

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Chabot Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Chabot Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Chabot Elementary

6001648

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Anthony Chabot Elementary School, located in the Rockridge neighborhood of Oakland, is a public elementary school that works! Chabot's Kindergarten through 5th grade provides its approximately 570 students with a strong academic foundation in a nurturing environment. Chabot School enjoys a strong reputation for excellence, as well as support from local businesses and social organizations. The school's administration, faculty and very active parents have succeeded in creating a vital learning community at Chabot. With students from over 20 different zip codes in Oakland, Chabot Elementary is one of the most diverse schools in Oakland; currently, Chabot's student body breaks down as follows: 42% white, 27% mixed race, 19% African American, 7% Asian, and 5% Latino. At Chabot, we provide a rich and varied curriculum designed to give every student the best chance to succeed. The foundation of Chabot Elementary School's program is an unwavering commitment to ensuring the highest possible level of learning for all of our students. This commitment informs the work of every staff member at Chabot, from the principal, to the teachers, to the yard staff. In order to support the beliefs that every child can learn and that every child learns differently, Chabot upholds three core principles that are reflected throughout every aspect of our school program. First of all, we provide consistency and excellence in instruction. At the same time, we recognize that no teacher is an island and that successful teaching can not occur in isolation. Finally, we understand that our students have needs and issues that go beyond the classroom.

VISION

First and foremost, learning takes place in the classrooms. Our teachers are focused on meeting every student exactly where s/he is at and moving each child forward through a repertoire of differentiated learning. Additionally, Chabot's faculty is committed to closing the achievement gap and regularly incorporates culturally responsive teaching practices. The consistency and excellence of instruction found in all Chabot classrooms ensures that all students have an opportunity to master the material and that every individual is challenged. With the

aid 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, visual and performing arts and physical education. In addition to the standard curriculum prescribed by Oakland Unified School District, Chabot is constantly seeking innovative tools to enhance classroom learning. For example, during the past few years we implemented the "Being a Writer" curriculum and our 4th Grade Writing Proficiency scores have soared from 58% to 92%. The teachers at Chabot are experienced, dedicated, and talented. They employ a variety of teaching strategies including whole class, small group instruction, ability grouping and heterogeneous cooperative learning groups. All of the teachers have been trained in and use Kagan high engagement strategies designed to appeal to multiple different learning styles, inspire collaboration, and foster higher learning for all students. We have also had a group of teachers go to see Sharroky Hollie and will be bringing in Dr. Hollie for PD for all teachers during the fall of 2012. The curriculum is enhanced with field trips. Computers are used both in the classroom and in our new media lab, to support instruction across the curriculum. Our teachers are focused on meeting every student exactly where s/he is at and moving each child forward through a repertoire of differentiated learning. Additionally, Chabot's faculty is committed to closing the achievement gap and regularly incorporates culturally responsive teaching practices. The consistency and excellence of instruction found in all Chabot classrooms ensures that all students have an opportunity to master the material and that every individual is challenged.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

The principal and the TSA will oversee the overall implementation of this Strategic Site Plan. We will work in coordination with our Leadership and Curriculum team, our Caring Community Team, our SSC, PTA, PCAD and each PLC to ensure that we providing targeted support for all students that need additional support as well as differentiation to make sure that all our learners are challenged at their learning level. Additionally, we created an "Equity Team" which came about from both feedback from the School Quality Review and from the 7 teachers who went to see Sharroky Hollie give a training for Alameda County Office of Education in the spring of 2012. Since then, we have brought in Sharroky Hollie for several trainings, visited his school in Los Angeles, and hired a consultant, Sonal Ramesh to work with our Equity Team (13 staff members) to deepen our understanding of teaching kids of color and creating a more supportive teaching environment for all students. Example 1: Providing More and extended after school care: We are working with our after school provider and our PTA to provide scholarships to AT, and to have academic, enrichment programs for targeted families that need additional child care and students who need additional educational support. Example 2: We are providing educational opportunities for families and children: Educational evenings - Math night with Lawrence Hall of Science, parent forums (Fostering Mind Growth, Race to Nowhere, Math Around the World; Saturday school for 12 weeks in the spring with students and a family member; Example 3: We provide 60-70 SST's with follow ups, looking at support systems for the whole child and build relationships with families; Example 4: We had trainings with two other schools with Sharokky Hollie to provide training in Culturally Responsive Teaching Strategies for two separate days next fall. Example 5: Through our Equity Team work, we have developed a simple, five step "Engagement Strategies for all Students" which breaks things into five steps: Think Time; Think-Pair Share; Volunteer Hand; Involunteerism (call on random students); Chorally statements/sentence frames to close.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

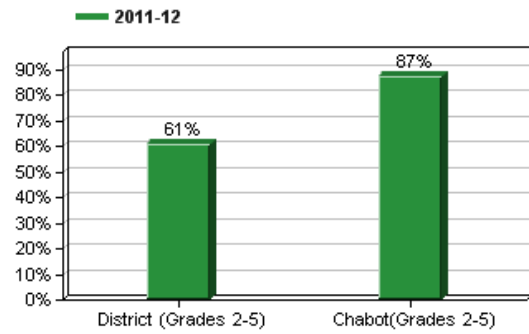
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [[2011-2012: Sustaining](#)]
- uses instructional strategies that make learning active for students and provide them with different ways to learn [[2011-2012: Sustaining](#)]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [[2011-2012: Not Applicable](#)]

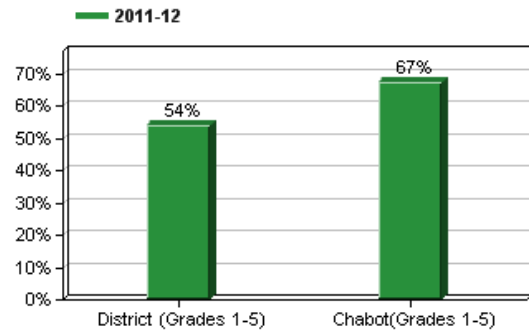
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



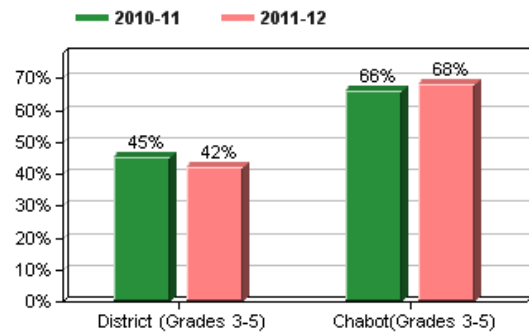
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

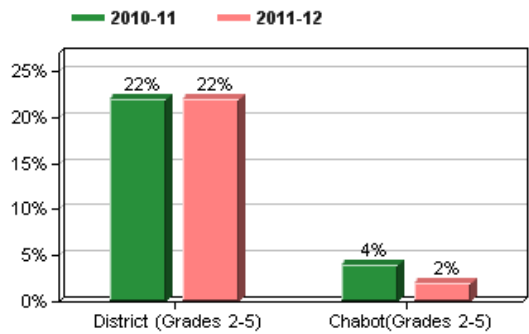


CST

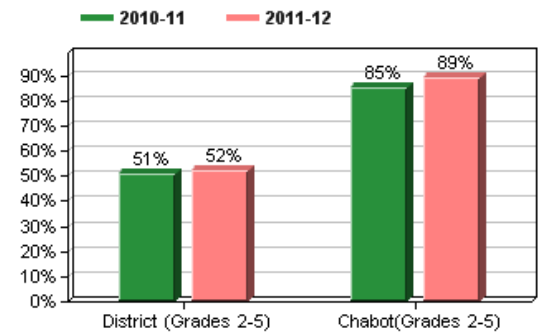
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

