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Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Chabot Elementary School



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

Legislative File Id. No. 19-1298
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Chabot Elementary School
CDS Code: 1612596001648
Principal: Jessica Israel Cannon
Date of this revision: 4/16/2019

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
Address: 6686 Chabot Road
Oakland, CA 94618

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/16/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and 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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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 16, 2019

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>4/16/19</u> Date
<u>Dana McFoy</u> SSC Chairperson	<u>Dana McFoy</u> Signature	<u>4/16/19</u> Date
<u>Sara Staff</u> Network Superintendent	<u>Sara Staff</u> Signature	<u>5.16.19</u> Date
<u>Mildred Offs</u> Officer, State and Federal Programs	<u>Mildred Offs</u> Signature	<u>5/24/19</u> Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/15/2019	SSC	Reviewed data - strengths, challenges - brainstormed priorities and ideas
2/5/2019	PTA Board	Presented draft priorities - open discussion
2/12/2019	Faculty	Presented Draft priorities - brainstormed different ideas
2/12/2019	SSC	Presented Draft priorities - brainstormed different ideas
2/25/2019	PTA	Presented Site Plan and Priorities for 2019-20

2019-2020 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	\$392,287.30

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)	\$67,860.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$60,358.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (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:	\$128,218.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$128,218.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
SBAC ELA: Majority of students are meeting standards including a growing number of Latinx students	Full implementation of Readers Workshop and small group instruction
Chronic absence is down relationships, SARTs	relationships
SBAC Math: 3rd and 4th are quite high	Implementing Math Workshop and small group instruction in many classes; ST Math
Early Literacy: many at grade level including African American, low income and students with disabilities	RW and SIPPS in Grade 1
Priority Challenges	Root Causes of Challenges
SBAC ELA: Still an Opportunity Gap by racial sub groups - oarticularly for African American students	Rigor and full tie into CCSS -
Chronic absence: new SDC class with medical issues - need to improve attendance for students with disabilities	New program; medical issues;

SBAC Math: 5th grade Math remains low; significant Opp Gap particularly for African American students	Students are not able to apply different skills when faced with a menu of options and complex word problems
Early Literacy: too many below at end of Kindergarten	K teachers are not fully implementing RW and CCSS; mindset that getting all kids to a C/D is not doable for all or even most

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	98% of students will express a feeling of connectedness as measured by CHKS				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	91.62%	96.60%	98.00%
Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	5.17%	3.17%	1.50%
Chronic Absence	African-American Students	-2pp	9.80%	7.80%	5.80%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All students and subgroups will increase their DF3 in ELA.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	63.5	78.5	82
ELA SBAC	Students with Disabilities	+20 points DF3	10.1	30.1	40.1
ELA SBAC	African-American Students	+20 points DF3	-17.4	2.6	10

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	All students and subgroups will increase their DF3 in Math				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	50.2	65.2	80.2
Math SBAC	Students with Disabilities	+20 points DF3	-16	4	24

Math SBAC	African-American Students	+20 points DF3	-27.9	-7.9	12.1
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District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: English Learners will develop their speaking, reading and writing skills

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	27.27%	25.00%	27.00%
LTEL Reclassification	Long-Term English Learners	25%	n/a	n/a	n/a

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All students and subgroups will demonstrate at least one year of reading growth

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	56.03%	61.10%	66.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	6.03%	1.00%	1.00%
K at or above Benchmark	All Kindergarten Students	+5pp	70.53%	75.53%	80.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	94.95%	99.95%	99.00%

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: 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: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Small Group Instruction / Differentiation			
June 2021 Language & Literacy Goal:		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.			
Theory of Action for Language & Literacy:		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.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		African American Students		50% of African Americans meeting or exceeding standard	53.50%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We continue to work towards full implementation of reading workshop and small group instruction.					
What evidence do you see that your practices are effective?					
Percent of AA students reading more than one year below grade level has decreased from 23.3% (SRI mid year 2017-18) to 16.74% this year.					
What are some possible implications for your 2019-20 SPSA?					
Continue interventions, strategies, and areas of focus.					
18-19 Standards-Based Instruction Priority:		Mathematics (Differentiation and Vertical Alignment)			

