

Board Office Use: Legislative File Info.	
File ID Number	23-1583
Introduction Date	8/9/23
Enactment Number	23-1364
Enactment Date	8/9/2023 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Chabot Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Chabot Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Chabot Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Chabot Elementary School
CDS Code: 1612596001648
Principal: Jessica Israel Cannon
Date of this revision: 5/8/2023

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

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

Contact: Jessica Israel Cannon	Position: Principal
Address: 6686 Chabot Road Oakland, CA 94618	Telephone: 510-654-4884 Email: jessica.cannon@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/8/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Chabot Elementary School **Site Number:** 106

- | | | |
|--|--|--|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: 4/27/2023

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|---|--|

Signatures:

Jessica Israel Cannon
Principal

Jessica Israel Cannon

Signature

5/8/2023
Date

Jan Faraguna
SSC Chairperson

Jan Faraguna

Signature

5/8/23
Date

Kathleen Arnold
Network Superintendent

K. Arnold

Signature

5/9/23
Date

Lisa Spielman

Lisa Spielman

Signature

5/9/23

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: Chabot Elementary School

Site Number: 106

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2023	Faculty	Reviewed last years SPSA and began planning for this year - data review
1/26/2023	SSC	Reviewed last years SPSA and began planning for this year
2/7/2023	ILT	Goals and Priorities for 2023-24
2/7/2023	PTA	Review last year's SPSA
2/23/2023	SSC	Strategies and actions for 2023-24; SELLS review
3/13/2023	Faculty	Review priorities
3/30/2023	SSC	Asynchronous review and feedback of Priorities
4/27/2023	SSC	Review, finalize and approve

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156,655.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$34,980	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$121,675	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$156,655	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$156,655
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Chabot Elementary School

School ID: 106

School Description

Anthony Chabot Elementary, located in the Rockridge neighborhood of Oakland, is a public elementary school that works! Chabot provides students with a strong academic foundation in a caring environment that fosters innovation and risk taking. Chabot is committed to ensuring that every one of our students achieves academic and social success. The teachers at Chabot, without exception, are experienced, dedicated and talented. They focus on community building to ensure that all children feel secure, nurtured, and supported by the environment and each other. Our classes blend inquiry and rigor to promote collaboration and critical thinking. With the support of parent classroom volunteers and a broad range of PTA-funded enrichment programs, students receive a well-balanced and integrated curriculum of language arts, mathematics, science, history, social studies, technology, visual and performing arts and physical education. At Chabot we recognize that historically, American schools have not consistently been able to provide our African American and Latino children with the structures, tools, and strategies necessary for them to reach their maximum potential. At Chabot, we are committed to interrupting inequitable practices, challenging biases and creating an inclusive learning community for all. Additionally, we strive to create strong partnerships with all of our families knowing that when we work together on behalf of our children, anything is possible.

School Mission and Vision

Through meaningful relationships, intentional inclusivity, and responsive instruction Chabot Elementary interrupts inequitable practices and challenges biases. We uncover and remove the predictability of success and failure that correlates to any social or cultural factor. As a community, we discover and cultivate the unique gifts, talents, and interests of every human being.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
51.8%	48.0%	5.2%	1.8%	0.7%	0.0%	22.9%	11.1%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
12.3%	46.1%	13.4%	5.5%	0.2%	0.5%	0.0%	17.3%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Eighty percent of graduating fifth graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years

Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	88.5%	77.7%	<i>not available until Fall 2023</i>	95.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	77.2%	81.8%	<i>not available until Fall 2023</i>	90.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	83.5%	84.0%	<i>not available until Fall 2023</i>	92.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	63	n/a	62.1	<i>not available until Fall 2023</i>	70.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	64.5%	65.8%	<i>not available until Fall 2023</i>	85.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	54.4	n/a	47.6	<i>not available until Fall 2023</i>	62.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	59.6%	<i>not available until Fall 2023</i>	70.0%
CAST (Science) at or above Standard	All Students	64.0%	n/a	67.1%	<i>not available until Fall 2023</i>	70.0%