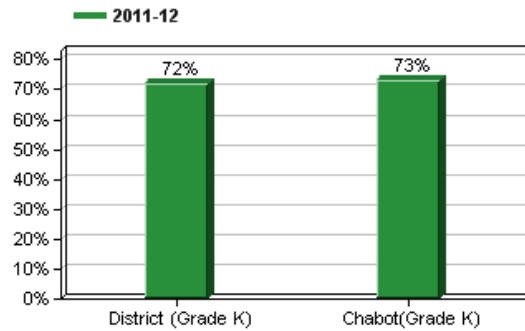


CST/CMA ELA % Prof/Adv

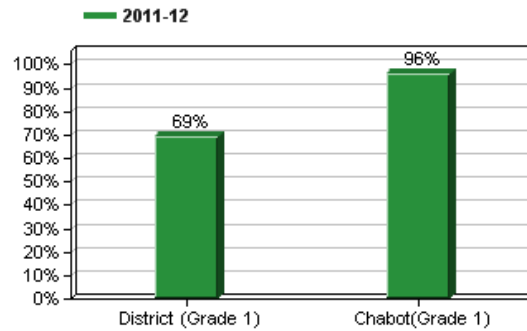


DIBELS

DIBELS EOY GrK % Low Risk in Letter Naming

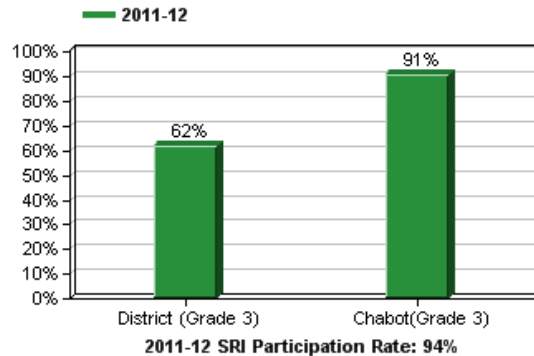


DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI

SRI % At/Above grade level reading



School Data

- Approximately 87.5 percent of our students are proficient or advanced in both ELA.
- Our Dibels scores in First Grade have gone up dramatically, with only 4 percent at risk. All of those students are getting small group tutoring. SRI has improved year over year and the data from the first SRI period to the second SRI testing period has show nearly one full year of growth for four months of school on average, school-wide.

Data Analysis

- Our challenges include providing support with students at risk as well as challenging our students who are at or above grade level with meaningful work. We focus on intervention and using rubrics to challenge students above and beyond.
- We continue to work with teachers to support teachers as the district moves to common core standards. Our current plan is to have teachers participate in district wide ELA "Writer's Workshop" trainings over the summer; purchase literature - non-fi
- Support PLC time to develop ongoing curriculum and rubrics to help facilitate tranistion to the common core; This includes some PD time to use high engagement strategies, such as Rally Coach, and ongoing Pair-Shares; Think-Ink --Pair shares;

Theory of Action

- We noticed that our Proficient and Advanced African American students dropped performance levels at a higher rate than our white and Asian students during the 2011-12 school year. Therefore, we have brought in high quality PD on CR teaching strate
- We create an equity team to address discrepancy in AfA performance, then provide targeted and sustainable support to address our achievement gap. We are still early in the process so we haven't been able to identify effectiveness.
- If we bring in Dr. Sharroky Hollie and we continue to use Kagan strategies (High Quality PD!) to support teachers using high engagement strategies, then all of our students will be more engaged, and AA students, in particular, will benefit
- If we continue to have reading intervention before, during and after school, providing additional support to our struggling readers and extend their day, then our student who fall outside the sphere of influence will be more successful.
- If we continue to have strategic Reading RTI for K-2 and continue building intervention for upper grades, focussing on small, targeted reading groups, then the number of students entering third grade at grade level will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension	CELDT	English Learners	Every Marking Period	Principal	5/9/2013	106SQI1A638	Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension	7091-EIA - LEP		TCSTIP0008	0.18	\$5,399.84
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension					5/9/2013	106SQI1A3748		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

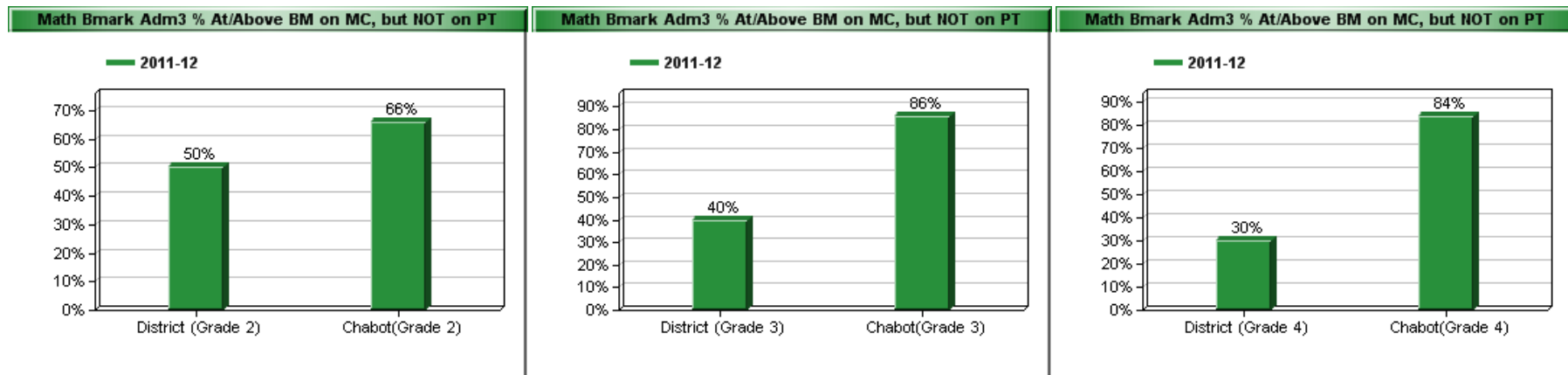
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

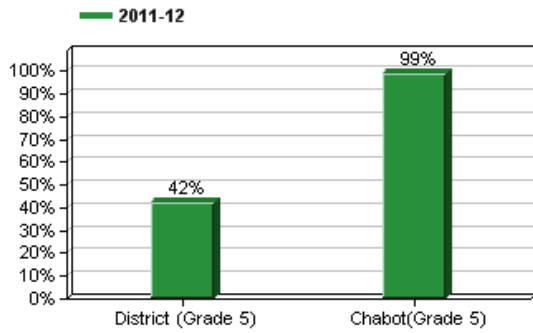
A quality school...

- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Sustaining\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn [\[2011-2012: Sustaining\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Not Applicable\]](#)

Benchmark

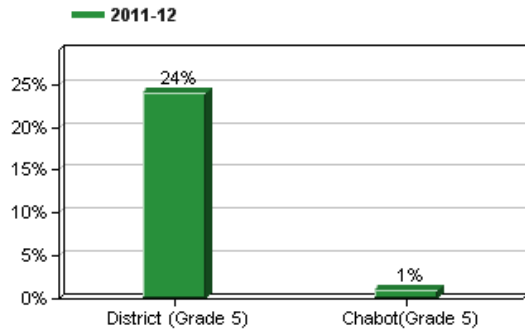


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

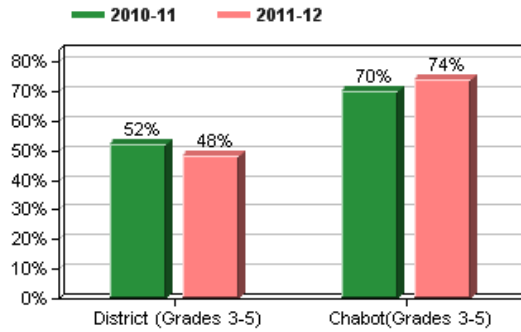


CST

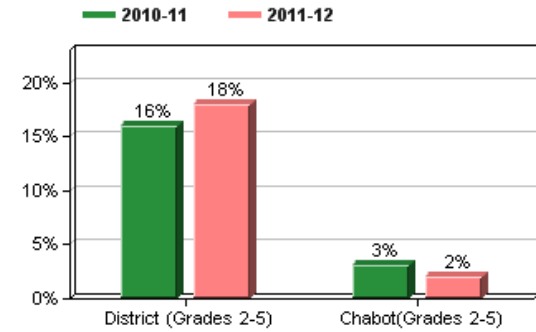
CST/CMA Gr5/Gr8 Science % BB/FBB



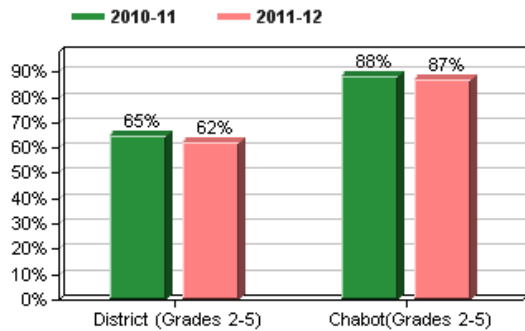
% Growth in CST/CMA Math 2 Year Cohort Growth Report



