

Board Office Use: Legislative File Info.	
File ID Number	22-1678
Introduction Date	8/24/22
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Chabot Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Chabot Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Chabot Elementary School
CDS Code: 1612596001648
Principal: Jessica Israel Cannon
Date of this revision:

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/26/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|---|--|
| <input type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 § 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 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: 4/26/22

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

Jessica Israel Cannon
Principal

Jessica Israel Cannon
Signature

5/15/22
Date

Catlin Khurshid
SSC Chairperson

Catlin Khurshid
Signature

5/16/22
Date

Kathleen Arnold
Network Superintendent

K. Arnold
Signature

5.17.2022
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/17/22
Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/25/2022	SSC	Reviewed last year's SPSA and data - small group brainstorm around goals and new ideas
2/17/2022	ILT	Review last year's SPSA - analyzed current data - strategized on goals
2/22/2022	SSC	Feedback on Draft Goals, Strategies & Actions
3/3/2022	PTA Budget Committee	Shared goals, strategies and funding requests
3/15/2022	Faculty Meeting	Feedback on Draft SPSA
4/19/2022	Faculty Meeting	Review Final SPSA
4/26/2022	SSC	Review and Approve Final SPSA

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

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

Early 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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.

2022-2023 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	\$136,610.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$34,560.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$102,050.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$136,610.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$136,610.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Chabot Elementary School

School ID: 106

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

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.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	89%	<i>not available until Fall 2022</i>	95%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	77%	<i>not available until Fall 2022</i>	90%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	84%	<i>not available until Fall 2022</i>	92%

English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	63	n/a	<i>not available until Fall 2022</i>	70
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	64%	<i>not available until Fall 2022</i>	85%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	54.4	n/a	<i>not available until Fall 2022</i>	62
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	70%
CAST (Science) at or above Standard	All Students	64%	n/a	<i>not available until Fall 2022</i>	70%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	22.8	n/a	<i>not available until Fall 2022</i>	30.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-1.2	n/a	<i>not available until Fall 2022</i>	10.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	45%	<i>not available until Fall 2022</i>	60%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	17.8	n/a	<i>not available until Fall 2022</i>	40.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-1	n/a	<i>not available until Fall 2022</i>	10.0
Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20	2020-21	2021-22	2022-23

measure	Target Student Group	Baseline	Outcome	Outcome	Target
ELL Reclassification	English Learners	13%	15%	<i>not available until Fall 2022</i>	25%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	N/A

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	87%	83%	<i>not available until Fall 2022</i>	90%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	2%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	4%	0%	<i>not available until Fall 2022</i>	3%
Chronic Absenteeism	African American Students	7%	0%	<i>not available until Fall 2022</i>	3%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
-------------	--------------------	--------------------------

<i>LCAP Goal 1: College/Career Readiness</i>	In our 2021-22 mid-year I-Ready Reading Assessment, 77.5% of our students (in Grades 1-5) were reading at or above grade level - only 1.8% were more than one year behind	Excellent core instruction; teacher retention; strong MTSS; differentiated small groups
<i>LCAP Goal 2: Focal Student Supports</i>	Our 2021-22 mid-year I-Ready Reading data shows that 51% of our AA student are reading at or above gradelevel (up from 39.4% at BOY). Only 4% of this subgroup were reading more than one year below grade level 62% of our students with IEPs were reading at or above grade level by the same assessment	Focus on culturally responsive teaching and building anti-racist capacity of staff; strategic use of FOCAL students; differentiated small groups; Small Group Specialists; robust intervention program between and beyond the bells
<i>LCAP Goal 3: Student/Family Supports</i>	No Chabot families opted for Sojourner Truth Virtual Academy; number of families of color choosing Chabot is increasing; first ever Anti-Racist Book Club for families	Focus on welcoming all students and families; participation in Equitable Enrollment Pilot
<i>LCAP Goal 4: Staff Supports</i>	90% return rate	Differentiated, teacher led PD - focus on building PLC capacity and distributed leadership
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	22.5% of our students Grades 1-5 are not yet at gradelevel as measured by mid-year I-Ready Diagnostic	Abseteeism, disruptions due to pandemic
<i>LCAP Goal 2: Focal Student Supports</i>	Only 51% of our AA students are reading at or above grade level compared with 77.5% school wide	Structural racism including unequal access to early literacy programs and disproportionate impact of the pandemic
<i>LCAP Goal 3: Student/Family Supports</i>	Anecdotally, AA and ELL families report less of a sense of belonging than white, middle class families	Implicit bias
<i>LCAP Goal 4: Staff Supports</i>	Teaching during a pandemic is very challenging	Staff shortages, health concerns