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

School Goal for Targeted Supports for African American students will demonstrate significant growth of at least 10 Focal Student Groups: positive points each year towards meeting standard as measured by SBAC.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	22.8	n/a	19.3	<i>not available until Fall 2023</i>	30.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-1.2	n/a	-5.0	<i>not available until Fall 2023</i>	10.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	45.5%	47.8%	<i>not available until Fall 2023</i>	60.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	17.8	n/a	16.7	<i>not available until Fall 2023</i>	40.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-1	n/a	-11.9	<i>not available until Fall 2023</i>	10.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	13.3%	15.0%	45.8%	<i>not available until Fall 2023</i>	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	0.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family African American students and families report an increased sense of Engagement: belonging at Chabot as measured by CHKS and school survey						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	86.8%	83.0%	82.7%	<i>not available until Fall 2023</i>	90.0%
Out-of-School Suspensions	All Students	0.2%	n/a	0.3%	<i>not available until Fall 2023</i>	0.2%
Out-of-School Suspensions	African American Students	2.2%	n/a	0.3%	<i>not available until Fall 2023</i>	0.2%
Out-of-School Suspensions	Special Education Students	1.4%	n/a	0.3%	<i>not available until Fall 2023</i>	0.2%
Chronic Absenteeism	All Students	3.5%	0.4%	13.5%	<i>not available until Fall 2023</i>	3.0%
Chronic Absenteeism	African American Students	6.8%	0.0%	15.9%	<i>not available until Fall 2023</i>	3.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Return rate of 90% for all staff.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	93.1%	90.9%	90.2%	<i>not available until Fall 2023</i>	92.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	ELA scores have remained consistent from before pandemic; CAST scores have risen	School wide focus on reading and small group differentiation
<i>LCAP Goal 2: Focal Student Group Supports</i>	Latinx students increased by 40 points on ELA SBAC	School wide focus on reading and small group differentiation
<i>LCAP Goal 3: Student & Family Engagement</i>	We reduced suspensions of AA students from 2.2% to .3%	School wide focus on SEL and Restorative Justice
<i>LCAP Goal 4: Staff Supports</i>	Teacher retention has remained above 90%	Teacher led PD and PLCs; distributed leadership
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	MATH SBAC scores decreased by 7 points	Hard for parents to support Math learning at home during pandemic
<i>LCAP Goal 2: Focal Student Group Supports</i>	AA students decreased by ten points	Hard for parents to support Math learning at home during pandemic - less of a school focus than Reading
<i>LCAP Goal 3: Student & Family Engagement</i>	AA chronic absences up to 16%	Pandemic
<i>LCAP Goal 4: Staff Supports</i>	Reduction in AA teachers	Hard to attract new AA candidates

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Our challenge is to fully and equitably serve subgroups when we have a very small percent of a particular group. For example, only 3% of our students are ELLs, but we still need to meet the needs of those 17 students! We are mitigating this challenge by training all teachers in ELD strategies such as GLAD so that support can be given through small groups in the classroom

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Chabot Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have had to sometimes pull our STIP subs and TSA's to cover classes due to COVID and high absence thus disrupting some of our Intervention programs. Other than that, we have been progressing as planned.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Our mid-year data shows that we are making good progress towards our goals. The highest leverage strategies we have used have been small group instruction and focus on evidence and explaining thinking

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

We do not anticipate making any changes.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
N/A				

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Chabot Elementary School

School ID: 106

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Students and Teachers will coconstruct models, examples, and rubrics of what defines Quality Student Work in all core subjects and use equity strategies to scaffold access to, engagement with, and mastery of these standards for all students.
School Theory of Change:	If students and teachers have a clear picture of what quality student work looks like, more students will be able to achieve those expectations
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will utilize hands on Science experiments as a starting point for reading, writing, and discussion so that all students have a common experience to ground their ELA work; Hands on lessons will be taught in the Science Lab with support of Science Assistant	Provide monthly PLC/collaboration time for teachers to collaborate on Science; Stipends for two Science Leads to lead PD. Funding of Science Assistant	Lesson Plans, Walkthroughs		Tier 1