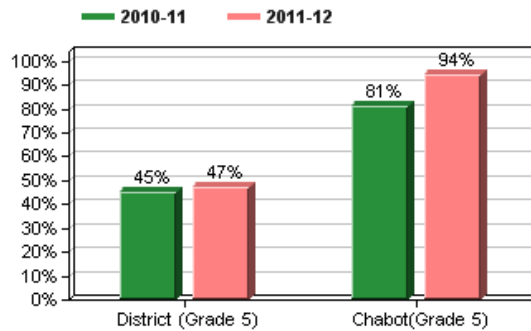
CST/CMA Math % BB/FBB



CST/CMA Math % Prof/Adv



CST/CMA Gr5/Gr8 Science % Prof/Adv



School Data

- 87 % of students are prof. or advanced in math; 94 % are proficient in science.
- Teachers provide 100 minutes science weekly the curriculum. Every Class does science twice a week. Once with a science teacher, and once when the classroom teacher follows up the lesson with journal writing, science journals.

Data Analysis

- After two years of PD teachers are consistently using note-booking and writing in science. We use sentence frames, have teachers front load new science concepts for 10 minutes prior to science teacher coming into room to do the experiments
- Teachers are using the short answer and long answer questions for district assessments; we use Rally Coach as a consistent teaching strategy to have kids think out loud and explain their thinking
- Consequently, conversation is toward core curriculum and the idea of teaching for deeper understanding of key power standards (and covering less standards overall) is getting teachers excited about the shift to common core in math.
- Teachers are reading more non-fiction; they are extending math and literacy connections to science, and there is an overall increase in enthusiasm for science at our school.

Theory of Action

- Because not all classes were doing 100 minutes of science (in 2010), we created a position for a STIP sub to teach Science with the classroom teacher providing additional support.
- If we provide a STIP sub to support science, and the administrative team mandates and implements a plan for an additional science weekly, all classes will receive a minimum of 100 minutes of science.
- If we bring in Sharroky Hollie to increase engage. strategies/focus on Achieve gap, and provided targeted math intervention by grade , expand our before/after school program to include math, then more AA students will make progress year over year
- If we have an annual assembly modeling science projects, then there will be an increase in enthusiasm for science and the school wide science fair. We have modified the instruction to include frontloading
- We have now had three district PD's on FOSS and notebooking. If we provide our site with continued notebooking PD from the district and will build upon this, then our teachers will integrate science across the curriculum.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them [2011-2012: Sustaining]
- provides and ensures equitable access to curriculum and courses that prepare all students for college [2011-2012: Not Applicable]

School Data

- We have a K orientation as well as an initial K welcoming. The past several years we have had over 80 percent of families participate in a welcoming summer play date or barbecue prior to first day of school
- About 30-35 percent of our students choose Claremont Middle school. About 20 percent choose Montera, about 15% choose Edna Brewer. About 25 percent of our students go to private middle school.

Data Analysis

- About 30-35 percent of our students choose Claremont Middle school. About 20 percent choose Montera, about 15% choose Edna Brewer. About 25 percent of our students go to private middle school.
- The more families publicly share that they are heading to Claremont, the more support families feel and the more that choose to go to Claremont.
- About 90 percent of students come and visit our school and meet with one or two K teachers in May and June to be welcomed and for us to create four balanced classes.

Theory of Action

- Both Kindergarteners and exiting fifth graders need support and feel part of their community to transition well to their new school.
- If we extend K teachers days (extended contract) to do K orientation with families, then we can support families transition to Kindergarten.
- If we organize play dates over the summer with parent volunteer support through PTA.PCAD barbecues then we will better welcome all families, especially families of color to our site.
- Roughly 35% of our 5th Graders transition to Claremont Middle School. If we work with Peralta families to bring together fourth and fifth grade families to discuss middle school, then more families will choose Claremont
- If we continue to create multiple opportunities to visit the Claremont campus and observe the program and meet with the staff, then more families will choose Claremont.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

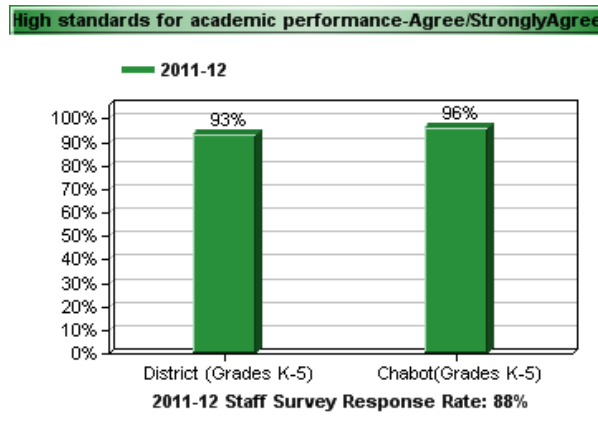
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

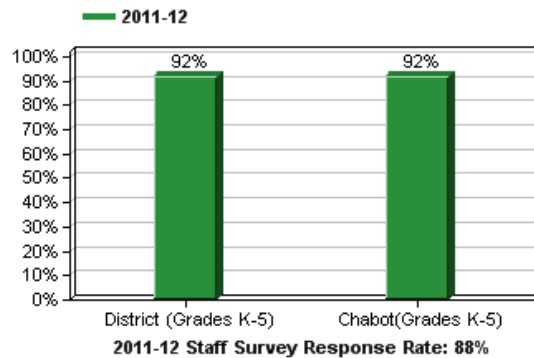
- provides students with curriculum that is meaningful and challenging to them [\[2011-2012: Sustaining\]](#)
- ensures that students know what they're learning, why they're learning it and how it can be applied [\[2011-2012: Developing\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college [\[2011-2012: Not Applicable\]](#)

Survey - High Standards

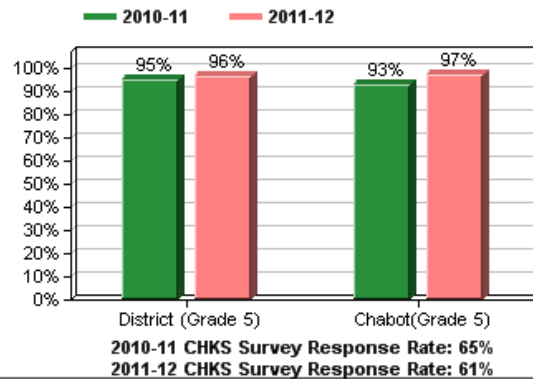


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



School Data

- We have 93 percent of students show interest in going to college according to the Healthy Kids survey.
- Almost 100 percent of students surveyed absolutely loved the "Career Day" and are looking forward to this year's career day.

Data Analysis

- Students see college as a fundamental route to success in their lives. We know that being at or above grade level in reading is a primary indicator of students who will graduate from college.
- Therefore, we talk with families and students about what it means to be at grade level in reading, what good readers do, and have a big read-a-thon to encourage and create life long readers.

Theory of Action

- College is dependent on students being at or above grade level, especially with reading comprehension in the lower grades.
- If we hold all students to a high level of accountability and provide structured intervention and support, then students are more likely to go to sixth grade at or above grade level and be in a solid position to one day go to college if they choose.
- If we hold a career day each spring and bring in over 25 professionals who discuss their careers then students will better understand some of the career options they will have when they grow up.
- If we bring together families of our lowest readers and create an incentive program called "Dryer's Flyers" with small reading groups, then our struggling readers will begin completing books on a regular basis.
- If we educate families about earned income, reading levels, success in college and create a summer reading program with strong incentives, then we can prevent "Summer Setback" for many of our most at risk students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [[2011-2012: Refining](#)]

School Data

- We have about 2 percent of our students at FBB or BB and another 10 percent at Basic. 4-5% of AA students are BB/FBB; 1% white are BB/FBB
- Roughly 12-16 percent of students per class - 2-5 students are either BB or more often fall in low basic and need additional support to master the next grade level standards.

