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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA)

Ask of the Board Approval of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Chabot Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Chabot Elementary School
CDS Code: 1612596001648
Principal: Jessica Israel Cannon
Date of this revision: 4/13/2021

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: 4/13/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 (ASES) | <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 (ELSBG) |
| <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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- Opportunity was provided for public input on this school's School 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 13, 2021

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> Principal	<u>Jessica Cannon</u> Signature	<u>5/27/2021</u> Date
<u>Caitlin Khurshid</u> SSC Chairperson	<u>Caitlin Khurshid</u> Signature	<u>5/27/21</u> Date
<u>K Arnold</u> Network Superintendent	<u>K Arnold</u> Signature	<u> </u> Date
<u>Lisa Spielman</u> Director, Strategic Resource Planning	<u>Lisa Spielman</u> Signature	<u>6/16/21</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/23/2021	SSC	Reviewed Data and brainstormed priority areas for 2021-22
3/8/2021	ILT	Reviewed Data and brainstormed priority areas for 2021-22
3/4/2021	PTA	Shared priority areas and budget priorities
3/16/2021	All Staff	Revised priority goals and brainstormed strategies and practices
4/13/2021	SSC	Reviewed second draft of SPSA
5/27/2021	SSC	Reviewed second draft of SPSA

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

2021-2022 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	\$153,870.00

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)	\$34,020.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$119,850.00	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:	\$153,870.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$153,870.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	99% of kinders at or above grade level as measured by I-Ready scores in Jan 2021	High exposure to early literacy at home
<i>Focal Student Supports</i>	65.4% of AA students reading at or above end of year grade level standards as measured by SRI in Jan 2021 - up from 55% at beginning of this year and from 60% mid-year 2019-20	Focus on these students; small groups; data walls
<i>Student/Family Supports</i>	On OUSD District service, over 90% of respondents expressed satisfaction on level of communication from school during the past year	Prioritizing communication; Talking Points; Room Parents; Family Navigator for targeted outreach
<i>Staff Supports</i>	Only one teacher did not return for the 2020-21 school year, and that was due to retirement	Focus on providing teacher led PD and differentiated PD; inclusive decision making; supportive PLCs

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Only 70.3% of our students who qualify for F&R lunch scored at or above grade level on January 2021 SRI vs 89.5% of those who were not eligible	Less access to books particularly during pandemic
<i>Focal Student Supports</i>	23.1% of AA students were reading MY below grade level; significantly higher than any other group - based on BOY SRI data - students have made progress due to small group intervention	Systemic racism - inequity in schools, housing, etc - teachers not fully trained/open to anti-racist/culturally responsive/trauma informed teaching methods
<i>Student/Family Supports</i>	Some families we know need support are hesitant to disclose need	Lack of trust - much higher percentage than usual of new to Chabot families in Grades 1-5 due to pandemic and Kaiser closure - these families have barely ever been on campus
<i>Staff Supports</i>	Less PD and collaboration time during Pandemic; less opportunity to visit each other and each other's classes - less instructional minutes	Pandemic - Distance Learning

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: 90% of students school wide will be reading at or above grade level as measured by SRI and I-Ready; no sub group will be below 75% of students reading at or above

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	92.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	92.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	92.0%	95.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	63 (Spring 2019)	n/a	78.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	90.0%
IAB ELA Above Standard	All Students	n/a	50.7%	50% above (there is no "at" on IAB)	60% above

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	69.0
IAB Math Above Standard	All Students	n/a	48.7%	45% above (there is no at on IAB)	60% above
CAST (Science) at or above Standard	All Students	n/a	64.0% (Spring 2019)	n/a	70.0%

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

School Goal for May 2024: 75% of our African American Students will be at or above grade level in ELA and Math as measured by

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	22.8 (Spring 2019)	n/a	I-ready data coming soon
SBAC ELA	African-American Students	+20 points DF3	-1.2	n/a	I-ready data coming soon
IAB ELA Above Standard	Students with Disabilities	n/a	28.1%	n/a	I-ready data coming soon