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Chabot Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Instructions: Please complete any **yellow** cells below to provide information on the implementation of your current year's SPSA thus far.

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.

We have had to sometimes pull our STIP subs and TSA's to cover classes due to COVID thus disrupting some of our Intervention programs. Other than that, we have been progressing as planned.

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

Our mid-year data shows that we are making good progress towards our goals. The highest leverage strategies we have used have been small group instruction and focus on evidence and explaining thinking

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.

We do not anticipate making any changes.

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?
---------------------	---------------------------------	---	--	--

Not applicable; this school did not receive Title I funds in 2021-22.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Chabot Elementary School

School ID: 106

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	INCREASING A SENSE OF BELONGING THEOUGHOUT CHABOT- Students and staff will be able to share their identities and diverse experiences to create a community where all members feel a sense of belonging. Students and staff will be able to appreciate their own and each others diverse backgrounds, strength and resiliency. Students in all grades will learn about the impact of racism and other types of oppression - they will also learn tools for disrupting bias and discrimination
School Theory of Change:	If we are able to create an inclusive and welcoming school where students/families/staff feel a real sense of belonging, then students will feel safe enough to take academic risks and staff will feel compelled to support them
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders.	<p>Provide professional development and inquiry cycles for all staff for support of SEL curriculum, including out of school time or small intervention group leaders</p> <p>Morning meeting/Community Circles added to master schedule</p> <p>Hiring or utilizing staff to support disproportionality reduction: -Culture and Climate TSA -Social Work Interns -Create and fund Full Time School Enrichment Coach</p>	<p>Increase personal check-ins with students and families. Small groups and mentoring for disproportionality students using URF/COST Referrals and attendance data</p> <p>Master schedule with morning meetings and class meetings, PDs for SEL curriculum scheduled</p> <p>Information re: SEL curriculum is shared with parents/families: i. e., during parent teacher conferences, coffee with the principal, Parent Square, sent out in weekly newsletters</p>		Tier 1

1-2	<p>Teachers complete universal behavior screening (SRSS) 2x/year to identify students that may benefit from Tier 2 and 3 supports</p> <ul style="list-style-type: none"> - Following screening, teachers collaborate with grade level partners to determine how Tier 1 classroom practices can be adjusted to attend to wider grade level needs 	<p>SRSS training and follow up sessions are added to PD calendar</p> <p>COST team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively</p> <p>COST team updates data in OUSDForce to reflect student interventions</p>	<p>COST Meeting Afgendas and Notes;</p> <p>OUSD Force</p> <p>SEL Data Wall</p>		Tier 1
1-3	<p>Trauma informed practices based on UCSF Hearts Core Guiding Principals</p> <ul style="list-style-type: none"> --Understand trauma and stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration -Calm down corner provided for all students -Routines and rituals consistently practiced 	<p>Increase all staff education related to bias and anti-racism work, including the Special Education team.</p> <p>Professional development on trauma and de-escalation</p> <p>Support staff self care and support with the stress of teaching studenteds impacted by trauma</p>	<p>PD scope and sequence includes understanding of trauma and trauma-informed interventions</p> <p>Building strong school-family partnerships through home visits</p> <p>Calm down corners present in all classrooms and avaiable to all students as a preventative or supportive intervention</p> <p>Reduced URFs</p>		Tier 1