1-2	Teachers will have clear learning targets aligned to Math Common Core State Standards. Lessons will focus on using rigorous tasks and will engage students with grade-level examples that include multiple opportunities for student talk. Teachers will use manipulatives to make math more accessible	Site Instructional Leadership Team and Principal are responsible for programming and scheduling of, assessment (CEoU, IAB, PT, etc.), and professional development for math. Teachers participate in bi-monthly PLC's for math. Teachers attend Standards & Equity Institute and other OUSD PD opportunities	Lesson Plans, Walkthroughs		Tier 1
1-3	Teachers will collaborate around creating models of quality student work	Ensure PLC time after and during school	Lesson Plans, Walkthroughs Student work		
1-4	Teachers will implement strong Academic Tier one strategies including visuals, check lists, sentence frames, multi-sensory instruction, white boards and small groups to ensure all students can access	Inquiry cycles	Lesson Plans, Walkthroughs		Tier 1
1-5	Provide math homework that involves families in supporting children and understanding CCSS in math with a specific focus on students below grade level in Math	Plan for and schedule one parent education event regarding math standards (likely PTA funded). Include math program in afterschool offerings (enrichments) as well as access to freckle.com.			
1-6	Special education staff will collaborate with classroom teachers to design classrooms and lessons that support students with IEPs.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	Lesson Plans, Walkthroughs		Tier 2

1-7	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	Lesson Plans, Walkthroughs		Tier 1
1-8	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts.	<ul style="list-style-type: none"> -Establish the expectation that teachers provide daily instruction grounded in complex text -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data and plan for implementation of lessons built around complex text and task -As needed, partner with central content leads and/or PD leads focused on curriculum implementation to co-plan professional learning for teachers - Fund Early Literacy Tutors and STIPs to assist with differentiation 	Lesson Plans, Walkthroughs		Tier 1
1-9	Saturday and after school Math support for students and their families	Funding teachers to run this program	Walkthroughs Family surveys		Tier 2
1-10	Teachers will provide students with opportunities to monitor their understanding of "Quality Student Work" and reflect on their progress	PLC and PD Time to create reflection/progress monitoring opportunities for students	Reflection tools, surveys		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority:		Teachers will differentiate instruction and conduct regular progress monitoring with attention to their Focal Students			
School Theory of Change:		By ensuring instruction that focuses on our most at risk students, teachers will increase opportunities for all students to accelerate growth			
Students to be served by these actions:		<i>All Students with an special attention to our AA Students and ELLs</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	<p>K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.</p> <p>Using SIPPs data to form small, short term, flexible groups so that early reading instruction can be differentiated</p>	<p>-Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment.</p> <p>-Provide Professional development and learning for implementation of curriculum and strategies</p> <p>-Support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment.</p> <p>-Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment.</p>	<p>Walkthroughs</p> <p>Lesson Plans</p>		Tier 1

2-2	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts.	<ul style="list-style-type: none"> -Establish the expectation that teachers provide daily instruction grounded in complex text -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data and plan for implementation of lessons built around complex text and task -As needed, partner with central content leads and/or PD leads focused on curriculum implementation to co-plan professional learning for teachers - Fund Early Literacy Tutors and STIPs to assist with differentiation 	Walkthroughs Lesson Plans		Tier 1
2-3	Grade level teams will coordinate Phonics Block (K-2) and All Block (3-5) throughout all classes so that Intervention and Special Ed services can be coordinated across classrooms and maximized	<p>Create Master schedule with these blocks carved out (no Enrichments);</p> <ul style="list-style-type: none"> - Fund Small Group Specialists to assist with differentiation; <p>Ensure SIPPS training for all delivering this curriculum</p>	Schedules, PLC Notes		Tier 2
2-4	Use curriculum formative assessments, universal screening, diagnostic assessments, and I-Ready data to monitor progress and adjust instruction	<ul style="list-style-type: none"> -Support understanding and implementation of required assessments -Facilitate teacher data conferences -Utilize data analysis tools (e.g. i-Ready MOY Leaders Data Analysis Template) 	Data Walls - Data Conferences Assessment results		Tier 2

2-5	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily using schedule described above	-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures	Data Walls - Data Conferences Progress Monitoring Records		Tier 2
2-6	Use tech to complement synchronous or in person instruction with adaptive literacy learning through the i-Ready MyPath adaptive learning platform	-Attend/provide professional development on adaptive literacy learning platform -Provide time for teachers and PLCs to analyze progress and choose focal students	I-Ready Records		Tier 1
2-7	Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in culturally relevant, rich text tied to Content Units weekly	-Ensure schedule for students to receive library time and opportunity to check out books -Support collaboration space for librarian to meet with teachers to connect foci of read alouds	Walk throughs		Tier 1
2-8	Teachers will utilize EL Conversation Cues and Math Instructional Routines to ensure equitable engagement in ELA and Math	- Ensuring quality professional development	Lesson Plans Walk throughs		Tier 1
2-9	Teachers will communicate student progress to families through Conferences, Report Cards, and sharing Data (I-Ready, SIPPS, Early Literacy)	Arrange a parent data night to understand their students' I-ready (and other) data	Data reports		Tier 1