IAB ELA Above Standard	African-American Students	n/a	23.5%	n/a	I-ready data coming soon
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	17.8 (Spring 2019)	I-ready data coming soon	I-ready data coming soon
SBAC Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	I-ready data coming soon	I-ready data coming soon
IAB Math Above Standard	Students with Disabilities	n/a	34.4%	I-ready data coming soon	I-ready data coming soon
IAB Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	I-ready data coming soon
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	22.2%	n/a	30.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	n/a

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

School Goal for May 2024: 95% of students will feel connected as measured by CHKS survey

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	91.2%	n/a	96.2%
Suspensions	All Students	-2pp	0.0%	n/a	0
Suspensions	African-American Students	-2pp	0.0%	n/a	0
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0
Chronic Absence	All Students	-2pp	3.5%	n/a	8.5%

Chronic Absence	African-American Students	-2pp	6.8%	n/a	4.8%
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Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal for May 2024: All teachers will be able to identify culturally responsive teaching methods that they are using in their classrooms on a regular basis

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	85.0%	88.0%
Teacher Retention	All Teachers	n/a	90.9% (Fall 2020)	85.0%	88.0%

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.

School: Chabot Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:

Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.

Theory of Change:

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.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have had to revise all of our PBIS practices to accommodate Distance Learning. However, we still strategically taught expectations school wide

Evidence

Observations in Zoom classes and small groups show that almost all students are adhering to school wide expectations

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No change to goal, but adapted for the virtual world

20-21 Standards-Based Instruction Priority:

Mathematics (Differentiation and Vertical Alignment)

Theory of Change:

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.

Related School Goal:

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

All math instruction and curriculum was adapted to meet the needs for remote learning. Teachers formulated small group and 1:1 breakout rooms to meet the targeted needs of each student. Online Math adaptive and assesment platforms are being used to monitor progress.

What evidence do you see that your practices are effective?

Math IAB data shows that in grades 3-5 an averga eof 83% of our students were at above or near standard. Report data shows that over 90% of our students are making steady progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will schedule personal check-ins with students to target specific learning skills that have not been met

20-21 Language & Literacy Priority: SMALL GROUP INSTRUCTION AND DIFFERENTIATION	
Theory of Change:	Small Group Instruction / Differentiation
Related School Goal:	We believe that whole class instruction does not meet the needs of every student and that, if we more fully implement Reader's and
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Distance Learning has provided MORE opportunities for differentiated small group instruction. All students are receiving at least 2 small groups/week, with our more at-risk students receiving additional sessions.	
What evidence do you see that your practices are effective?	
In Grades 3-5, over 80% of our students are reading at or above EOY standard as measured by SRI; In Grades 1-2, over 85% of our students are at grade level as measured by I-Ready; All K-1 teachers are using SIPPs	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Adding in more 1:1 time for students who are not progressing as fast	
20-21 Conditions for Adult Professional Learning Priority: DIFFERENTIATED ADULT LEARNING SPACES	
Theory of Change:	If we differentiate Staff PD and Inquiry Cycles and allow for choice, staff will feel more open to trying new strategies to benefit their students' learning.
Related School Goal:	Incorporate culturally responsive practices and inquiry based leaning structures throught our professional developments and by cre
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Our Equity and Leadership Team meets remotely to develop cuturally responsive academic PD's that meet the needs of our staff and students. All PD's are now being held remotely.	
What evidence do you see that your practices are effective?	
More teachers are taking leadership roles and facilitating professional development. Teachers and staff are engaging in our Inquiry Cycles and shatring ideas and best practices.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will give teachers choice in professional learning communities that is centered around our school wide vision and mission of engaging in equitable practices and culturally responsive curriculum and teaching practices.	
20-21 Conditions for English Language Learners Priority: Implementing ELL Signature Practices in all classrooms	

Theory of Change:	Implementing ELL Signature Practices in all classrooms
Related School Goal:	Because we have less than 20 English Language Learners school wide, we believe that all teachers need to be trained in ELL Signature Practices so they can utilize them to help all learners - especially ELLs.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have done two PDs on supporting ELLs and ALLs	
What evidence do you see that your practices are effective?	
ELL reading scores are going up slightly but still need more targeted support	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
None needed	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
The \$15k for SEL support on Yard was used for academic intervention and small group support - due to Distance Learning	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