1-4	<p>Build strong relationships with families through ongoing 2-way communication and contact</p> <ul style="list-style-type: none"> -Provide flexible scheduling for families for conferences -Use Parent Square for communication -Monitor for opportunities for parents to provide feedback 	<p>Complete school culture orientation with families at beginning of school year: review discipline matrix, behavioral expectations and PBIS systems (i.e., language to use at home, token economies to support behavior at home,) etc</p> <p>Teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled</p> <p>Family Education Nights</p> <p>Provide opportunities for grade level teams to connect around family engagement</p> <p>Provide academic data (i.e., SRI, SBAC, EL snapshot) and standards in family-friendly language with actionable steps for support and improvement</p>	<p>Positive phone calls made to families</p> <p>Calendar includes school culture orientation, Family Ed Nights, and conferences</p>		Tier 1
1-5	<p>Communicate with Yard Staff to ensure consistent positive behavior management from Yard to Classroom.</p>	<p>Contract with Playworks to support Yard Staff and expand proactive, peaceful problem solving/conflict resolution on Yard and provide training for School Enrichment Coach</p>	<p>Reduced URFs from recess and immediately after; engagement in positive play on Yard</p>		Tier 1
1-6	<p>All teachers will teach developmentally appropriate lessons connected to sharing identity, understanding & preventing racism; appreciating family diversity; and understanding the complexity of gender</p>	<p>Leadership Team will develop year long cultural calendar and frameworks for lessons; Principal will ensure time for PLCs to collaborate to create lessons; Principal communicate with Ilsa from OUSD</p>	<p>Greater feelings on inclusion by community surveys and CHKS; focus groups; Lesson Plans</p>		Tier 1
1-7	<p>Teachers will communicate with parents around their social justice themes and lessons;</p>	<p>Principal will coordinate Family Education Nights around Talking to Kids about Race and Gender Diversity; Principal and staff will share cultural themes with SSC</p>	<p>Family surveys</p>		Tier 1

1-8	Teachers will refer students who need additional support to COST for Formal Check In-Check OUTs, individual or group counseling provided by either OUSD Interns, School Psych or part time LCSW	TSA will coordinate COST and case manage psych referrals; Principal will find funds for OUSD Interns (PTA) and LCSW (ESER)	COST Meeting Afendas and Notes; OUSD Force SEL Data Wall		Tier 2
1-9	Teachers will refer students with chronic attendance concerns to Attendance Specialist: Attendance Specialist will work with TSA to hold SARTs and conduct home visits, family outreach as needed	Principal will find funding for Extra Hours for Attendance Specialist to hold more SARTs and lead family outreach around Attendance	Attendance and SART notes		Tier 2

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	UNIVERSAL DESIGN in all classes to allow students of all backgrounds and abilities access to standards based instruction
School Theory of Change:	If teachers design lessons to ensure that students with learning differences and English language learners and can access, then all students will benefit
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students with a focus on students with special needs and English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will utilize hands on Science experiments as a starting point for reading, writing, and discussion so that all students have a common experience to ground their ELA work; Hands on lessons will be taught in the Science Lab with support of Science Assistant	Provide monthly PLC/collaboration time for teachers to collaborate on Science; Stipends for two Science Leads to lead PD. Funding of Science Assistant	FOSS i-Check assessments will be used after every module (investigation). Science Learning Walks three times a year. Student notebooks will be analyzed three times a year by grade level teams. The K-12 Science Development Continuum will be used with the staff as a pre and post rubric for implementation.		Tier 1

