

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Chabot Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 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 shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 Single Plan for Student Achievement.

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 2012-2013 Community Strategic Site Plan application for Chabot Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Chabot Elementary

6001648

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

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

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our 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 while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be 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. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

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.

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 are creating 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. 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 are working with two other schools to bring in Sharokky Hollie to provide training in Culturally Responsive Teaching Strategieis for two separate days next fall.

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

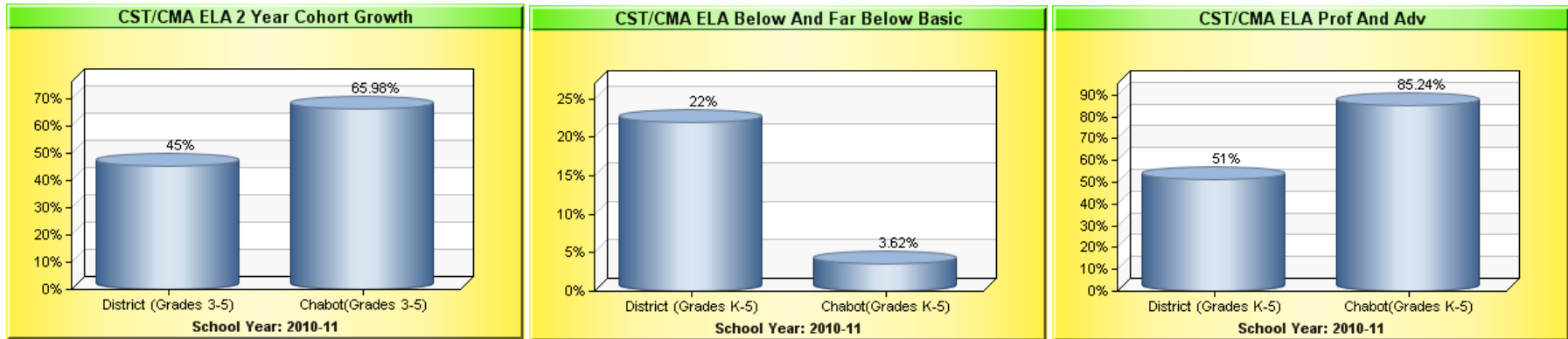
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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 State 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 Data

- Approximately 85 percent of our students are proficient or advanced in both ELA.
- Only 69 percent of our African Americans are proficient or advanced in ELA; 66% of students who tested in 2010 and 2011 showed growth. 49% of AA, 72 percent of White; 82 % of Asian; 47% of Latino

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 need to support teachers as the district moves to common core standards.

Theory Action

- We have noticed that our Proficient and Advanced African American students drop performance levels at a higher rate than our white and Asian students. Therefore, we will bring in high quality PD on CR teaching strategies and
- If we create an equity team to address this discrepancy in African American performance, then we will be able to provide targeted and sustainable support to address our achievement gap.
- If we bring in Dr. Sharoky 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, focusing on small, targeted reading groups, then the number of students entering third grade at grade level will increase.

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Chabot Elementary

Principal: JONATHAN MAYER

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

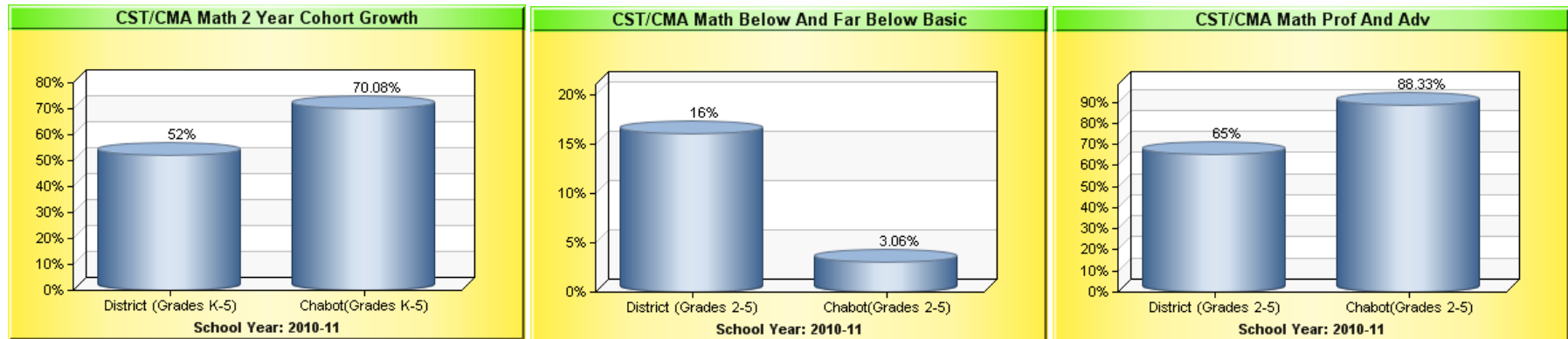
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