Data Analysis

- Each teacher and PLC looks at ways to support every child who is not at proficient levels; we have been able to provide targeted intervention to about 60 students;
- Several of our students who are struggling were not at Chabot or in Oakland during first grade and did not get a quality core phonics reading program.
- Many students transferred from other schools in second, third and fourth grade are significantly below grade level when they arrived. We immediately have provided intervention and are seeing huge growth in fluency levels as well as comprehension.
- About 75 % of our students who are below grade level also need additional support with day care and homework after school.

Theory of Action

- If we hold a Saturday School with 18-20 families that participate and we provide parent education and have students work in small targeted groups, then we will see an average growth of one quintile in math for these students.
- If we continue to use our iReady computer program (Curriculum Associates) to provide targeted ELA and Math intervention in our computer lab, (Before school 7:45/8:30; after school 2:50-4:00, then we will see sig. growth in our at risk student
- For students who fall outside sphere of success: PLC's identify and target additional support for students who do not master Power Standards. We have a Focal 12-15 students at each grade level who we work to support to master standards.
- FOR GATE STUDENTS: If we provide differentiation, clear rubrics with options for different learning styles and tasks, more challenging activities and differentiated tasks, as well a PD around Gate, then we will support all our GATE learners
- If we hold 60-70 IEP's and follow up IEP's with students who we are concerned about, then we prevent many students from slipping through the cracks and

falling below grade level. We will also support the emotional health of our student body.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension	CELDT	English Learners	Every Marking Period	Principal	5/9/2013	106SQI1E638	Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension	7091-EIA - LEP		TCSTIP0008	0.18	\$5,399.84
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching strategies to provide EL students with support for increasing ELA comprehension					5/9/2013	106SQI1E3748		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school [[2011-2012: Refining](#)]

School Data

- We have approximately 50-80 students who need additional after school care that our current schedule does not provide for; of these, roughly 75 % need additional academic support.
- Of the students who are struggling and below grade level and participate in after school program, less than 40% can sustain silent reading when they finish their homework

Data Analysis

- We have about 15 percent of our students are at basic or below and can use some additional support beyond the classroom. We try to identify students and families who need additional day care support and academci support.
- WE will invite them to our homework club or to the computer lab to do our "Let's Go Learn" reading support program.

Theory of Action

- We use our computer lab, with 31 computers to provide before school tutoring with a targeted reading program called IReady by Curriculum Associates.
- We use computer lab and the library to provide 40-45 students with after school tutoring, and 15 with before school support and homework support, as well as additional day care.
- We have many families who cannot afford our after school program (Adventure Time) but need both day care and have children who need additional academic support.
- If we use funds to extend the school day before and after school and use our library and computer lab, then we can provide a high quality extended day learning experience for 60 additional students.
- If we continue with our own "After School Intervention/Learning for All" program to support students who are academically at risk and extend their day with IReady and math support, then we will continue to close the acheivement gap.

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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Goal has been met, and we will continue the same program with contractor and junior coaches program.

- Strategy 1.1: Train 30 students in Junior Coaching model to rotate on lunch recess duty.
- Strategy 1.2: Implement Caring School Community class meetings and buddy classes

Goal 2: Increase student engagement and attachment to school; reduce bullying.

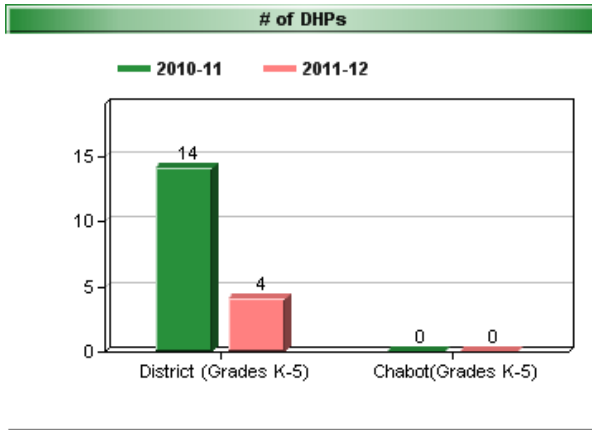
- Strategy 2.1: Implement Caring School Community, class meetings and buddy classes for reading.
- Strategy 2.2: Have regular assemblies discussing how to support peers. "Don't be an ATOR"-- instigator, spectator etc.

School Quality Standards relevant to this Strategic Priority

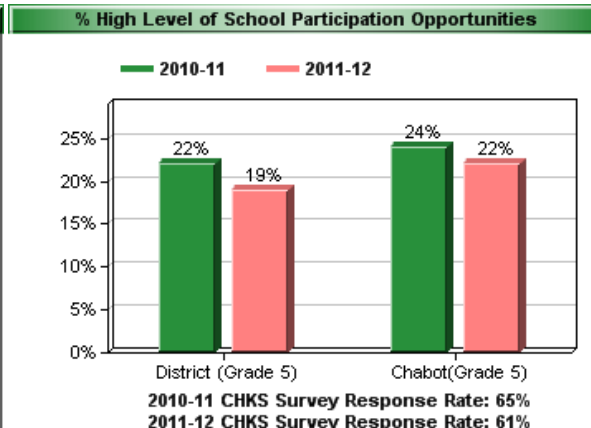
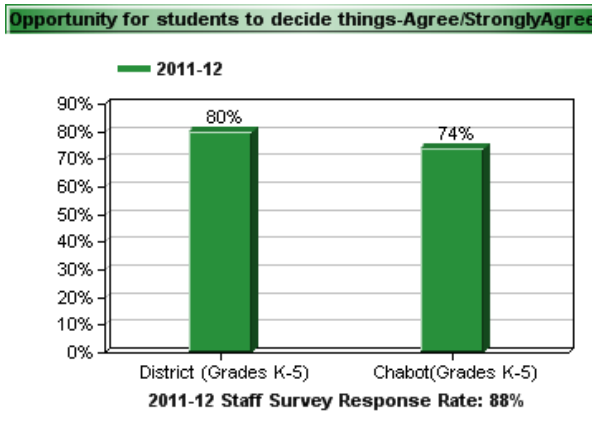
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day [[2011-2012: Refining](#)]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [[2011-2012: Refining](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [[2011-2012: Refining](#)]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences [[2011-2012: Sustaining](#)]

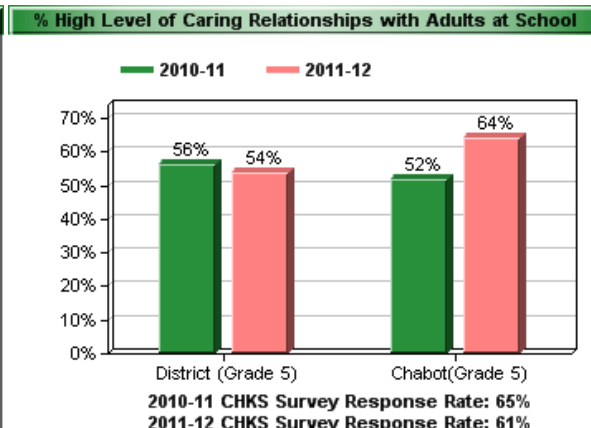
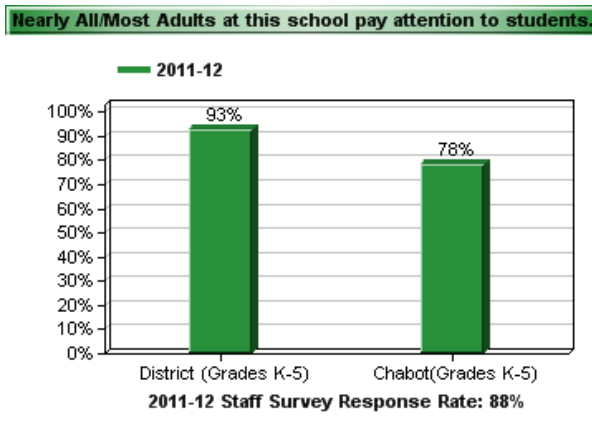
DHP