2-10	Teachers will utilize Sentence Frames and other scaffolds to support equitable access	- Ensuring quality professional development	Lesson Plans Walk throughs		Tier 1
2-11	Teachers will support after school I-Ready and HW Club	Coordinate planning between school and after school staff	Progress Monitoring		Tier 2

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

School Priority:	INCREASING A SENSE OF BELONGING THROUGHOUT CHABOT- Students and staff will be able to share their identities and diverse experiences to create a community where all members feel a sense of belonging. Students and staff will be able to appreciate their own and each others diverse backgrounds, strength and resiliency. Teachers and students will learn about and raise awareness of all of the positive contribution made by the different cultural communities at Chabot. Both teachers and students will also learn tools for disrupting racism, bias and discrimination
School Theory of Change:	If we are able to create an inclusive and welcoming school where students/families/staff feel a real sense of belonging, then students will feel safe enough to take academic risks and staff will feel compelled to support them
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Explicit teaching of SEL curriculum (Caring School Community) that can be expanded upon by small group intervention leaders. Also, explicit teaching of SEL standards throughout all classes	Provide professional development and inquiry cycles for all staff for support of SEL curriculum, including out of school time or small intervention group leaders Morning meeting/Community Circles added to master schedule Hiring or utilizing staff to support disproportionality reduction: -Culture and Climate TSA -Social Work Interns -Create and fund Full Time School Enrichment Coach	Walk Throughs, schedules, Lesson Plans	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1

3-2	<p>Teachers understand the tiered system of intervention and refer students needing Tier 2 and # Interventions to COST Team</p>	<p>COST team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively COST team updates data in OUSDForce to reflect student interventions</p>	Salesforce App, COST notes	<p>African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey</p>	Tier 2
3-3	<p>Trauma informed practices based on UCSF Hearts Core Guiding Principles</p> <ul style="list-style-type: none"> --Understand trauma and stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration -Calm down corner provided for all students -Routines and rituals consistently practiced 	<p>Increase all staff education related to bias and anti-racism work, including the Special Education team. Professional development on trauma and de-escalation Support staff self care and support with the stress of teaching students impacted by trauma</p>	PD Notes	Return rate of 90% for all staff.	

3-4	<p>Build strong relationships with families through ongoing 2-way communication and contact</p> <ul style="list-style-type: none"> -Provide flexible scheduling for families for conferences -Use Parent Square for communication -Monitor for opportunities for parents to provide feedback 	<p>Complete school culture orientation with families at beginning of school year: review discipline matrix, behavioral expectations and PBIS systems (i.e., language to use at home, token economies to support behavior at home,) etc</p> <p>Teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled</p> <p>Family Education Nights</p> <p>Provide opportunities for grade level teams to connect around family engagement</p> <p>Provide academic data (i.e., SRI, SBAC, EL snapshot) and standards in family-friendly language with actionable steps for support and improvement</p>	Phone and Visit LOGs	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1
3-5	Teachers will collaborate with ASP to ensure continuity between school and after school	Time for collaboration; contract with Safe Passages for shared staff (Yard and ASP)	Walkthroughs	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1
3-6	All teachers will teach developmentally appropriate lessons connected to sharing identity, understanding & preventing racism; appreciating family diversity; and understanding the complexity of gender	Leadership Team will develop year long cultural calendar and frameworks for lessons; Principal will ensure time for PLCs to collaborate to create lessons; Principal communicate with Ilsa from OUSD	Lesson Plans	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1