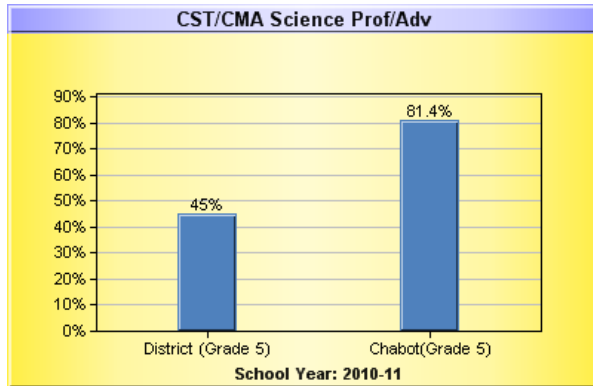
District-level Goals

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 Data

- 88 % of students are prof. or advanced in math; 70 % tested in 2010 and 2011 at Chabot made progress; 34 percent AA, 68% Latino; 91 percent Asian; and 83% white showed growth year over year.
- 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

- Teachers are beginning to increase the amount of notebooking and writing related to science.
- Teachers are beginning to use the short answer and long answer questions for district assessments;
- 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 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 already had two 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

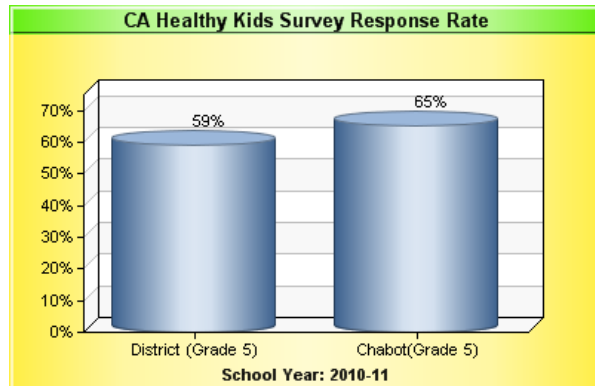
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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 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 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 barbeques 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

School Quality Standards relevant to this Strategic Priority

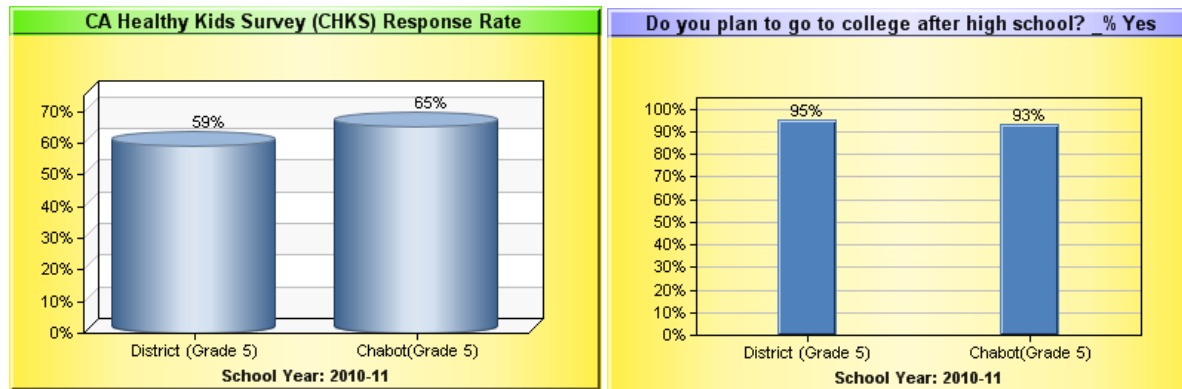
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