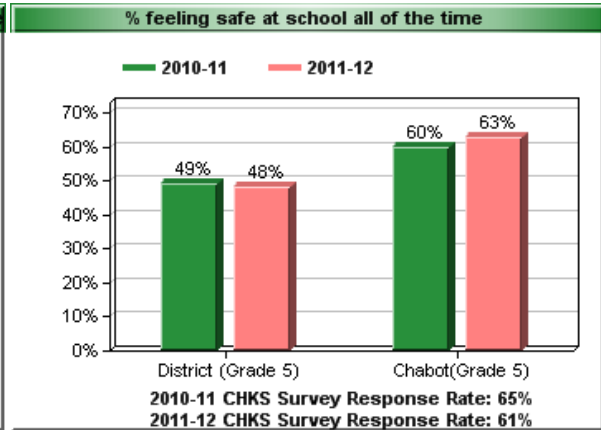
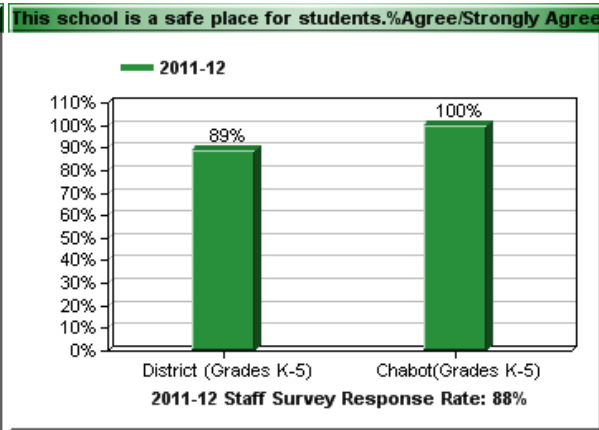
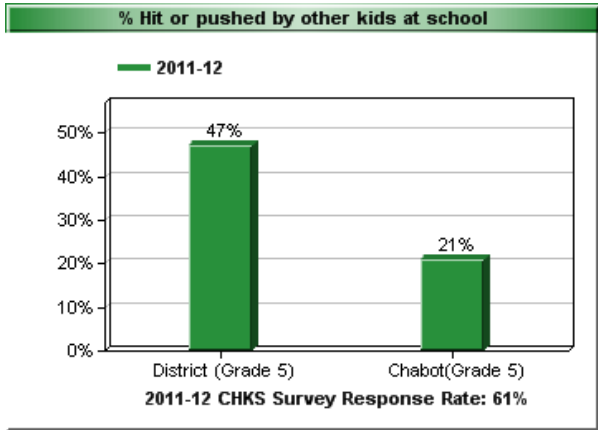
Survey - Engagement



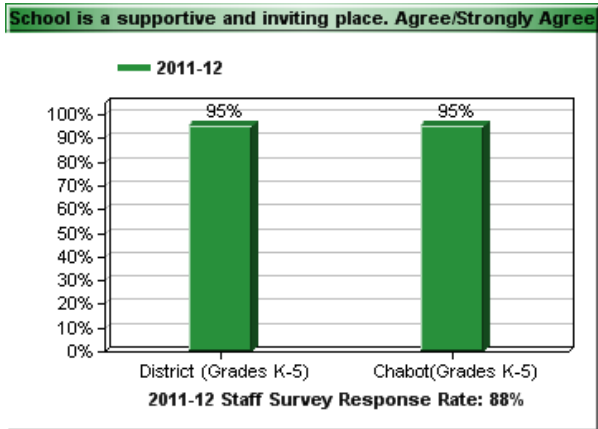
Survey - Relationships



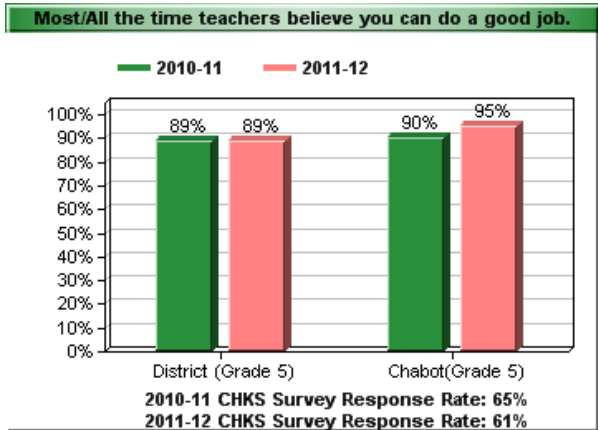
Survey - Safety



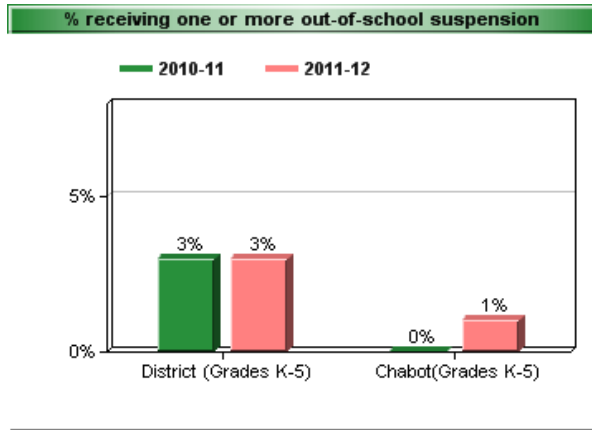
Survey - Welcoming



Survey- Beliefs



Suspensions



School Data

- We have 11 assemblies teaching how to be an ally, friend, and to support climate at school; we teach all 570 students lessons about family diversity using Welcoming Schools curriculum. 30 families in PCAD; 20 in Chabot Q
- 50 students do safety patrol; 30 do student council; 60 percent of our students feel safe at school all the time. Only 52 percent feel that they have an adult they can talk to on site. We need to look at this.

Data Analysis

- We have a Junior Coaches Program, Student Council, Good Cents program, and Safety Patrol to help build leadership and support all students at recess, lunch and in the classroom.
- Our students are craving leadership opportunities: Student council this year expanded to 4 committees - leadership, spirit, fundraising and an executive committee to raise money, increase spirit and after school activities, etc.
- Our Safety patrol just expanded to include third graders after spring break and over 20 third graders have joined the more than 25 fourth and fifth graders on safety patrol.

Theory of Action

- If we continue to work with newer teachers and veterans to keep engagement strategies high, using Kagan best practices and through Peer Observation, then teachers will use high engagement strategies more often.
- We brought in Sharoky Hollie - to ensure we are engaging all our cultures in August and again in October. We also developed our Equity Team - looking at our own issues on race and developing teaching strategies to increase engagement.
- If we hold Monthly assemblies to discuss being an ally, overall reducing teasing and bullying, and being a good person, citizen and friend, and we have multiple leadership opportunities, we will continue to have very few incidences of bullying.
- Multi-cult pot luck, AA Read-in, Kwanzaa celebration, PCAD welcoming bbq, work with Our Family Coalition and work with PCAD , to increase the number of families/ students feel safe. Make pers calls to invite fams to an Equity Night discussion
- If we focus our PD time on engagement strategies, think-ink-pair shair, seating arrangements, Kagan and Sh. Hollie best practices, then a higher percentage of all students will be engaged all day long.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Sharrocky Hollie, Culturally Relevant Pedagogy					4/18/2012	106SQI2A3747		N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

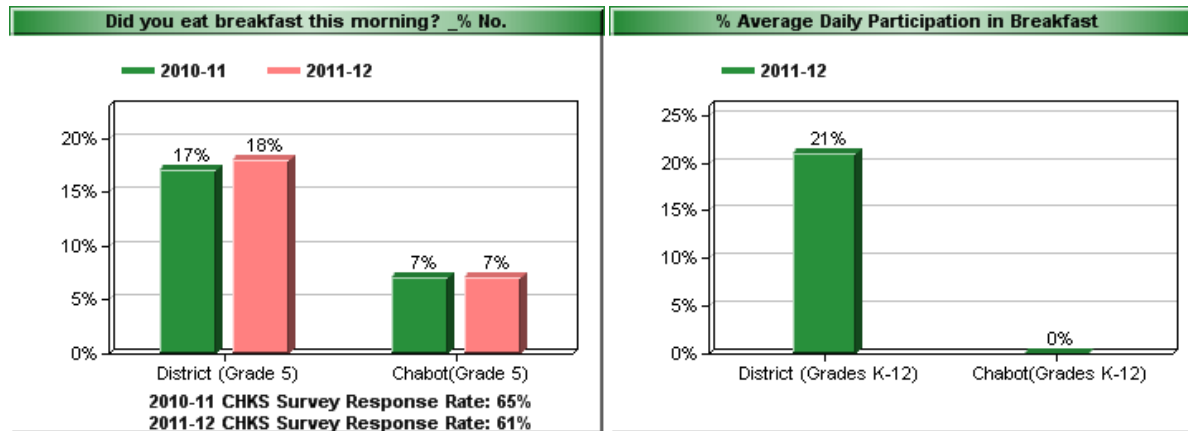
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

A quality school...