3-7	Teachers will communicate with parents around their social justice themes and lessons;	Principal will coordinate Family Education Nights around Talking to Kids about Race and Gender Diversity; Principal and staff will share cultural themes with SSC	Newsletters	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1
3-8	Teachers will refer students who need additional support to COST for Formal Check In-Check OUs, individual or group counseling provided by either OUSD Interns, School Psych or part time LCSW	AP will coordinate COST and case manage psych referrals; Principal will ensure funds for OUSD Interns (PTA) and part time LCSW/MFT	COST notes	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 2
3-9	Teachers will focus on monthly SEL themes (eg. In My Control vs Out of My Control, Being an Ally)	Admin will collaborate with Culture and Climate Team to create a year long SEL Theme calendar and develop lessons	Lesson Plans	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1
3-10	Teachers will participate in E&I Committee with parents and jointly develop school wide Inclusion Calendar	Time for meetings; communication	Calendar	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1
3-10	Teachers will engage in listening opportunities with different sub groups;	Admin will continue to hold Listening Sessions with different focal families and sub groups and use that information to make a more welcoming school	Notes, Agendas	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 2

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Priority:	BUILDING TEACHER CAPACITY TO SERVE EVERY STUDENT through strong, focused, data driven PLCs with an ongoing equity/anti-racist framework
School Theory of Change:	By creating strong PLCs we will foster safe spaces for teachers to take risks and try new strategies; by continually returning to our equity/anti-racist focus, we will ensure that these strategies are relevant and helpful for all children at our school with a particular focus on those who have been historically underserved (AA, Latino, ELL, F&R)

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will analyze data and progress monitor Focal Students during PLCs	Protecting PLC time and providing data analysis tools	Focal Student Data Wall	Eighty percent of graduating fifth graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years	Tier 2
4-2	PD will be predominantly teacher led	Developing strong ILT	ILT and PD notes	Return rate of 90% for all staff.	Tier 1

4-3	Teachers will work in Inquiry Teams and/or PLCs to develop and test strategies to benefit their most at risk students with a special focus on students with disabilities, ELLs, and low income students. Suggested strategies include GLAD for ELLs, guided reading for students with disabilities, and activating prior knowledge/frontloading for low income students.	Principal and ILT will develop PD Calendar around Inquiry Cycles - giving teachers a chance to choose their focus areas within specific themes eg "Universal Design" "Small Group Instruction"	PLC Notes	Eighty percent of graduating fifth graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years	Tier 1
4-4	Grade Level PLCs meet weekly after school on Wednesdays after PD (3-3:50); Grade Level PLCs also meet for a half day deep dive each trimester	Principal will coordinate and fund sub coverage and map out Planning Days at beginning of year so that teachers can plan accordingly; TSAs and Principal will plan agendas for Planning Days and facilitate these sessions ILT will plan agendas for weekly meetings Principal fund Extended Contrcts for additional collaboration time	PLC Notes	Return rate of 90% for all staff.	Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	Black students and families report an increased sense of belonging at Chabot
School Theory of Change:	As black students' and families' feelings of belonging increase, so will their academic performance
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will utilize AA focal students to ground Inquiry Cycles and progress monitor	Creation of Data Wall and facilitation of Inquiry Cycles	Data Walls and Data Analyses	African American students will demonstrate significant growth of at least 10 positive points each year towards meeting standard as measured by SBAC.	Tier 2
5-2	Teachers will start the year with a unit on identity, celebrating diverse backgrounds and stories	Resources; PLC time to plan	Lesson Plans	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1
5-3	Teachers will make a special effort to partner with AA families	Time for calls and visits	Phone and Visit Logs	African American students and families report an increased sense of belonging at Chabot as measured by CHKS and school survey	Tier 1
5-4	Teachers will collaborate with .5 AAMA to support our Black Boys and with OUSD's African American Female Excellence	Find \$\$ for a .5 AAMA - collaborate w/ Office of Equity and Emerson; Foster partnership with OUSD Office of Equity	Notes	African American students will demonstrate significant growth of at least 10 positive points each year towards meeting standard as measured by SBAC.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS					
Reference your required pre-work: Stages of ELD Implementation Self-Assessment					
School Priority:	INFUSING ELL PRACTICES AND STRATEGIES INTO SMALL GROUPS AND WHOLE CLASS INSTRUCTION				
School Theory of Change:	Because we do not have enough ELLs to create special small groups for them, these strategies need to be imbedded into all teaching so that everyone, especially ELLs, can thrive				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will regularly use Language Dives in their EL lessons to provide language support for ELLs	Professional development on Language Dives and time for grade level collaboration	Lesson Plans, Walk Throughs	Eighty percent of graduating fifth graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years	Tier 1
6-2	Teachers will explicitly teach Vocabulary ahead of units to help all students and especially ELLs	Professional development on Language Dives and time for grade level collaboration	Lesson Plans, Walk Throughs	Eighty percent of graduating fifth graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years	Tier 1