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 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 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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

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 Data

- We have about 3 percent of our students at FBB or BB and another 10-15 percent at Basic. 7% of AA students are BB/FBB; 1% white are BB/FBB
- Roughly 15-18 percent of students per class - 3-6 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.
- Several others have transferred from other schools in third and fourth grade and are significantly below grade level when they arrive. Also, many students who are proficient, fall to basic if we do not challenge them consistently
- About 75 % of our students who are below grade level also need additional support with day care and homework after school.

Theory 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.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Chabot Elementary

Principal: JONATHAN MAYER

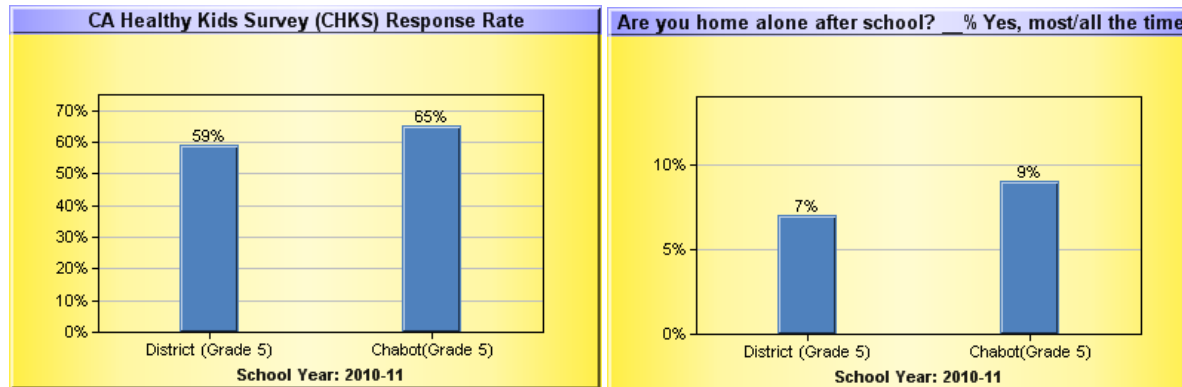
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

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 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 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 achievement gap.

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

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

School: Chabot Elementary

Principal: JONATHAN MAYER

School Quality Standards relevant to this Strategic Priority

A quality school...

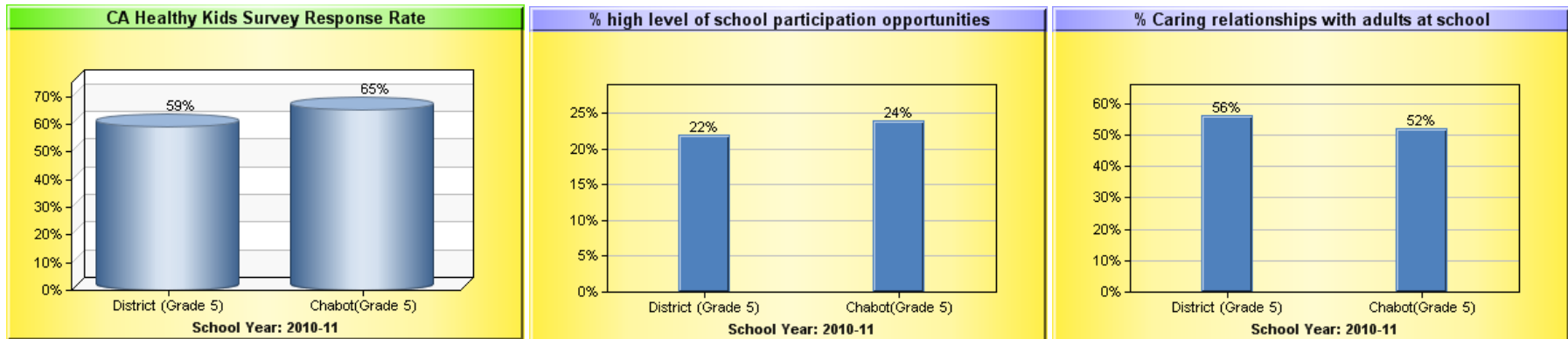
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