<p>June 2021 Standards-Based Instruction Goal:</p>	<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>		
<p>Theory of Action for Standards-Based Instruction:</p>	<p>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.</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>SBAC Math</p>	<p>African American Students</p>	<p>50% of African Americans meeting or exceeding standard</p>	<p>46.50%</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>Based on SBAC scores, we have decided to up our focus on Math - working to implement differentiated Small Group Instruction and Math Workshop</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>CEOU scores are slightly higher than last year</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>Enhance small group instruction and opportunities for differentiation in Math Instruction</p>			
<p> </p>			
<p>18-19 Conditions for Student & Adult Learning Priority:</p>	<p>Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.</p>		

June 2021 Conditions for Student & Adult Learning Goal:	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.		
Theory of Action for Conditions for Student & Adult Learning:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
California Healthy Kids Survey	All Students	85.0%	89.80%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
PBIS is well underway; Inquiry Based PD is also going strong			
What evidence do you see that your practices are effective?			
Less URF referrals; zero suspensions - Staff Feedback on Inquiry PD is very positive			
What are some possible implications for your 2019-20 SPSA?			
Continue these practices			
18-19 Conditions for English Language Learners Priority:	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		
June 2021 Conditions for English Language Learners Goal:	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.		
Theory of Action for Conditions for English Language Learners:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	English Language Learners	45.0%	27.3% (3 out of 11)

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We are focusing on Vocabulary Development in small groups

What evidence do you see that your practices are effective?

We only have one ELL reading multiple years below grade level as measured by SRI

What are some possible implications for your 2019-20 SPSA?

Continue

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

None

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Chabot Elementary School

School ID: 106

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Adults and students cultivate a positive mindset and have a sense of self-efficacy in their learning.		
School Theory of Action:	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.		
Related School Goal(s):	98% of students will express a feeling of connectedness as measured by CHKS		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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	ILT Walk Throughs; Student Survey
1-2	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. <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

1-3	Through home visits, phone calls, and Family Goal Setting Conferences, 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>Admin will work with PTA to set up Kindergarten Play Dates to support students transitioning into Chabot from preschool and early childhood programs.</i>	Equity and Inclusion Team (PTA) will create a survey
1-4	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
1-5	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	Progress Monitoring Partner Students
1-6	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	PBIS Walk Throughs
1-7	Teachers will lead lessons on gender and family diversity	Partnership with Our Family Coalition and Gender Spectrum Assemblies and Parent Education Nights by PTA	Classroom visits

1-8	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	Referrals from Yard
1-9	Teachers will use Chabot's Mission for Equity as a guiding document	Parent and Teacher Leaders will review and revise our Mission	Notes
1-10	Teachers will regularly analyze data to monitor progress of at risk students with a specific focus on our TK/K students	TSA will create Grade Level Data Walls TSA & DTL leading trainings on Data Driven Instruction	Progress Monitoring
1-11	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	Classroom Walk Throughs

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics (Differentiation and Vertical Alignment)		
School Theory of Action:	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(s):	All students and subgroups will increase their DF3 in Math		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will collaborate to plan reading, writing and Math units aligned to Common Core Standards <i>in order to assist all students including GATE, newcomers, ELLs, African American and Latino students in achieving advanced levels of proficiency in CORE subjects.</i>	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	Walk throughs by ILT

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. <i>Blended Learning will also be used to supplement and enhance the core academic program.</i>	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	Progress monitoring: ST Math and CEOUs
2-3	A team of teachers will lead Math Inquiry through SVMI Lesson Study and implementation of the MARS assessment	Arranging time for these teachers; securing SVMI funding	CEOU scores; lesson study data
2-4	Teachers will utilize Math strategies of Number Talks and Three Reads focusing on all types of learners including ELLs. <i>These strategies will accelerate students'ability to achieve academic proficiency in Math.</i>	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	Walk throughs by ILT
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	Walk Throughs and observations
2-6	Teachers will work together to align student work to rubrics and other measurements of mastery <i>in an effort to strenghten 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
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	Science Notebooks
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	Walk Throughs; Student work
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.	SIRA Data

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	Science NOtebooks
2-11	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

