

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File Id. No. 18-1275
Introduction Date: 6/27/18
Enactment No.: 18-1188
Enactment Date: 6/27/18
By: er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Chabot Elementary School.

Background:

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

Discussion:

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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Chabot Elementary School.



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

2018-2019 Single Plan for Student Achievement (SPSA)

School: Chabot Elementary School
CDS Code: 1612596001648
Principal: Jessica Israel Cannon
Date of this revision: 4/20/2018

Legislative File Id. No. 18-1275
Introduction Date: 6/27/18
Enactment No.: 18-1188
Enactment Date: 6/27/18
By: er

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Chabot Elementary School

Site Number: 106

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

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

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

Date(s) plan was approved: April 24, 2018

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

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

Signatures:

<u>Jessica Cannon</u> Jessica Israel Cannon, School Principal	<u>Jessica Cannon</u> Signature	<u>4/24/2018</u> Date
<u>Amy Hood</u> Print name of SSC Chairperson	<u>Amy Hood</u> Signature	<u>4/24/18</u> Date
<u>Sara Stone</u> Sara Stone, Network Superintendent	<u>Sara Stone</u> Signature	<u>4/24/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>5-3-18</u> Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2018	SSC	Look at data - begin prioritizing for 2018-29
2/6/2018	PTA Board	Initial discussion on budget priorities
2/13/2018	Equity and Inclusion Committee	
2/14/2018	Faculty	Priorities and focal areas for 2018-19
2/20/2018	SSC	Continued discussion on budget and priorities
2/20/2018	ILT	Synthesizing staff responses from earlier session

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$106,496.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$72,303.90	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$178,799.90	\$0.00

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

2018-19 SINGLE 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.

Family & Student Engagement

Chabot is committed to engaging all families and students. Our PTA and SSC have become more diverse, and we have created a formal Equity and Inclusion Committee. We continue to strive to create a school where all families and students feel welcome and valued.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	<p>In 2016-17, we increased from 76% to 78% of all students meeting or exceeding standard on the ELA SBAC, and from 33.3% to 46.4% of African Americans meeting or exceeding standard.</p> <p>84% of our students were reading at or above grade level in March 2017 as measured by F&P; Our AA students achieving proficiency increased from 43 to 64%.</p> <p>85% reading at or above grade level as measured by SRI - up 2 pp from 14-15; African American students reading at or above grade level increased by 10 pp (57% to 67%)</p>	<p>Only 46.4% of AA students met or exceeded standard on ELA SBAC, 2017 (as compared with 78% of students school wide</p> <p>Only 69.5% of AA students are reading at grade level as measured by SRI in 2016-17, down from 73.1% in 2015-16</p> <p>OTHER CHALLENGES: transition from Open Court, one size fits all literacy instruction to Balanced Literacy; tendency to "outsource" students who are not at grade level rather than have teacher intervene with individualized or small group instruction</p>	<p>The data shows that we are serving the majority of our students well, but need more focused attention on certain individuals and subgroups including African American students and Students with Disabilities. Last year, we identified that there had not been universal adoption of Balanced Literacy and small group instruction. As we move towards more fidelity, we are seeing great increase in scores for all students - especially our most at risk on SBAC and F&P. SRI is still showing a significant gap - we believe that part of this challenge is teachers not recognizing the importance of this exam.</p>