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 ("Big Rock"):

BUILDING AN INCLUSIVE COMMUNITY - Students and staff will build on their diverse experiences during the pandemic and beyond to cultivate growth mindset, connection to their community, and appreciation for their 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 feel represented, seen and valued, then students will feel safe enough to take academic risks

Related Goal(s):

All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	<p>Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders.</p>	<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>Teachers encouraged to include weekly class meeting</p> <p>Hiring or utilizing staff to support disproportionality reduction: -Culture and Climate TSA -Social Work Interns -P.E. or Recess Coaches</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, flyers shared on Talking Points, sent out in weekly newsletters</p>		<p>Teaching practice: Tier 1. Small groups: Tier 2</p>
1-2	<p>Teachers complete universal behavior screening (SRSS) 2x/year to identify students that may benefit from Tier 2 and 3 supports - 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>	<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>Tier 2 and Tier 3</p>

<p>1-3</p>	<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 <p>-Calm down corner provided for all students</p> <p>-Routines and rituals consistently practiced</p>	<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>Tier 1 and Tier 2</p>
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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 Talking Points 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>Monthly coffee chat with the principal, coordinate with network partners to provide relevant workshops for parents</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, monthly coffee chats, and conferences</p>		Tier 1
1-5	<p>Integrate with Playworks Coach to expand proactive, peaceful problem solving/conflict resolution on Yard</p>	<p>Contract with Playworks to run the Yard</p>	<p>Reduced URFs from recess and immediately after; engagement in positive play on Yard</p>		Tier 1

1-6	All teachers will teach developmentally appropriate lessons connected to understanding & preventing racism; appreciating family diversity; and understanding the complexity of gender	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	Greater feelings on inclusion by community surveys and CHKS; focus groups; Lesson Plans		Tier 1
1-7	Teachers will communicate with parents around their social justice themes and lessons	Principal will coordinate Family Education Nights around Talking to Kids about Race and Gender Diversity	Family surveys		Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	INTEGRATION across subjects with a focus on showing evidence and explaining thinking				
School Theory of Change:	Particularly during the pandemic and hybrid learning, there is not enough time to go deep into isolated subjects. Integration will provide opportunities for students to go deep, find relevance, and make meaning. This will especially benefit our low income students, English language learners, and foster youth				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
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?

2-1	Teachers will include Science in the instructional schedule two- three times a week. Lessons will have clear learning targets aligned to NGSS standards. Teachers will analyze FOSSMap Assessment data and plan next steps	Provide monthly PLC/collaboration time for teachers to collaborate on Science; Stipends for two Science Leads to lead PD	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.	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 Teachers attend STEM Buy Back Day	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	Grade Level Teams will collaborate to plan integrated thematic units aligned to CCSS	Schedule PLC Time; Focus of Leadership Team	Lesson Plans; Grade Level share outs		Tier 1
2-4	Each class will go to Science Lab once a week to conduct hands on investigations with support of Science Lab with Assistant	Funding of Science Assistant; schedule	Walk throughs and Observations		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 and Tier Two
2-6	Special education staff should use Common Core Math Standards to plan instruction in support of math goals for their students.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	PD schedule		Tier 3
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 ("Big Rock"):	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 continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.</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>	<ul style="list-style-type: none"> -Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment. -Provide Professional development and learning for implementation of curriculum and strategies -Support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment. -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. 	<ul style="list-style-type: none"> -Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool) -Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress -All teachers have foundational skills instruction on their weekly schedules. 		Tier 1
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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 	<ul style="list-style-type: none"> -Learning walk data to provide evidence of: --> 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) 		Tier 1
3-3	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB 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		Tier 1 and Tier 2
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	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Schedules for interventionists; Monitor number of students and progress of students in intervention groups -COST tracker of focal students 		Tier 2 and Tier 3

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		Tier 1
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		Tier 1
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		Tier 1
3-8	Teachers will refer students who are more than one year below reading level to COST for services with our new ReadingSpecialist	Funding, scheduling, and supporting Reading Specialist	Progress monitoring		Tier 2