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Small Group Instruction / Differentiation
School Theory of Action:	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.
Related School Goal(s):	All students and subgroups will increase their DF3 in ELA. All students and subgroups will demonstrate at least one year of reading growth
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Schoolwide, all teachers will use Readers' and Writer's Workshops as opportunities for targeted small group instruction	ILT will map out a vision of what Balanced Literacy looks like in each grade and tie to CCSS TSA serving as ELA Lead and working closely with ELA Department	ILT Walk Throughs; Readers Workshop Rubric
3-2	Teachers will combine with other teachers in the same grade level to be able to offer targeted reading support to small groups including GATE	ILT focusing PLC work on implementation of RW and small group instruction Administration and PTA will fund Small Group Specialists to assist with this process	Progress Montioring students not reading at grade level; Data Walls

3-3	All teachers will ensure that every student is reading independently at her/his "Just Right" level every day	PD focused on Readers Workshop; Investment in books for classroom libraries	ILT Walk Throughs; Readers Workshop Rubric
3-4	Teachers will use software to facilitate personalized learning during the ELA block to support all students with focus on newcomers	4 Teachers to Pilot Personalized Learning; Teacher Tech Lead to train other teachers and explore software PTA investment in more chromebooks; Stipend/Release time for Teacher Tech Lead	Personalized Learning Evaluation
3-5	Teachers will use F&P Reading Records to target students' reading needs and tailor instruction	TSA and ELA lead will develop training on best practices using F&P Reading Records Stipends for Teacher Leaders	Progress Monitoring; Data Walls
3-6	Teachers will provide multiple opportunities for students to engage with non fiction texts connected to the Science and Social Studies units	Science teacher will collaborate with classroom teachers; Time for collaboration	Student work - Science Notebooks
3-7	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	Student work
3-8	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	Student work; Scores on the On demand Assessments
3-9	<i>Teachers will identify students with a specific focus on homeless and foster youth, who do not have computer access at home. Identified students, will participate in HW CLub where they will be able to access and borrow chromebooks to support their academic learning. They will also have access to a paperback lending library to take preferred books for Independent reading.</i>	<i>Admin and ILT will set up chromebook lending library.</i>	<i>Usage Records.</i>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	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

School Theory of Action:		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.	
Related School Goal(s):		English Learners will develop their speaking, reading and writing skills	
Students to be Served by these Practices		English Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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
4-4	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
4-5	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
4-6	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
4-7	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 2019-20 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$45,394.23	General Purpose Discretionary	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3456	STIP Teacher	1.00	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	106-1
\$8,977.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	106-2
\$4,000.00	General Purpose Discretionary	Technology/computers	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		n/a		Teachers will use software to facilitate personalized learning during the ELA block to support all students with focus on newcomers	106-3
\$4,990.00	General Purpose Discretionary	Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Teachers will use software to facilitate personalized learning during the ELA block to support all students with focus on newcomers	106-4
\$4,500.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	106-5
\$11,140.20	LCFF Supplemental	Extended Contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Principal will fund Extended Contracts to staff these programs.	106-6
\$73.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teachers will use Blended Learning to facilitate Small Group Instruction and meet the needs of diverse learners including Newcomers, ELLs and African American students. Blended Learning will also be used to supplement and enhance the core academic program.	106-7

\$12,659.00	LCFF Supplemental	.1 School Psychologist	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a		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	106-8
\$36,500.00	LCFF Supplemental	Contract - Ross Lim, Tyler Hughes	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		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	106-9
\$3,865.80	PTA	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4574	STIP Teacher	0.10	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	106-10

\$41,598.21	PTA	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6585	STIP Teacher	1.00	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	106-11
\$64,274.07	PTA	Music Teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	3373	Teacher, Structured English Immersion	0.60	n/a	106-12
\$71,505.29	PTA	Art Teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	2742	Teacher Education Enhancement	1.00	n/a	106-13
\$82,810.50	PTA	Science Teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6219	Teacher Education Enhancement	0.75	n/a	106-14



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Elementary

School Name: Chabot Elementary

Chairperson : Deb McCoy
Vice Chairperson: Amy Hood
Secretary: Monica Rowden

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Cindy Blair				x
Rodney Jackson				x
Deb McCoy				x
Amy Hood				x
Monica Rowden				x
Jessica Cannon	x			
Celia Bermeo			x	
Laura Shield		x		
Natalie Weinberger		x		
Sally Barry		x		

Meeting Schedule (day/month/time)	2nd Tuesday/Monthly/5:15 pm
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SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

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