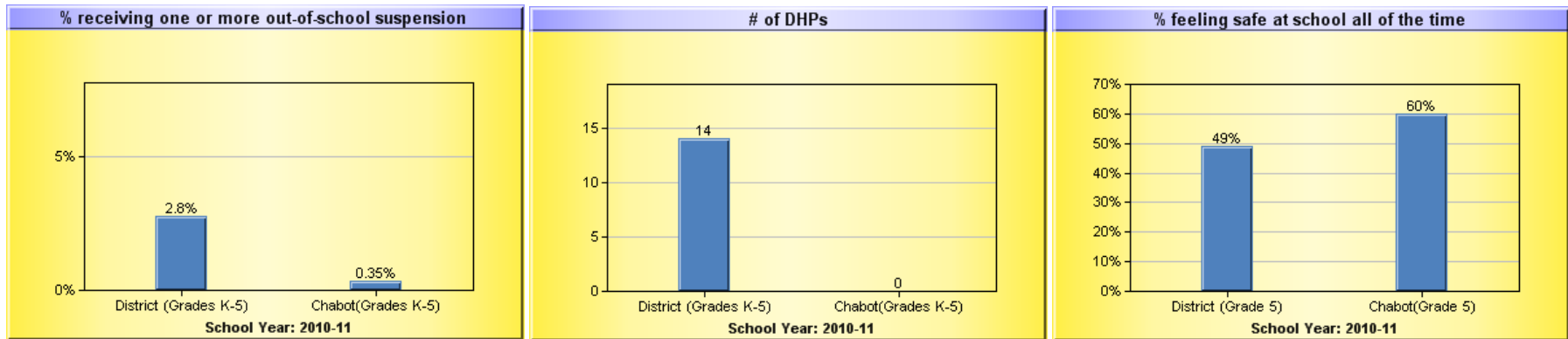
From OUSD Strategic Plan:

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 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 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 are bringing in Sharoky Hollie - to ensure we are engaging all our cultures in August and again in October.
- 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.
- If we hold a Multi-cult pot luck, AA Read-in, a Kwanzaa celebration, a PCAD welcoming bbq, and work with Our Family Coalition and work with PCAD , then we will increase the number of families/ students feel safe.
- If we focus our PD time on engagement strategies, think-ink-pair share, 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
Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching	CST and district	English	August				Hire STIP sub to frontload OCR stories and vocabulary and to use reciprocal teaching	7091-EIA -				

strategies to provide EL students with support for increasing ELA comprehension	benchmarks	Learners	27th- June 15th		4/18/2012	106SQI2A638	strategies to provide EL students with support for increasing ELA comprehension	LEP		TCSTIP0008	0.167	\$5,014.45
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	CST and district benchmarks	English Learners	August 27th- June 15th		4/18/2012	106SQI2A3748		N/A			0	\$0.00
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

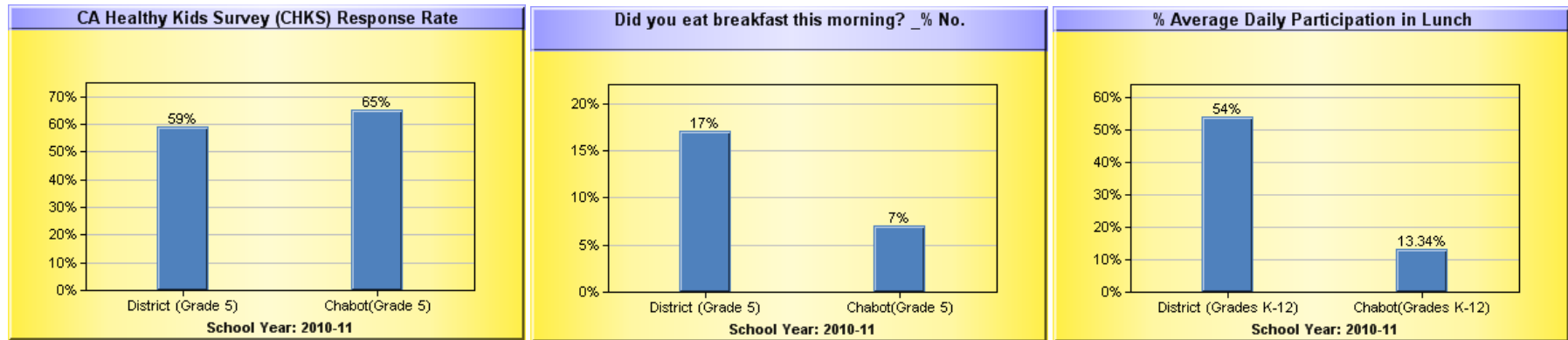
School Quality Standards relevant to this Strategic Priority