2-2	Teachers will have clear learning targets aligned to Math Common Core State Standards. Lessons will focus on using rigorous tasks and will engage students with grade-level examples that include multiple opportunities for student talk. Teachers will use manipulatives to make math more accessible	Site Instructional Leadership Team and Principal are responsible for programming and scheduling of, assessment (CEoU, IAB, PT, etc.), and professional development for math. Teachers participate in bi-monthly PLC's for math. Teachers attend Standards & Equity Institute and other OUSD PD opportunities	Evidence of implementation will include scheduled IAB, PT and CEOU assessment participation. Other evidence of implementation will include: - ILT, PLC, and PD agendas and notes. - Classroom observations		Tier 1
2-3	Teachers will transition to new OUSD Math curriculum; Teachers will go deeper into the implementation of EL Curriculum	Coordinating and funding subs to allow for monthly Grade Level Planning Sessions during the school day; sessions will be facilitated by TSA	Lesson Plans; Meeting Notes		Tier 1
2-4	Teachers will implement strong Academic Tier one strategies including visuals, check lists, sentence frames, multi-sensory instruction, white boards and small groups to ensure all students can access	Inquiry Cycle grounded in an element of Universal Design	Walk Throughs, student work samples		Tier 1
2-5	Provide math homework that involves families in supporting children and understanding CCSS in math with a specific focus on students below grade level in Math	Plan for and schedule one parent education event regarding math standards (likely PTA funded). Include math program in afterschool offerings (enrichments) as well as access to freckle.com.	Conversations with teachers		Tier 1
2-6	Special education staff will collaborate with classroom teachers to design classrooms and lessons that support students with IEPs.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	PD schedule		Tier 2
2-7	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	Walk throughs, teacher observation and evaluation		Tier 1
2-8	Saturday and after school Math support for students and their families	Funding teachers to run this program	Pre-post data		Tier 2

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	DIFFERENTIATED READING INSTRUCTION through Small Group Learning in order to provide all students the opportunity to advance their reading, master grade level standards and think critically about what they are reading
School Theory of Change:	By differentiating the curriculum, every student will have the opportunity to advance their reading, master grade level standards and think critically about what they are reading
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	<p>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.</p> <p>Using SIPP's data to form small, short term, flexible groups so that early reading instruction can be differentiated</p>	<p>-Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment.</p> <p>-Provide Professional development and learning for implementation of curriculum and strategies</p> <p>-Support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment.</p> <p>-Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment.</p>	<p>-Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool)</p> <p>-Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress</p> <p>-All teachers have foundational skills instruction on their weekly schedules.</p>		Tier 1

3-2	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts.	<ul style="list-style-type: none"> -Establish the expectation that teachers provide daily instruction grounded in complex text -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data and plan for implementation of lessons built around complex text and task -As needed, partner with central content leads and/or PD leads focused on curriculum implementation to co-plan professional learning for teachers - Fund Early Literacy Tutors and STIPs to assist with differentiation 	<ul style="list-style-type: none"> -Learning walk data to provide evidence of: <ul style="list-style-type: none"> --> Students engaged in academic discussions during reading and before writing --> Teachers' lesson plans utilizing the Before, During & After framework (Provided by curriculum or OUSD resource) 		
	Grade level teams will coordinate Phonics Block (K-2) and All Block (3-5) throughout all classes so that Intervention and Special Ed services can be coordinated across classrooms and maximized	<ul style="list-style-type: none"> Create Master schedule with these blocks carved out (no Enrichments); - Fund Early Literacy Tutors and STIPs to assist with differentiation; <p>Ensure SIPPS training for all delivering this curriculum</p>	Daily Schedules and Intervention Schedules		Tier 1
3-3	Use curriculum formative assessments, universal screening, diagnostic assessments, and I-Ready data to monitor progress and adjust instruction	<ul style="list-style-type: none"> -Support understanding and implementation of required assessments -Facilitate teacher data conferences -Utilize data analysis tools (e.g. i-Ready MOY Leaders Data Analysis Template) 	Observations, participation rates, data tracker, coaching cycles, PLC agendas		

3-4	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily using schedule described above	-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	-Schedules for interventionists; Monitor number of students and progress of students in intervention groups -COST tracker of focal students		
3-5	Use tech to complement synchronous or in person instruction with adaptive literacy learning through the i-Ready MyPath adaptive learning platform	-Attend/provide professional development on adaptive literacy learning platform -Provide time for teachers and PLCs to analyze progress and choose focal students	-% of students using online platform, passing lessons, and meeting growth goals		
3-6	Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in culturally relevant, rich text tied to Content Units weekly	-Ensure schedule for students to receive library time and opportunity to check out books -Support collaboration space for librarian to meet with teachers to connect foci of read alouds	-Circulation numbers, number of books checked out by grade-level -Sora Check out Numbers -Library schedules and number of students reached/frequency -Library survey with students reporting reading interests and behaviors		
3-7	Teachers use Before, During, and After Reading strategies with complex texts from ELA (Integrated ELD)	Provide PD on complex text analysis (Before, During, After Reading), observation & feedback on classroom practice Provide PLC time at least once per month to analyze student language progress and plan	PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps		

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority:	BUILDING TEACHER CAPACITY TO SERVE EVERY STUDENT through strong, focused, data driven PLCs with an ongoing equity/anti-racist framework
-------------------------	---

School Theory of Change:	By creating strong PLCs we will foster safe spaces for teachers to take risks and try new strategies; by continually returning to our equity/anti-racist focus, we will ensure that these strategies are relevant and helpful for all children at our school with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R)				
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will work in Inquiry Teams and/or PLCs to develop and test strategies to benefit their most at risk students with a special focus on students with disabilities, ELLs, and low income students. Suggested strategies include GLAD for ELLs, guided reading for students with disabilities, and activating prior knowledge/frontloading for low income students.	Principal and ILT will develop PD Calendar around Inquiry Cycles - giving teachers a chance to choose their focus areas within specific themes eg "Universal Design" "Small Group Instruction"	Calendar Agendas Notes		Tier 2
	Grade Level PLCs meet weekly after school on Wednesdays after PD (3-3:50); Grade Level PLCs also meet for a half day deep dive each month	Principal will coordinate and fund sub coverage and map out Planning Days at beginning of year so that teachers can plan accordingly; TSAs and Principal will plan agendas for Planning Days and facilitate these sessions ILT will plan agendas for weekly meetings Principal fund Extended Contrcts for additional collaboration time	Calendar Agendas Notes		Tier 1

4-2	Teachers will understand the importance of Tier 1 Whole Class strategies (eg. Community Circle, Positive Discipline, PBIS) and be able to describe what they are doing in their classrooms for at risk students. Teachers will utilize and document in-class strategies, interventions and tools (eg. Behavior Plans, Partnership Building, outreach to families, preferred seating, daily check ins) before referring to COST.	ILT leading training on Tier 1 Intervention Strategies including Small Group Instruction and Blended Learning PD on Tiered Interventions run by ILT members; 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	PD Slides Walk Throughs		Tier 1
4-3	Teachers will identify 3-5 Focal Students and use them to ground their Inquiry Cycles	Principal will have 3 Data Conferences/year with teachers (either individually or in grade level teams) focusing on academic progress of these students. PTA funded specialists to cover classes during Data Conferences - Data Conferences happen at the end of each Trimester			Tier 2
4-4	Teachers will regularly analyze data to monitor progress of at risk students with a specific focus on our K and ELL students	TSA will create Grade Level Data Walls TSA & DTL leading trainings on Data Driven Instruction			Tier 2