<p>LANGUAGE & LITERACY <i>(continued)</i></p>	<p>We increased our SRI proficiency rates from 84.8% to 86.2% schoolwide. Schoolwide, the percent of students reading at or above grade level as measured by F&P, grew from 88.1% to 90.2%. At our mid year 2017-18, F&P testing, 92.2% of our students schoolwide were reading at or above grade level; with 84.6% of our African American students meeting this standard. OTHER STRENGTHS: high level of parent engagement, experienced teaching staff, well stocked library and lots of reading materials in classrooms; positive reading culture - author visits, reading for pleasure, etc.</p>		
<p>STANDARDS-BASED INSTRUCTION <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</i></p>	<p>In 2017, the percent of students meeting or exceeding standards, schoolwide, on the Math SBAC, invcreased from 77.2% to 78.2%; we also moved the percent of students "not meeting standard" from 9.9% to 8.6%. Our African American students remained consistent at 45.6% meeting or exceeding standard. The percent of African American students "not meeting" standard dropped from 22.7% to 10.7% and the percent exceeding standard raised from 4.5% to 17.9%. For 2017-18, we will raise the schoolwide percent of students meeting or exceeding standards to 82% and the percent of African Americans meeting or exceeding standards to 50% OTHER STRENGTHS: strong and experienced Math Lead; consistent Math PD for teachers; received grant to attend Math Conference and engage in additional Math Collaboration</p>	<p>The percent of African American students meeting or exceeding standard on Math SBAC did not show growth (45.6%) There is a wide range of Math performances in our classes so differentiation remains a challenge. Also, transitioning from whole class instruction led by teacher to giving students time for productive struggle requires change management.</p>	<p>In Math, particularly in the upper grades, we need to focus on going deep into the new standards and assuring appropriate levels of rigor throughout the teaching and learning.</p> <p>From these data, we have concluded that the transition to Common Core Math is challenging, particularly for our students who learned Mathematical foundations before Common Core. There also seems to be a large jump in the level of rigor demanded from 3rd to 4th grade. We believe that students do not have enough opportunities to explain their thinking and enagage in productive struggle. Therefore the root cause of our challenges is that we need to increasing these opportunities for productive struggle aligned to Common Core tasks.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>From 2015-16 to 2016-17, the percentage of students responding positively to all 5 SEL survey questions that are measured in the SPF increased by 10 percentage points from 70% to 80%.</p>	<p>All staff do not fully understand and appreciate the RJ approach; We continue to see referrals for behavior which possibly could have been prevented or reshaped with Tier 1 interventions; a few classes are not regularly doing Community Circles; we are occassionally seeing the same behaviors treated differently based on race and gender</p>	<p>Our URFs show that many students are still being sent out of class for problems that potentially could be addressed or prevented in the classroom. Staff surveys show that not all teachers and staff fully understand restorative justice and the reasons for focusing on SEL. We believe these concerns stem from a lack of understanding around implicit bias and insufficient training around SEL implementation, RJ and tiered interventions.</p>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	We are usually able to reclassify about 33% of our English Language Learners. The vast majority are reclassified within 3 years of entering Chabot; only 25% of our ELLs are long term.	25% of our ELLs are long term.	We have a very small number of English Language Learners - only 3% of the school; makes designated ELD challenging. Out of our 3 long term ELLs, one is on home-hospital with cancer, and one is being identified for potential learning challenges.
---	---	--------------------------------	--

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Chabot Elementary School

School ID: 106

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Small Group Instruction / Differentiation	Teachers are implementing Readers and Writers Workshop in classes to ensure all students are receiving systemic, targeted literacy instruction. Teachers use data to group students and provide differentiated instruction targeted to student needs across the ELA curriculum (Tier 2). Each year, we will increase the number of students meeting or exceeding ELA standards on the SBAC, both for all students and for African American students. In 2016-17, we increased to 78% of all students from 76%, and from 33.3% to 46.4% of African Americans meeting target. For 2017-18 we will increase the percent of students meeting or exceeding standards to 81% of all students and 50% of African American students.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	African American Students	46.4 % of African Americans meeting or exceeding standard	50% of African Americans meeting or exceeding standard	55% of African Americans meeting or exceeding standard
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI, F & P				
Theory of Action for Language & Literacy Priority:	We believe that whole class instruction does not meet the needs of every student and that, if we more fully implement Reader's and Writer's Workshop and increase our time on Small Group Instruction, then we will be able to accelerate student learning across the school. We believe that fully implementing Guided Reading Groups during Readers Workshop will improve the reading performance of our low income students, English language learners, foster youth and GATE students.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Schoolwide, all teachers will use Readers' and Writer's Workshops as opportunities for targeted small group instruction	ILT will map out a vision of what Balanced Literacy looks like in each grade and tie to CCSS TSA serving as ELA Lead and working closely with ELA Department		<i>ILT Walk Throughs; Readers Workshop Rubric</i>	

1-2	Teachers will combine with other teachers in the same grade level to be able to offer targeted reading support to small groups including GATE	ILT focusing PLC work on implementation of RW and small group instruction Administration and PTA will fund Small Group Specialists to assist with this process	<i>Progress Monitoring students not reading at grade level; Data Walls</i>
1-3	All teachers will ensure that every student is reading independently at her/his "Just Right" level every day	PD focused on Readers Workshop; Investment in books for classroom libraries	<i>ILT Walk Throughs; Readers Workshop Rubric</i>
1-4	Teachers will use software to facilitate personalized learning during the ELA block to support all students with focus on newcomers	4 Teachers to Pilot Personalized Learning; Teacher Tech Lead to train other teachers and explore software PTA investment in more chromebooks; Stipend/Release time for Teacher Tech Lead	<i>Personalized Learning Evaluation</i>
1-5	Teachers will use F&P Reading Records to target students' reading needs and tailor instruction	TSA and ELA lead will develop training on best practices using F&P Reading Records Stipends for Teacher Leaders	<i>Progress Monitoring; Data Walls</i>
1-6	Teachers will provide multiple opportunities for students to engage with non fiction texts connected to the Science and Social Studies units	Science teacher will collaborate with classroom teachers; Time for collaboration	<i>Student work - Science Notebooks</i>
1-7	Teachers will provide regular opportunities for students to write authentically - personal narratives, persuasive letters, informational reports	Admin and ILT will provide PD on Writer's Workshop	<i>Student work</i>
1-8	Teachers will collaborate across gradelevels to analyze student writing and target instruction; teachers will administer and analyze at least 3 pre- and post writing assessments using Lucy Calkins rubric	Admin will ensure time for collaborative scoring and PD around analyzing student writing	<i>Student work; Scores on the On demand Assessments</i>