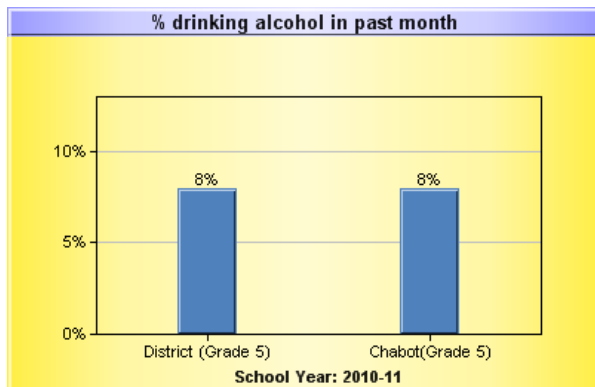
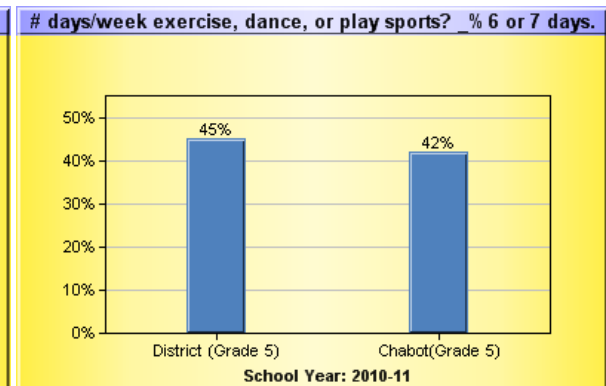
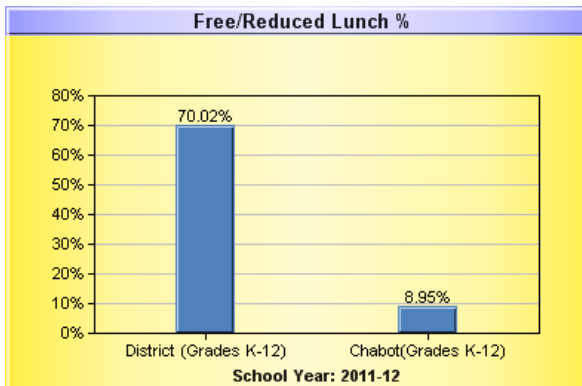
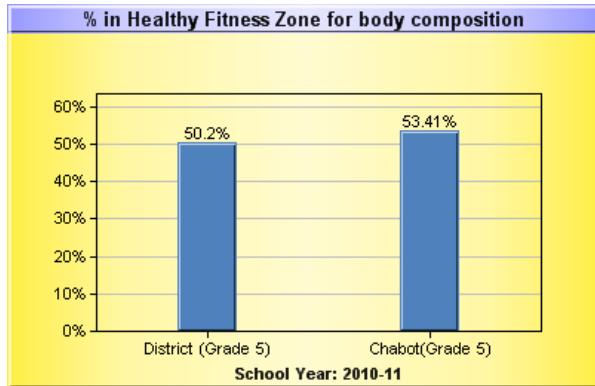
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

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 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 Action

- If we have a PE teacher on site who provides pe weekly and we also lead whole grade level excercies 3-5 times weekly, then students will play more at school and learn more sports and games and want to excercise 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