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Black students and families report an increased sense of belonging at Chabot
School Theory of Change:	As black students' and families' feelings of belonging increase, so will their academic performance
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will utilize AA focal students to ground Inquiry Cycles and progress monitor	Creation of Data Wall and facilitation of Inquiry Cycles	Data Wall; Inquiry Notes		Tier 1
5-2	Teachers will start the year with a unit on identity, celebrating diverse backgrounds and stories	Resources; PLC time to plan	Lessons, artifacts		Tier 1
5-3	Teachers will make a special effort to partner with AA families	Time for calls and visits	Home contact logs		Tier 1
5-4	Teachers will collaborate with .5 AAMA to support our Black Boys and with OUSD's African American Female Excellence	Find \$\$ for a .5 AAMA - collaborate w/ Office of Equity and Emerson; Foster partnership with OUSD Office of Equity	Notes, lessons, logs, agendas		Tier 2
5-5	Teachers will include literature from all cultures with a focus on African and African American stories	Continue to fund and recommend books; collaborate with librarians	Walkthroughs		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)	
School Priority:	INFUSING ELL PRACTICES AND STRATEGIES INTO SMALL GROUPS AND WHOLE CLASS INSTRUCTION
School Theory of Change:	Because we do not have enough ELLs to create special small groups for them, these strategies need to be imbedded into all teaching so that everyone, especially ELLs, can thrive
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will spend time learning the backgrounds, strengths and learning needs of their ELL students. This includes extra family outreach and including an ELL as a focal student	Principal will build calendar to include time for family outreach and set up Inquiry Focal Student structures	Notes from family visits; PLC notes		Tier 1
6-2	Teachers will explicitly teach and frontload academic vocabulary for their ELLs and all students: Vocabulary Work will focus on "MORTAR" words rather than "bricks" as defined by Kate Kinsella	Principal will lead PD on Vocabulary Development	Walk throughs, lesson plans		Tier 1
6-4	Teachers use Before, During, and After Reading strategies with complex texts from ELA (Integrated ELD)	Provide PD on complex text analysis (Before, During, After Reading), observation & feedback on classroom practice Provide PLC time at least once per month to analyze student language progress and plan	PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps		Tier 1

PROPOSED 2022-23 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	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
11-Month Teacher on Special Assignment (TSA)	\$67,782	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8643	11-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	106-1
Classified support salaries	\$26,590	General Purpose Discretionary	2205	Classified Support Salaries	9013	School Enrichment Recess Coach	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily using schedule described above	106-2
Classified support salaries	\$26,590	LCFF Supplemental	2205	Classified Support Salaries	9013	School Enrichment Recess Coach	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	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.	106-3
Copier Maintenance	\$3,411	General Purpose Discretionary	4302	Copier Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Contract with Playworks to expand proactive, peaceful problem solving/conflict resolution on Yard and provide training for School Enrichment Coach	106-4
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,732	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8632	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will have clear learning targets aligned to Math Common Core State Standards. Lessons will focus on using rigorous tasks and will engage students with grade-level examples that include multiple opportunities for student talk.	106-5
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,460	LCFF Supplemental	1105	Certificated Teachers' Salaries	3456	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers will work in Inquiry Teams and/or PLCs to develop and test strategies to benefit their most at risk students with a special focus on students with disabilities, ELLs, and low income students. Suggested strategies include GLAD for ELLs, guided reading for students with disabilities, and activating prior knowledge/frontloading for low income students.	106-6

PROPOSED 2022-23 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	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$4,560	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders.	106-7
Teacher	\$38,034	Parent Group Donations	1105	Certificated Teachers' Salaries	3373	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will identify 3-5 Focal Students and use them to ground their Inquiry Cycles	106-8



Strategic Resource Planning (SRP)

CHABOT ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Caitlin Khurshud
Vice Chairperson:	Sergio Prieto
Secretary:	Sara Holderfield

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?)
Jessica Cannon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Anusheh Warda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kelli Thomson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ava Geltmeyer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
James Harrison	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Celia Bermeo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Afshan Hai	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sara Holderfield	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Caitlin Khurshid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sergio Prieto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Katrina Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Cynthia Zuniga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Michael Alexander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Loan Nguyen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Mishan Wroe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Douglas Briscoe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Last Tuesday of each Month 7:00 pm
---	------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members