	Priority ("Big Rock"):	JUNE 2021 GOAL
--	-------------------------------	-----------------------

STANDARDS-BASED INSTRUCTION	Mathematics (Differentiation and Vertical Alignment)	<p>In Math, instruction shows evidence of focus, coherence, and rigor. Instruction is crafted so students have multiple opportunities for productive struggle and receive support to explain their thinking. Math tasks are presented which allow for "low floor - high ceiling" in service of mastery of Common Core standards. (Integration and Vertical Alignment)</p> <p>In 2017, the percent of students meeting or exceeding standards, schoolwide, on the Math SBAC, invcreased from 77.2% to 78.2%; we also moved the percent of students "not meeting standard" from 9.9% to 8.6%. Our African American students remained consistent at 45.6% meeting or exceeding standard. The percent of African American students "not meeting" standard dropped from 22.7% to 10.7% and the percent exceeding standard raised from 4.5% to 17.9%. For 2017-18, we will raise the schoolwide percent of students meeting or exceeding standards to 82% and the percent of African Americans meeting or exceeding standards to 50%.</p>			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	African American Students	45.6% of African Americans meeting or exceeding standard	50% of African Americans meeting or exceeding standard	55% of African Americans meeting or exceeding standard
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	CEOU Scores; ST math progress				
Theory of Action for Standards-Based Instruction Priority:	If we provide multiple opportunities for students to show evidence, explain their thinking and engage in productive struggle, then the Math performance of all students will increase. We believe this will especially benefit our low income students, English language learners and foster youth.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	Teachers will collaborate to plan reading, writing and Math units aligned to Common Core Standards	Twice a year at the beginning of each Trimester, Administration will facilitate PLC Planning Days to allow teachers adequate time to dig into standards and curriculum Principal will use PTA funded specialists to facilitate these planning days		<i>Walk throughs by ILT</i>	
2-2	Teachers will use Blended Learning to facilitate Small Group Instruction and meet the needs of diverse learners including Newcomers, ELLs and African American students	Tech Team and ILT will recommend software to facilitate differentiated learning and small group instruction Creation of a Tech Pilot Team to pilot Blended Learning; collaboration with PTA around additional chromebook purchases and continuation of ST Math		<i>Progress monitoring: ST Math and CEOUs</i>	

2-3	A team of teachers will lead Math Inquiry through SVMl Lesson Study and implementation of the MARS assessment	Arranging time for these teachers; securing SVMl funding	<i>CEOU scores; lesson study data</i>
2-4	Teachers will utilize Math strategies of Number Talks and Three Reads focusing on all types of learners including ELLs	ILT and Math Lead will prepare PD Release time for Math lead to coach; Administration and ILT will gear professional development around strategies for facilitating use of evidence by students TSA acting as coach	<i>Walk throughs by ILT</i>
2-5	Teachers will be able to name the content language objective or learning target of their lessons and explain how these align to Common Core Standards	PLCs will identify "I can" learning targets for all units Training for ILT	<i>Walk Throughs and observations</i>
2-6	Teachers will work together to align student work to rubrics and other measurements of mastery,	ILT will lead Cycles of Inquiry Training for PLCs	<i>PLC Notes; Data analysis</i>
2-7	Teachers will integrate Science into Reading, Math, Writing and Media using hands on Science Experiments as a starting point for writing and discussion	Principal will create PLC and PD schedule so each grade has time to collaborate with Science Teacher PTA funded Science Teacher	<i>Science Notebooks</i>
2-8	Teachers will use Math Centers to differentiate Math with a focus on ELLs and GATE students	PLC teams will create and organize supplemental Math units to ensure high levels of rigor Work with Math Department for another grant	<i>Walk Throughs; Student work</i>
2-9	Teachers in grades 3-5 collaboratively score and analyze SIRA End-of-Module Assessments and enter scores into Illuminate in PLCs.	Looks at Illuminate reports for SIRA each trimester to ensure all students participate. Have Lead Science Teacher lead a SIRA Coding Session. Provide time for teachers in grades 3-5 to score and analyze assessments.	<i>SIRA Data</i>
2-10	Teachers in K-5 will use Science Notebooks as a part of their regular Science curriculum and as a connection to writing for all grades including Kindergarten students	Lead Science teacher will conduct PD on Notebooking and Beyond; ILT will create grade level expectations for NB PTA will purchase Composition Books for students	<i>Science NOtebooks</i>