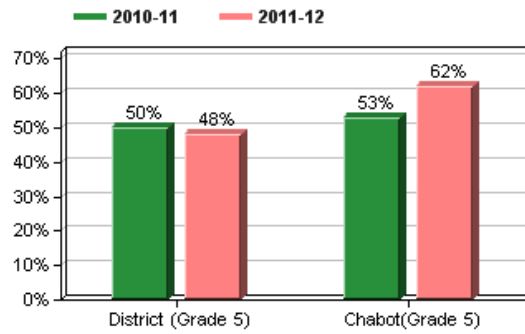
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [[2011-2012: Refining](#)]

Breakfast



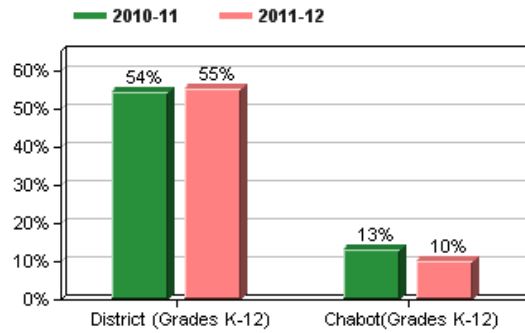
Fitness

% in Healthy Fitness Zone for Body Composition



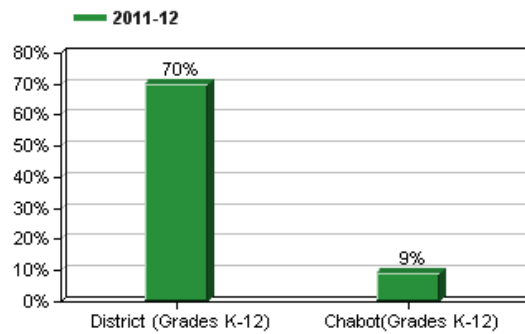
Lunch

% Average Daily Participation in Lunch



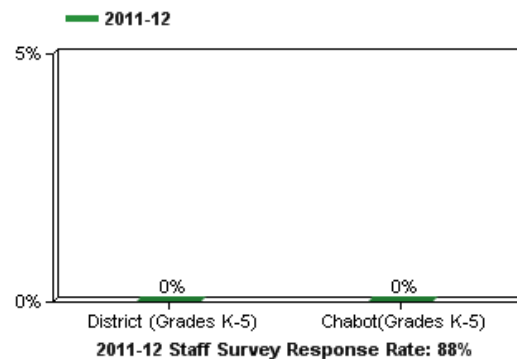
Socio Economics

Free/Reduced Lunch %

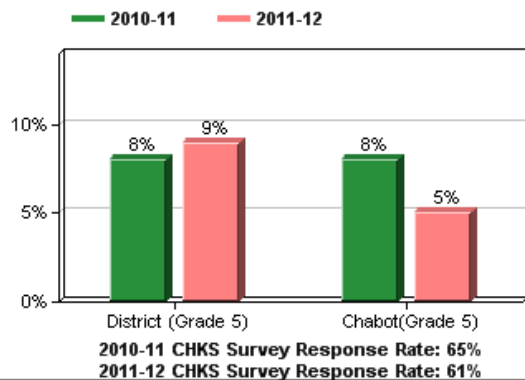


Survey - Drugs / Alcohol

Student alcohol&drug use is a severe problem at this school.



% drinking alcohol in past month



School Data

- We have less students than district average doing exercise at expected levels (42 % vs. 45%); only 9 % qualify for free lunch and only 13 Percent are eating our lunches. About 25 Percent of students eat less than 1/2 their lunch.
- 7% of students participate in social groups with School Pschy. 15% have had SST's; our school has 53% of fifth graders meeting health standards vs. 50% for district

Data Analysis

- Before training students in recess games and conflict resolution, about 30-40 percent of students were active at recess.
- Over 50 students participate in the junior coaches program from grades 3, 4 and 5 and help facilitate games at recess so that students continue playing all recess long.
- Students do 100 minutes weekly of PE. Our students participate in PE weekly with credentialed teacher; fifth graders run a mile 1-2 times weekly, in addition, for the year; k-4 participate in 30-50 additional organized minutes of exercises.
- Not all students in any grade are eating lunch. In 4-5, many often do not bring out lunch or get hot lunch, but instead wait for games to start. We are going to try implementing a salad bar several days a week for 2012-2013
- Students are not liking the school lunch or valuing or enjoying lunch enough to make it a priority to get the school lunch or finish their own lunch.

Theory of Action

- If we have a PE teacher on site who provides pe weekly and we also lead whole grade level exercises 3-5 times weekly, then students will play more at school and learn more sports and games and want to exercise and play more.
- If we have a school psychologist who runs social skills groups and an Marriage and Family Therapy intern who will provide individual counseling, then more students will receive the social services they need.
- If we have a TSA who can case manage families and students in teh SST process and make referrals to community services and resources, then students will be better able to succeed in school.
- If we have a school nurse on site 3 days/wk, then students will feel safer and get better health service. If we work with families to have a salad bar three times a week, more students will be invested in finishing their lunch.
- If we provide puberty education for our fifth graders will a highly qualified health professional, then our fifth graders will be better prepared for middle school, understanding issues around puberty and health and cleanliness.

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

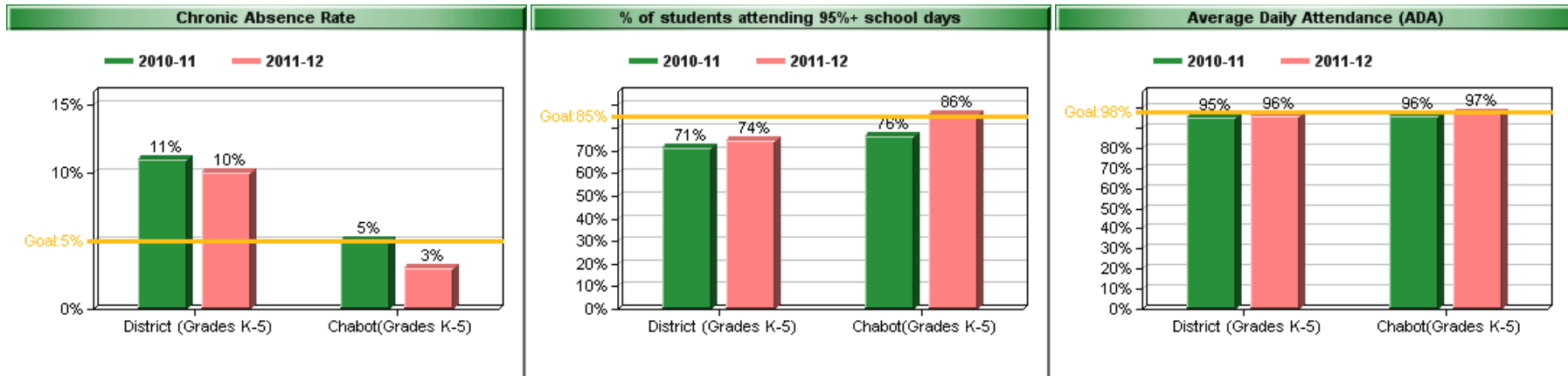
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth [\[2011-2012: Refining\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future [\[2011-2012: Refining\]](#)



School Data

- We have roughly five percent that are considered chronically tardy as determined by the district
- We have 5-10 families, representing about 15 kids, that are consistently tardy more than 30 minutes.