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	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):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	<i>All students with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R, IEPs)</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. <i>Suggested strategies include GLAD for ELLs, guided reading for students with disabilities, and activating prior knowledge/frontloading for low income students.</i>	Principal and ILT will develop PD Calendar around Inquiry Cycles - giving teachers a chance to choose their focus areas	Teachers will select "evidence" to share with their teams		Tier 2

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	Analysis of COST referrals		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	Progress Monitoring Partner Students		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	Progress Monitoring		Tier 2

4-5	Teachers will engage in monthly Book Clubs to read and discuss Zaretta Hammond's book - Culturally Responsive Teaching and the Brain (carryover from 2019-20) Teachers will support each other to try strategies from Hammond's book.	Parent and Teacher Leaders will review and revise our Mission	Notes		Tier 1
4-6	Teachers will work together to align student work to rubrics and other measurements of mastery <i>in an effort to strengthen the core ELA program and assure advanced achievement for all students.</i>	ILT will lead Cycles of Inquiry Training for PLCs	PLC Notes; Data analysis		Tier 1
4-7	Each month PLCs will engage in weekly planning and Inquiry focusing at least one session on new ELA curriculum and one on Science transition				

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS					
School Priority ("Big Rock"):	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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Learner students continuously develop their language, reaching English fluency in six years or less.</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 use GLAD strategies in their classrooms to benefit their ELLs	Principal and TSA will explore tools for developing these strategies; Principal will arrange GLAD training with OUSD Experts; All staff will receive GLAD training because these are best practices that benefit all students	Walk throughs with ILT		Tier 1
5-2	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	Lesson plans, walk throughs		Tier 2
5-3	Teachers will use learning program, Brain Pop to reinforce academic vocabulary with all students, especially ELLs	Principal will fund and purchase this program	Data reports		Tier 2
5-4	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		Tier 2
5-5	Teachers will use Academic Discussions to build the language skills of their ELLs and all students	PD on Academic Discussions	Walk throughs with ILT		Tier 1

5-6	Teachers will work as grade level teams to develop extended learning and intervention programs to support our low income and ELL students to achieve academic proficiency in Core subjects. Specific programs include HW Club for Grades 3-5 and I-Ready for K-2 and Saturday School for families of students in Grades 2-5.	Principal will fund Extended Contracts to staff these programs.	Report cards; progress reports		Tier 2
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PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
STIP	\$20,447	General Purpose Discretionary	1105	Certificated Teachers' Salaries	3456	STIP Teacher	0.34	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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
Supplies	\$9,073	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will include Science in the instructional schedule two-three times a week. Lessons will have clear learning targets aligned to NGSS standards. Teachers will analyze FOSSMap Assessment data and plan next steps	106-2
Copier Agreement	\$4,500	General Purpose Discretionary	5830	Contracted Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.	106-3
STIP	\$39,691	LCFF Supplemental	1105	Certificated Teachers' Salaries	3456	STIP Teacher	0.66	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	106-4
Extended Contract - teachers	\$3,503	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Grade Level Teams will collaborate to plan integrated thematic units aligned to CCSS	106-5
OUSD Psych Interns	\$20,000	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	-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	106-6
Contract - Playworks	\$56,656	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Integrate with Playworks Coach to expand proactive, peaceful problem solving/conflict resolution on Yard	106-7

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Music Teacher	\$40,253	Parent Group Donations	1105	Certificated Teachers' Salaries	3373	Teacher, Structured English Immersion	0.32	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	106-8
Contract	\$22,000	Parent Group Donations	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	106-9



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

CHABOT ELEMENTARY SCHOOL

School Site Council Membership Roster 2020-2021

SSC - Officers

Chairperson:	Caitlin Khurshid
Vice Chairperson:	Sergio Prietras
Secretary:	Sara Holderfield

SSC - Members (Mark with a check the peer group that each member represents. Mark only one)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member							
Jessica Cannon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Celia Bermeo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							
Jenifer Ettinger	<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"/>							
Kelli Josepher	<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"/>							
Anusheh Warda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Caitlin Khurshid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							
Sergio Prietras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							
Loan Nguyen - ELL Rep	<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"/>							
Cynthia Zuniga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							
Clarence Hunt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sara Holderfield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Last Tuesday of the month, 7:00 pm
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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