School Quality Standards relevant to this Strategic Priority

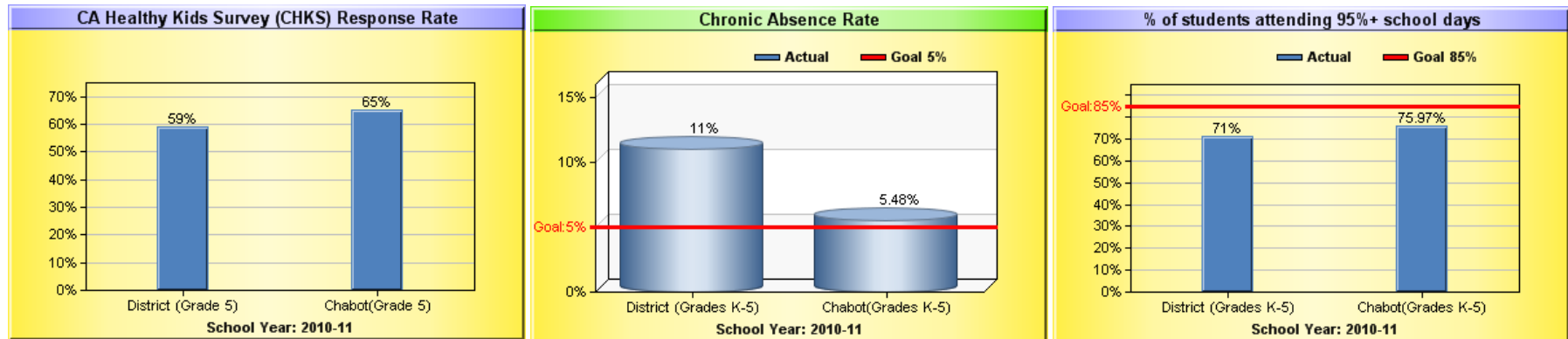
A quality school...

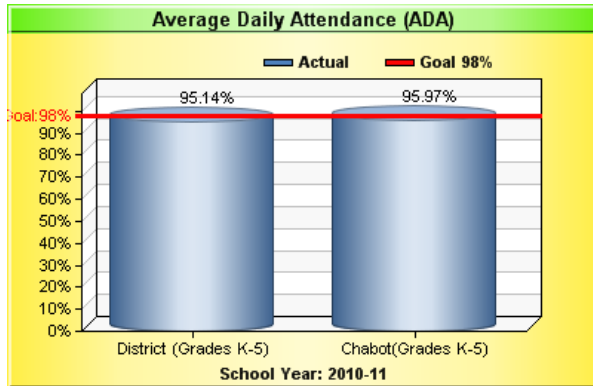
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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 Data

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

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 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.
-

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

School Quality Standards relevant to this Strategic Priority

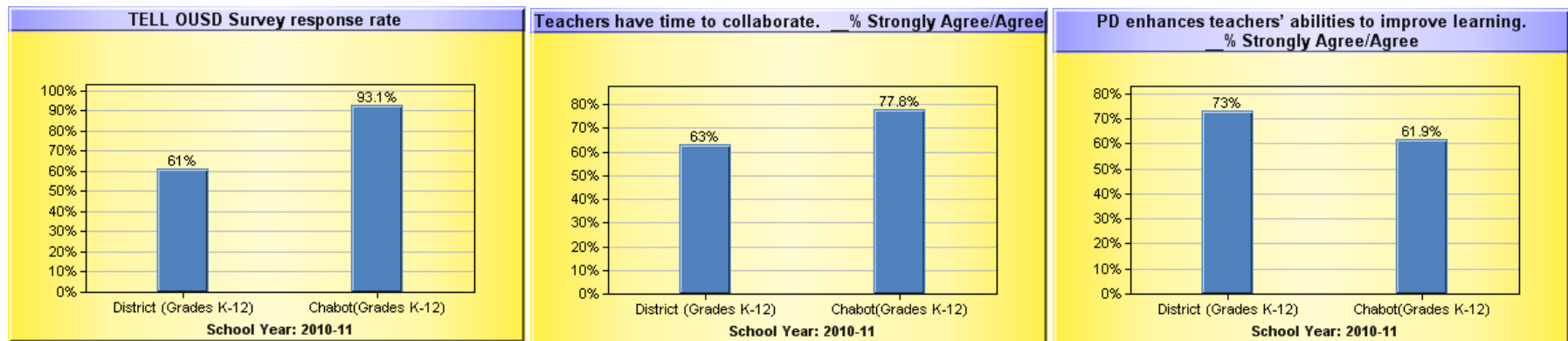
A quality school...

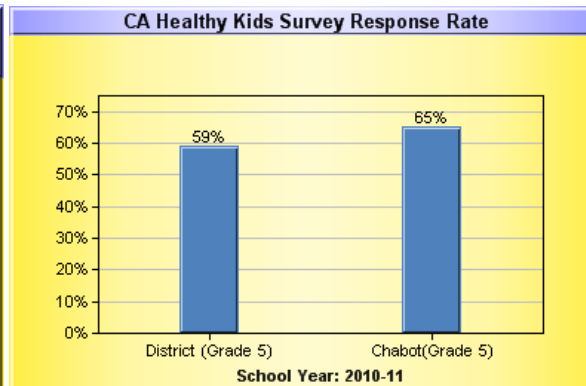
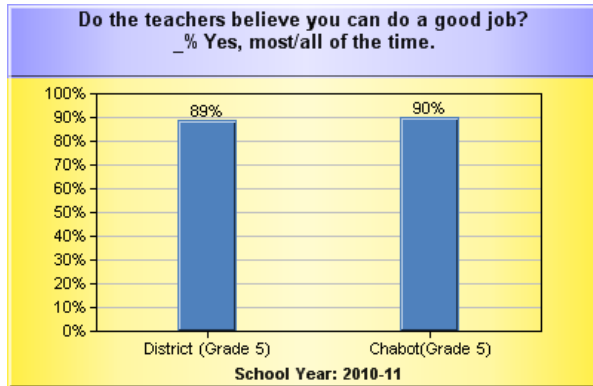
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

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 Data

- About 80% of teachers feel we have time to collaborate, but only 60% feel that PD supports their ability to support student learning.
- We have 6 teachers enrolled in BTSA and meet weekly with master teacher; Principal meets with new teachers monthly with specific PD; we look at s

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 Sharroky 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 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 we 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

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

Strategic Priority A. Family & Community Engagement

School: Chabot Elementary

Principal: JONATHAN MAYER

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
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

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 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 opportunitieis 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 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. Wework 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.
-

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Chabot Elementary

Principal: JONATHAN MAYER

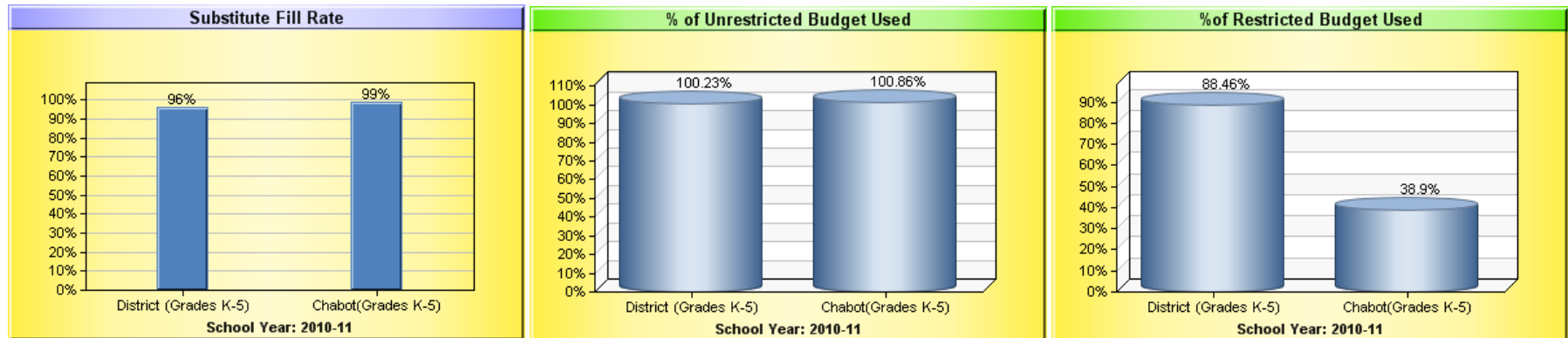
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

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 Data

- 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
- 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;

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 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.

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Chabot
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 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on n/a.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/1/2012.
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)

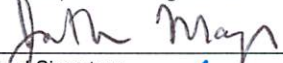
5/4/12

Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date



Principal Signature

Jonathan Mayer

Principal's Name (printed)

5/4/12

Date



Executive Officer's Signature

Executive Officer's Name (printed)

5/14/12

Date



Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/7/12

Date

School Site Council Membership Roster – Elementary School

School Name: Chabot Elementary

School Year 2011-2012

Chairperson: Miranda Carrow & Rebecca Dunning (co-chairs)	Vice Chairperson:
Secretary: Caroline Bettendorf	<u>DAC Representative:</u>

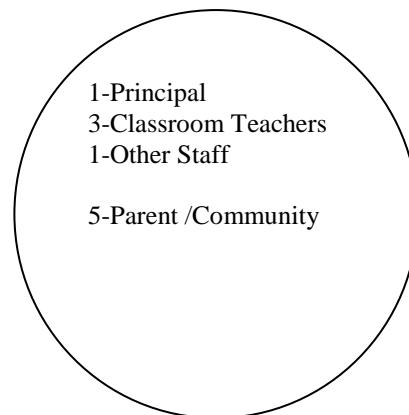
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Rebecca Dunning					X
Caroline Bettendorf					X
Joe Kahne					X
Rob Ades					X
Sam Boonin					X
Catherine Mitchell					X
Jonathan Mayer		X			
Jessica Cannon				X	
Joon Ryder			X		
Leslie Rychel			X		
Meg Shaughnessy			X		
Pearl Rhapsom			X		
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	
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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.



Appendix B: Home School Compact and Parent Involvement Policy

Chabot Parental Involvement Policy 2012 - 2013

Chabot Elementary agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Chabot engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- 1) Offers a flexible number of meetings for parents, and involve all parents in an organized, ongoing, and timely way in the planning, review, and improvement of its programs.
- 2) Provides assistance to parents of children served by the school in understanding the following topics:
 - 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 alternate assessments
 - Academic proficiency levels students are expected to achieve
 - How to monitor their child's progress
 - Kindergarten transition information and support to incoming K families.
- 3) Provides materials and training to help all parents work with their children to improve their children's academic achievement.
- 4) Educates staff and works with parents on the value of parent contributions and how to work with parents as equal partners. Educate families about teacher professional development and grade level PLC's discussing best practices
- 5) Coordinates and integrates all programs to encourage and support parents to more fully participate in the education of their children.
- 6) Distributes to all families in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- 7) Provides parents of students with opportunities for regular meetings to participate in decisions relating to the education of their children. This is accomplished through twice a year

academic conferences with each family and numerous (70 plus) SST's and follow up SST's for students who need additional support.

- 8) Offers the following opportunity for parent engagement in the learning process.
 - a. Saturday School for families
 - b. Focus groups for parents, targeting support for families of color.
 - c. Monthly Parents of Children of African Decent meetings
 - d. Academic conferences with families twice a year
 - e. Consistent and meaningful communication with families whose children participate in the after school homework center or before school Let's Go Learn program.
 - f. Kid Power for families
 - g. Mindful Parenting with Dr. Erica Reischler

School-Parent Compact

Chabot has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

- Monitoring attendance
- Make sure homework is completed
- Monitoring amount of television viewing time
- Promoting positive use of child's out of school time
- Encourage reading at home

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- Do my homework as assigned
- Ask for help when I need it
- Read for at least 20 minutes every day outside of school

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children as evidenced by

Saturday School, Parent Resource Center; homework club; focus group; PCAD

This policy was adopted by the Chabot School Site Council on March 1, 2011 and will be in effect for the period of three years. The school will distribute this policy to all parents before the 11th day of each school year. It will be made available to the local community on or before 20th day of each school year.

The school's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(principal's signature)

(date)

We do this with educational evenings at PTA meetings, back to school night, holding many, many SSC's with a significant parent education component.