6-3	TSA will provide 1-3 sessions/week for each grade's ELLs to receive explicit language support through ELLMA's supplemental Language Dives	Secure funds and training for TSA	Lesson Plans	Eighty percent of graduating fifth graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years	Tier 2
6-4	Teachers will use Sentence Frames and other Scaffolds to support language development and equitable access with our ELLs	Professional development	Walkthroughs	Eighty percent of graduating fifth graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years	Tier 1

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$11,994	Educator Effectiveness Grant	1119	Certificated Teachers on Special Assignment Salaries	8643	11-Month Classroom Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers will implement strong Academic Tier one strategies including visuals, check lists, sentence frames, multi-sensory instruction, white boards and small groups to ensure all students can access	106-1
extended contracts	\$3,006	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers will collaborate around creating models of quality student work	106-2
STIP Teacher	\$77,001	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8632	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Special education staff will collaborate with classroom teachers to design classrooms and lessons that support students with IEPs.	106-3
STIP Teacher	\$86,903	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	3456	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement strong Academic Tier one strategies including visuals, check lists, sentence frames, multi-sensory instruction, white boards and small groups to ensure all students can access	106-4
supplies	\$14,980	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	106-5
copy machine	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers will collaborate around creating models of quality student work	106-6
Contracted services	\$15,000	LCFF Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact -Provide flexible scheduling for families for conferences -Use Parent Square for communication -Monitor for opportunities for parents to provide feedback	106-7

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Facilitator Manhood Development Program	\$23,249	LCFF Supplemental	1105	Certificated Teachers' Salaries	9509	Facilitator Manhood Development Program	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers will utilize AA focal students to ground Inquiry Cycles and progress monitor	106-8
11-Month Classroom Teacher on Special Assignment (TSA)	\$59,970	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8643	11-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts.	106-9
Assistant Principal, Elementary	\$13,385	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	9493	Assistant Principal, Elementary	0.07	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Teachers will implement strong Academic Tier one strategies including visuals, check lists, sentence frames, multi-sensory instruction, white boards and small groups to ensure all students can access	106-10
Contracted services	\$25,071	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Trauma informed practices based on UCSF Hearts Core Guiding Principals --Understand trauma and stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration -Calm down corner provided for all students -Routines and rituals consistently practiced	106-11
Library Technician	\$43,114	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in culturally relevant, rich text tied to Content Units weekly	106-12

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 106

School: Chabot Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Facilitator Manhood Development Program	\$34,873	PTA/PTO Donations	1105	Certificated Teachers' Salaries	9509	Facilitator Manhood Development Program	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Teachers will collaborate with .5 AAMA to support our Black Boys and with OUSD's African American Female Excellence	106-13
Teacher, Structured English Immersion	\$38,052	PTA/PTO Donations	1105	Certificated Teachers' Salaries	3373	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Protecting PLC time and providing data analysis tools	106-14
OUSD psych interns (Mental Health)	\$20,000	PTA/PTO Donations	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will refer students who need additional support to COST for Formal Check In-Check OUTs, individual or group counseling provided by either OUSD Interns, School Psych or part time LCSW	106-15
Contracted services	\$15,075	PTA/PTO Donations	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures	106-16



Strategic Resource Planning (SRP)

CHABOT ELEMENTARY SCHOOL
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Jan Faraguna
Vice Chairperson:	Alex Vasquez
Secretary:	Stephen Neat

SSC - Members

	Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
1	Jessica Cannon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1	Emelia Breen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Stephen Neat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
	Maria Axtle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	James Harrison	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Celia Bermeo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1	Sara Holderfield	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1	Jan Faraguna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Alex Vasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Caitlin Khurshid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Meera Chary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Meg Horl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Linda Galbreth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Sara Pietras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

SSC Meeting Schedule: (Day/Month/Time)	Last Thursday of each Month 7:00 pm
--	-------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

1 Principal
 3 Classroom Teachers
 1 Other Staff
AND
 5 Parents/Community Members