Data Analysis

- The majority of the families who are late by more than 30 minutes, have more than one child, come from outside the neighborhood, and have a child in K or first grade
- We have had numerous SST's for each of these families and SART's for these families as necessary.
- The SARB process works and gets a family's attention - at least for a while and we do see long term marked improvement, the SART process (at our site) only works with about 40-50 percent of families.

Theory of Action

- We hold SST's for all students who have attendance issues and we also do follow up SST's with these families and make personal contact by teacher and principal to encourage families to be on time.
- If we hold official SART meetings often as part of SST's to support families in crisis and we also the multitude of strategies mentioned above, then we will have an increase of students attending school on time.
- If we use a multitude of strategies to support and communicate to families the importance of being on time, then chronic attendance will go down.
- If we also use Initial SST's as a SART meeting, then we can work with families and educate them about the importance of being on time.
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School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

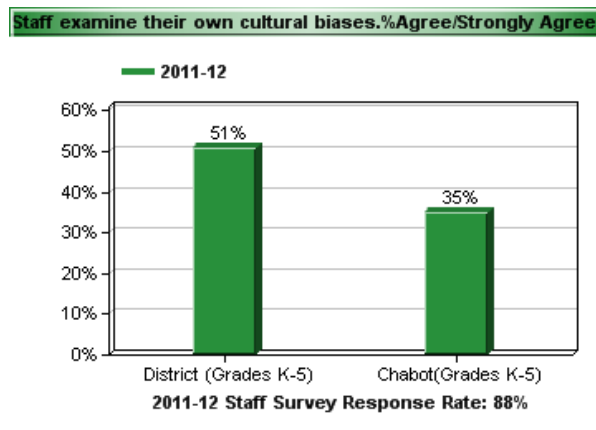
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress [\[2011-2012: Sustaining\]](#)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning [\[2011-2012: Sustaining\]](#)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice [\[2011-2012: Sustaining\]](#)

Survey - Professional Learning



School Data

- About 80% of teachers feel we have time to collaborate, numbers are increasing as to whole grade levels that see collaboration time is fundamental.
- We have 6 teachers enrolled in BTSA and meet weekly with master teacher; Principal meets with new teachers monthly with specific PD; Principal and TSA hold trainings on engagement strategies. Great opportunity for PD with Sonol and Equity Team - looking at more inclusive engagement strategies.

Data Analysis

- There is a slight disconnect between some teachers about PLC time and PD supporting their ability to help kids. We need more specific PD, and we need to support PLC time so it is used and seen as PD - not sure if always possible.
- Teachers wanted ongoing specific PD related to their own interest and their grade level needs; teachers love quality PD, such as Sharroky Hollie or specific strategies/best practices.
- PD Staff meetings weekly for approximately 75 minutes; we sent 7 staff members to Sharroki Hollie; both principal and TSA are attending the coaching training with Laura Lipton.
- Teachers need a balance between PLC time, with specific goals but not too much paperwork; they need facilitation and accountability with specific next steps

Theory of Action

- If we have a retreat with leadership this summer and review all the strengths and weaknesses found in the School Quality Review report, and if we look at past practices and prioritize, then we will support teachers to implement best practices
- If we have 100 minutes every week for PD PLC time weekly and provide training in running effective PLC's, PLC will be able to work collaboratively, identify key power standards, and which students need additional support to meet all students needs
- If we use strong teachers and our TSA as BTSA coaches, and the Principal focuses on student engagement and behavior management systems for new teachers, then new teachers will have the support to get 90% engagement and retain 90% of staff
- If we bring in Sharroky Hollie and continue to focus on Kagan strategies and have teachers model and give PD around engagement, then all teachers will be supported and invested in increasing engagement for all learners.
- If we continue to provide mini-PD's on "Chabot's best Practices", including the priorities outlined by West Ed in Teach for Success and making learning MANDATORY and OVERT ways to demonstrate engagement, then we will have closer to 100% engagement

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School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

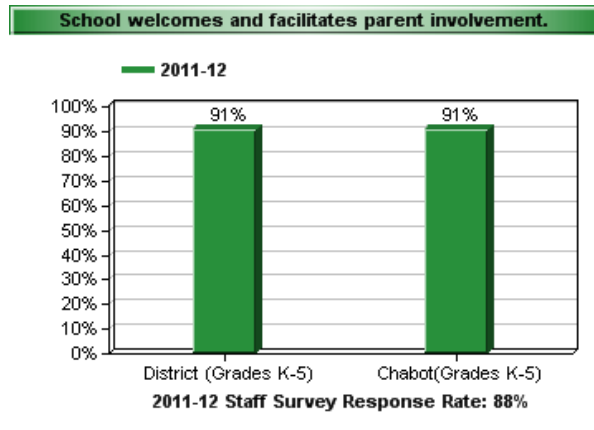
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership [2011-2012: Sustaining]
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well [2011-2012: Sustaining]
- builds effective partnerships by using principles of student and family/community engagement [2011-2012: Not Applicable]

Survey - Welcoming



School Data

- We have over 500 members of PTA; 200 people came to Race to Nowhere movie; 30 members of PCAD; 20 members of Chabot Q; 93 % of families attended a Parent Teacher conference; all teachers have weekly or monthly newsletter and a room parent
- We have had 200 people attended game night; 120 the spaghetti night; 125 pancake breakfast; 220 Lawrence Hall "Build It"; 25 parents attended Fostering Mind Growth; 20 families Saturday school; 400 our on our Bobcat Blast; 130 parents volunteer

Data Analysis

- We have numerous opportunities for parents to get involved, receive education around issues, participate in school activities.
- Our after school homework club allows for check in with families whose students often fall outside the sphere of success. And yet, we still have a significant issues will supporting our families who come from outside the neighborhood
- to feel welcome and included in all that we do. So we will be continuing to reach out to all families, through PCAD, through multi-cultural pot lucks, through school dances, pancake and spaghetti feeds and through education nights.
- This has been an ongoing issue for 6 years - It is very challenging to support everyone to feel welcome and to break the feeling of "clicks" that may or may not exist at our site. the first step is to acknowledge that not all feel welcomed
- and then to create as many opportunities outside of school - such as our Fall carnival, spring auction and education nights, and then in school through use of Cult. Resp. teaching strategies

Theory of Action

- We work with our PTA to include art, music, library and technology in to the curriculum.
- PTA, SSC and PCAD co-sponsor educational evenings. We work with site leadership to identify topics for parent ed nights: Lawrence Hall, Race to Nowhere; Fostering Mind Growth, Homework support, positive parenting
- If we have a series of Parent Education evenings - targeting math and language arts, and parenting, then parents will feel more connected, safe and supported by the school as shown by Healthy Kids survey.
- If we work with teachers and parents to encourage volunteerism both inside and outside the classroom, then we can use centers, 1-1 tutoring support, math stars, to better differentiate instruction and to engage both parents and students.
- Have an Equity Night to look at issues around race. Open form, discuss strengths and areas for growth - as noted in SQR. Personal calls to increase turnout to equity night.

;

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Chabot Elementary

Principal: JONATHAN MAYER

From OUSD Strategic Plan:

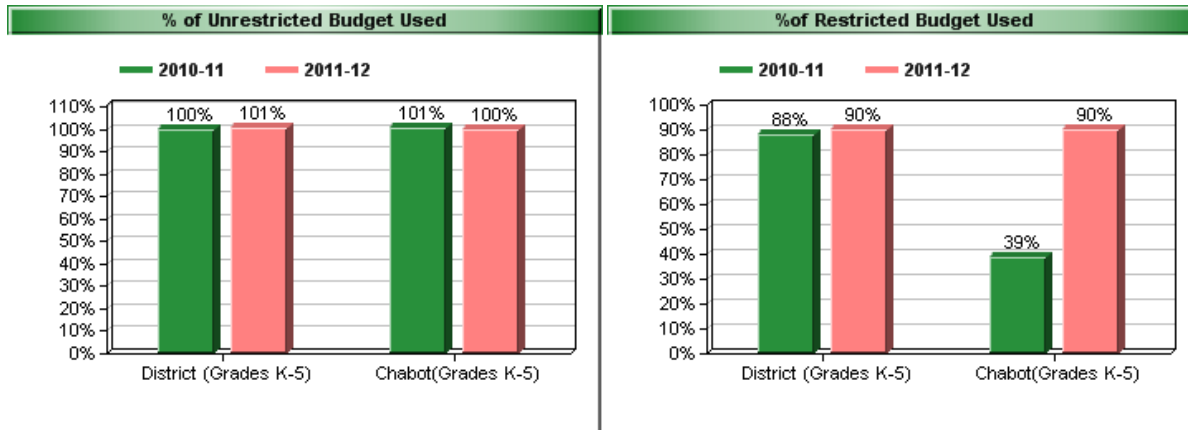
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