	Priority ("Big Rock"):	JUNE 2021 GOAL
--	-------------------------------	-----------------------

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	<p>Staff PD will be organized into Inquiry Cycles wherein teachers can choose an area of Inquiry to explore. By January 2019, 100% of classrooms will utilize the PBIS strategies of community circles, clear expectations, and a positive class behavioral system.</p> <p>From 2015-16 to 2016-17, the percentage of students responding positively to all 5 SEL survey questions that are measured in the SPF increased by 10 percentage points from 70% to 80%. We will continue to increase this number 5 percentage points each year for the next 3 years, so that 85% answer positively in 17-18 and 90% in 18-19.</p>			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	California Healthy Kids Survey	All Students	80.0%	85.0%	90.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Evaluations from Staff PD; Student Survey given every trimester - generated by ILT				
Theory of Action for Conditions for Student & Adult Learning Priority:	If we fully implement PBIS, our students will feel more included and be more likely to take academic risks resulting in higher satisfaction on the student SEL survey and in increased academic performance in both ELA and Math for all students, especially low income students, English language learners and foster youth. If we differentiate Staff PD and Inquiry Cycles, staff will feel more open to trying new strategies to benefit their students' learning.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Teachers will use community building and Restorative Justice circles/practices regularly with special focus on building the speaking skills for our ELLs.	Principal, TSA and ILT will conduct PDs on Community Circles, Growth Mindset and other Inclusive practices		<i>ILT Walk Throughs; Student Survey</i>	
3-2	Teachers will work in Inquiry Teams 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.	Principal and ILT will develop PD Calendar around Inquiry Cycles - giving teachers a chance to choose their focus areas		<i>Teachers will select "evidence" to share with their teams</i>	
3-3	Teachers will prioritize building partnerships with historically underserved families, particularly with our families transitioning into Chabot for the first time, new kindergarten families and African American families	TSA will conduct SSTs to build partnerships with families; Targeted outreach to families of color for leadership positions on PTA and SSC Equity and Inclusion Committee will outreach to new families; Administration will work to make Chabot attractive to and inclusive all different types of families; diversify enrollment		<i>Equity and Inclusion Team (PTA) will create a survey</i>	

3-4	Teachers will understand the importance of Tier 1 Interventions and be able to describe what they are doing in their classrooms for at risk students. Teachers will refer students to COST only after documenting multiple Tier 1 supports	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	<i>Analysis of COST referrals</i>
3-5	Teachers will identify 3 Partner 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	<i>Progress Monitoring Partner Students</i>
3-6	Teachers will lead lessons on PBIS Expectations including Caring for Ourselves, Caring for Each Other and Caring for Our Community. Each grade will have a positive incentive system focused on these 3 attributes	Principal and TSA will organize Monthly "Bobcat" assemblies led by 5th grade focused on PBIS elements	<i>PBIS Walk Throughs</i>
3-7	Teachers will lead lessons on gender and family diversity	Partnership with Our Family Coalition and Gender Spectrum Assemblies and Parent Education Nights by PTA	<i>Classroom visits</i>
3-9	Yard Staff will ensure a variety of structured activities and safe problem solving strategies - especially for our K students	Training for Yard Staff in SEL Additional investment in Recreation Leader trained in RJ to organize Yard and after school activities	<i>Referrals from Yard</i>
3-10	Teachers will use Chabot's Mission for Equity as a guiding document	Parent and Teacher Leaders will review and revise our Mission	<i>Notes</i>
3-11	Teachers will regularly analyze data to monitor progress of at risk students	TSA will create Grade Level Data Walls TSA & DTL leading trainings on Data Driven Instruction	<i>Progress Monitoring</i>
3-12	Teachers will regularly meet with their most at risk students for small group, targeted instruction	PD on small group instruction PTA funded Small Group Specialists to Assist	<i>Classroom Walk Throughs</i>

3-13	Teachers will run after school Intervention and Family Saturday School.	TSA will create system of referrals to these programs money for Extended Contracts	<i>Referral Forms</i>
------	---	--	-----------------------

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	ELLs have full access to and engagement in the academic demands of the new Common Core, Next Generation Science, and CA English Language Development Standards	Teachers who have ELL in their classes will provide targeted Vocabulary Development - both oral and written-in order to ensure that all of our ELL are able to read and comprehend grade level texts. Currently, 40% of our ELLs (4 out of 10) are not reading at grade level. Our goal is to have 90% of our ELLs reading at grade level as measured by F&P by June of 2019.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	English Language Learners	35.0%	45.0%	55.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	On demand writing assessments, SRI, Razz Kids,				
Theory of Action for English Language Learners Priority:	We believe that Vocabulary Development is a significant barrier to our ELLs accessing grade level. We believe if we invest time and resources in systematic academic vocabulary development (frontloading with Small Group Specialists, Word Wise Vocab Book, Personal Thesauruses) then more ELL students will reach grade level on SRI and more will be reclassified.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Teachers will use GLAD strategies in their classrooms to benefit their ELLs	Principal and TSA will explore tools for developing these strategies		Walk throughs with ILT	
4-2	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 Voacabulary Development		Lesson plans, walk throughs	
4-4	Teachers will work with Small Group Specialists to ensure that all ELLs have designated weekly time to practice language skills orally and in writing	Principal and TSA will explore different resources to support direct instruction with ELLS		Schedules	

4-4	Teachers will review tools provided by Sharokie Hollie five years ago around Academic Vocabulary Development	Admin will provide PD time for this review	Student work
4-5	Teachers will use Academic Discussions to build the language skills of their ELLs and all students	PD on Academic Discussions	Walk throughs with ILT

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$26,709.59	General Purpose Discretionary	Supplies	Mathematics (Differentiation and Vertical Alignment)	A2.1 Implementation of the CCSS & NGSS	4310				106-1
\$4,000.00	General Purpose Discretionary	Computers	Small Group Instruction / Differentiation	A3.2 Reading Intervention	4410				106-2
\$6,000.00	General Purpose Discretionary	Copier	Mathematics (Differentiation and Vertical Alignment)	A2.3 Standards-Aligned Learning Materials	5610				106-3
\$19,000.00	General Purpose Discretionary	Consultants-Conflict Resolution	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	A2.2 Social Emotional Learning	5825				106-4
\$5,000.00	General Purpose Discretionary	Licenses	Mathematics (Differentiation and Vertical Alignment)	A3.1 Blended Learning	5846				106-5
\$500.00	General Purpose Discretionary	Postage	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	A6.5 Academic Parent-Teacher Communication & Workshops	5910				106-6
\$45,286.41	General Purpose Discretionary	STIP	Small Group Instruction / Differentiation	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0673	1.00	106-7
\$11,999.81	LCFF Supplemental	Extended Contract to support the academic acceleration of our low income, foster and ELL students. Teachers will run Intervention Programs after school and on Saturdays. Teachers will also be compensated for planning Intervention and Acceleration curriculums	Small Group Instruction / Differentiation	A1.6 After School Programs	1122				106-8

\$3,151.65	LCFF Supplemental	Subs to release teachers to do assessments and intervention with at risk students including ELLs.	ELLs have full access to and engagement in the academic demands of the new Common Core, Next Generation Science, and CA English Language Development Standards	A2.8 Data & Assessment	1150				106-9
\$1.44	LCFF Supplemental	Supplies to support academic acceleration	Mathematics (Differentiation and Vertical Alignment)	A2.3 Standards-Aligned Learning Materials	4310				106-10
\$12,151.00	LCFF Supplemental	Psychologist	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	A5.2 Health and Wellness (Mental & Physical Health)	5734				106-11
\$45,000.00	LCFF Supplemental	Consultants-Conflict Resolution, counseling	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				106-12
\$14,576.52	PTA Donation	EEIP (Science, Art, music)	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	A2.2 Social Emotional Learning	1105	TEACHER STIP	TCSTIP0008	0.37	106-13
\$62,437.75	PTA Donation	EEIP (Science, Art, music)	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	A2.2 Social Emotional Learning	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2306	0.60	106-14
\$69,039.18	PTA Donation	EEIP (Science, Art, music)	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	A2.2 Social Emotional Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0113	0.90	106-15
\$92,779.09	PTA Donation	EEIP (Science, Art, music)	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.	A2.2 Social Emotional Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	1.00	106-16
\$258.45	PTA Donation	Surplus	n/a	n/a	4399				106-17

