier 1 - Universal
5-4	Develop partnerships with Black students and families using MTSS strategies such check-ins, parent teacher conferences, positive calls home, restorative circles, and community meetings.	African American	SEL / Mental Health	Tier 1 - Universal
5-5	Teachers and Staff will partner with AAMA and AAFE to Support leaderships and learning opportunities for our African American students.	African American	SEL / Mental Health	Tier 1 - Universal

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

**School Goal:** IF WE INFUSE ELL PRACTICES AND STRATEGIES INTO SMALL GROUPS AND WHOLE CLASS INSTRUCTION STUDENT ENGAGEMENT WILL INCREASE. Students perform better when their home culture and background knowledge are incorporated into the academic environment. When children and their families are represented and respected in the classroom, they are much more likely to be engaged and successful.

**Identified Need:** Increase Reclassification rates and student engagement in class, Decrease disproportionality in I-ready scores in ELA and Math. 3-5th focus on ELA and Math SBAC scores.

#	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 PD/Planning time, Minimum Days for teachers to unpack language demands and existing language supports in core curriculums (EL Ed, Eureka Squared).	English Learner Students	Academic	Tier 1 - Universal
6-2	Support staff will push into classrooms to support Designated ELD through Language Dives at least 2 x per week.	English Learner Students	Academic	Tier 1 - Universal
6-3	Choose high leverage integrated ELD strategy focus: Before-During-After Reading strategies, language scaffolds and a range of conversation cues and facilitation moves that encourage all students to talk and listen carefully to one another to seek understanding, deepen thinking and think with others to expand conversations.	English Learner Students	Academic	Tier 1 - Universal
6-4	Teachers will use Total Participation Techniques like think/write pair share, equity sticks, and exit tickets to check for understanding.	English Learner Students	Academic	Tier 1 - Universal
6-5	Provide professional development on high leverage asset-based teaching strategies and Universal Design for learning that is in line with our vision. Teachers progress monitor the learning of ELL students towards meeting learning targets and setting goals through inquiry cycles and data walls.	English Learner Students	Academic	Tier 1 - Universal



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$2,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences.	106-1
5825 - Consultants	\$4,000	LCFF Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Integrate Caring School Community curriculum/ strategies and Postive Behaviors, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	106-2
5610 - Equip Maintenance & Repairs	\$4,750	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide PD/Planning time, Minimum Days for teachers to unpack language demands and existing language supports in core curriculums (EL Ed, Eureka Squared).	106-3
4310 - Materials and Supplies	\$18,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monitor and support the implementation of standard aligned core curriculum and learning targets through PD, Principal/TSA coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	106-4

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot 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
Facilitator, Manhood Dev Prgm	\$21,719	LCFF Supplemental	1105	Certificated Teachers' Salaries	9509	Facilitator Manhood Development Program	0.2	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences. To improve parternishps we will cultivate parent leaders to host inclusive community events to increase BIPOC families sense of belonging.	106-5
5825 - Consultants	\$94,381	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monitor and support the implementation of SEL Caring Schools Community Curriculum and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthroughs.	106-6
1120 - Teachers Salaries Stipends	\$7,500	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Develop a strong ELT and Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction so they are knowledgeable of the opportunity gap and have high expectations for students of color.	106-7
1150 - Teachers Substitutes	\$7,500	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide regular collaboration time to share best teaching practices, look at core task standards, student work, assessments, data, and instruction. Support vertical alignment of instruction through a range of PLC groupings and inquiry cycles.	106-8

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Material & Supplies	\$3,577	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implementation of SEL Caring Schools Community Curriculum and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthroughs.	106-9
Teacher Education Enhancement	\$70,096	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.55	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	106-10
5825 - Consultants	\$15,331	PTA/PTO Donations	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Integrate Caring School Community curriculum/strategies and Positive Behaviors, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	106-11
5739 - Direct Cost Mental Hlth Prvdr	\$20,000	PTA/PTO Donations	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Integrate Caring School Community curriculum/strategies and Positive Behaviors, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	106-12

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot 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
Facilitator, Manhood Dev Prgm	\$32,579	PTA/PTO Donations	1105	Certificated Teachers' Salaries	9509	Facilitator Manhood Development Program	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences. To improve partnernships we will cultivate parent leaders to host inclusive community events to increase BIPOC families sense of belonging.	106-13
Teacher Education Enhancement	\$57,351	PTA/PTO Donations	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Int ervention Program (EEIP) Teacher	0.45	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	106-14
Teacher STIP	\$89,240	PTA/PTO Donations	1105	Certificated Teachers' Salaries	3456	STIP Teacher	1	Goal 1: All students graduate college, career, and community ready.		Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures. Provide leadership opportunities through mentoring through AAMA and AAFE.	106-15
Library Technician	\$39,961	Measure G, Library Support	2205	Classified Support Salaries	9607	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.		Choose high leverage integrated ELD strategy focus: Before-During-After Reading strategies, language scaffolds and a range of conversation cues and facilitation moves that encourage all students to talk and listen carefully to one another to seek understanding, deepen thinking and think with others to expand conversations.	106-16



**CHABOT ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2023-2024**

**SSC - Officers**

Chairperson:	Jan Faraguna
Vice Chairperson:	Courtney Walker
Secretary:	Stephen Neat

**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?)
1	Jessica Cannon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1	Anusheh Warda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
0	Stephen Neat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1	James Harrison	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
0	Maria Axtle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1	David Zelaya	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1	Tyler Hughes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1	Celia Bermeo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
1	Jan Faraguna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Courtney Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Meera Chary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Chaniqua Butscher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
0	Sheela Subharamin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Mahvish Jafri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Caitlin Khurshid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Jerusalem Gebru	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Every last Thursday of the month - 7-8:30pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal  
 3 Classroom Teachers  
 1 Other Staff  
**AND**  
 5 Parents/Community Members