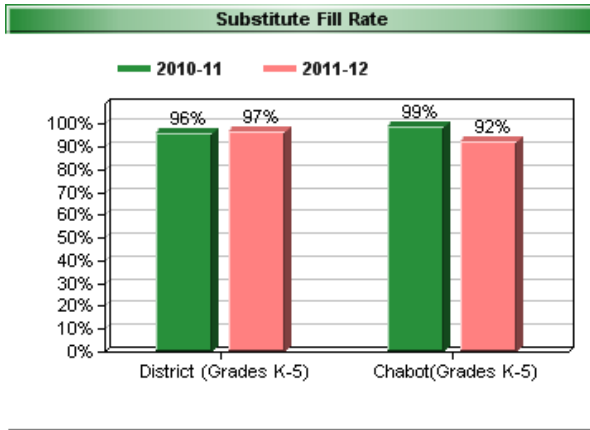
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities. [\[2011-2012: Developing\]](#)
- guides and supports the development of quality instruction across the school [\[2011-2012: Refining\]](#)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability. [\[2011-2012: Refining\]](#)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals [\[2011-2012: Refining\]](#)

Budget



Sub Fill Rate



School Data


- We use all the site monies possible. the data shows us using 100 percent of site monies and we do use 100 of ELL monie this year, though data shows differently. Including use of PTA funds, site uses 5% more than the total provided by district;
- We have an extremely high sub fill rate - 99%+; we hold SST's for 95%+ of students who are at risk of retention and more than 90% of students who show learning gaps

Data Analysis

- We only have about \$5,000 each year and use it to pay to hire a STIP sub to front load the ELL learners.
- Principal checks IFAS weekly, and works closely with Financial Analyst.
- Principal works closely with PTA and makes sure they understand the whole OUSD budget and then help to "Backfill" areas of need based on PTA/SSC/Staff priorities for what will make Chabot a Full Service Community School.

Theory of Action

- If the principal works with HR to hire quality people and Principal works with financial services to use all budget monies, then we will hire good people and use money available. If Principal/TSA plan PD and PLC'sw/leadership, then success follows
- If The Stip Sub on site does pull out/small group intervention with students at risk, identified by teachers then this intervention, used consistently will ensure that more of our K, 1st and 2nd graders will be proficient readers.
- If Principal works closely with faculty council, administrative assistant, PTA, SSC, and leadership to adjust for different communities' needs on an ongoing basis (weekly or monthly), then whole community will feel supported
- If we have happy employees, and strong relationships with people in the district, and highly competent employees, then our operational practices will be sound and we will be able to hire people, spend what is in the budget and support our staff
- If we have a STIP sub on site, and each PLC prioritizes students outside the sphere of success and the power standard that needs to be taught, then we can have a Response to Intervtion that is effective.

State Program	Projected Budget	Final Budget
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$5,466.41	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$5,466.41	

Appendices

- Engagement Timeline
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: CHAOST
Site Number: 106

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on .
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/9/13
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

Miranda Carrow

SSC Chairperson's Name (printed)

4/30/13

Date

ELAC Chairperson's Signature

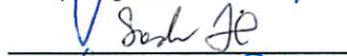

Principal's Signature

ELAC Chairperson's Name (printed)
Jonathan Mayer

Principal's Name (printed)

Date
4/30/13

Date



Executive Officer's Signature

Sondra Aguilera

Executive Officer's Name (printed)

5/8/13

Date



Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/5/13

Date

School Site Council Membership Roster – Elementary School

School Name: Chabot Elementary School

School Year: 2012-2013

Chairperson: Miranda Carrow	Vice Chairperson: Catherine Mitchell
Secretary: Helen Hyun	<u>DAC Representative:</u>

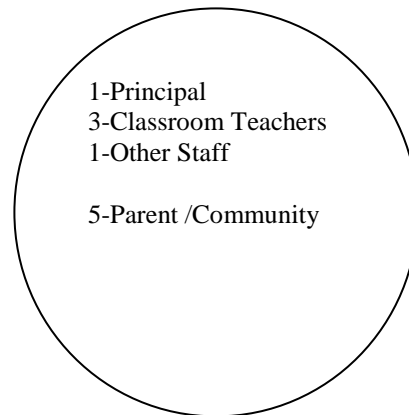
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Miranda Carrow	6686 Chabot Road Oakland		X		
Catherine Mitchell	6369 Brookside Ave Oakland				X
Sarah Germany	451 Hudson Str. Oakland				X
Rebecca Dunning	6112 Taft Ave. Oakland				X
Cathy Connelly	4012 Laguna Ave Oakland (Alternate)				
Leslie Rychel	6686 Chabot Road Oakland		X		
Zoe Sherman	6686 Chabot Road Oakland			X	
Joon Yeider	6686 Chabot Road Oakland		X		
Jonathan Mayer	66 Scenic Ave Richmond	X			
Jessica Cannon	2700 Kingsland Ave Oakland (Alternate)				
Helen Hyun	5915 Claremont Ave Oakland				X
Jamie Eder	5509 Manila Avenue Oakland				X
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	Every first Tuesday of the month
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SSC Legal Requirements:

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



Chabot School Parental Involvement Policy

Part 1. General Expectations

Chabot agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- 1) Chabot will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Discuss and refine at SSC meetings
 - Discuss at Back to school Night
 - Discuss and modify at future Equity Evenings

- 2) Chabot will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - i. Parent teacher conferences twice a year
 - ii. SST's as necessary
 - iii. Chabot Broadcast
 - iv. Robo calls as needed
 - v. Class emails through room Parent network.t

- 3) Chabot will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- 4) Chabot will convene an annual meeting to inform parents of the following:
 - That their child's school has an SSC and a PTA
 - Of their rights to be involved
 - Of their right to participate in the development of the schools SSC plan and the District's Title 1 plan.

 - About their school's participation in district related activities.

- 5) Chabot will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits related to parental involvement: -- see 7 below

- 6) Chabot will provide information about all our programs to parents of participation children in a timely manner: see 7 below

- 7) Chabot will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - i. Parent teacher conferences twice a year
 - ii. SST's as necessary
 - iii. Chabot Broadcast
 - iv. Robo calls as needed
 - v. Class emails through room Parent network.t

- 8) Chabot will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - i. Parent teacher conferences twice a year
 - ii. SST's as necessary

- iii. Chabot Broadcast
- iv. Robo calls as needed
- v. Class emails through room Parent network.t

- 9) Chabot will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

PTA meetings, School Site Council Meetings and Equity Meetings

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) Chabot will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

Parenting workshops, equity workshops, Fixed Mind/Growth Mind-set workshops; Kid power workshops

- 2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

Back to school night; SSC meetings; Parent teacher conferences

- 3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
- How to monitor their child's progress
- How to work with educators

Parenting workshops, equity workshops, Fixed Mind/Growth Mind-set workshops; Kid power workshops

- 4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:

Parenting workshops, equity workshops, Fixed Mind/Growth Mind-set workshops; Kid power workshops

- 5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

Parenting workshops, equity workshops, Fixed Mind/Growth Mind-set workshops; Kid power workshopts

- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

Parenting workshops, equity workshops, Fixed Mind/Growth Mind-set workshops; Kid power workshopts

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in SSC, PTA, PCAD and Equity Evenings.

This policy was adopted by the Chabot School Site Council on 4/9/13 and will be in effect for the period of 3 years. The school will distribute this policy to all parents through newsletters, the Chabot Broadcast and at Back to School Night and through student back packs. It will be made available to the local community on or before October 1st 2013. The Chabot's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

____ 5/3/13 _____

____ Jonathan Mayer _____

(principal's signature)

(date)

Chabot Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian