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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Chabot Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Chabot Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Chabot Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Chabot Elementary School
CDS Code: 1612596001648
Principal: Caroline Asis Guggino
Date of this revision: 3/20/2025

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: Caroline Asis Guggino

Position: Principal

Address: 6686 Chabot Road
Oakland, CA 94618

Telephone: 510-654-4884

Email: caroline.guggino@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 3/20/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Chabot Elementary School

Site Number: 106

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 3/20/2025

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Caroline Asis Guggino
Principal

Jan Faraguna
SSC Chairperson

Ingrid Martinez
SELLS Representative (optional)

Sabrina Moore
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning

Caroline Guggino
Signature

Jan Faraguna
Signature

Ingrid Martinez
Signature

Sabrina Moore
Signature

Lisa Spielman
Signature

4-28-2025
Date

5/1/25
Date

5/2/25
Date

5/5/25
Date

5/9/25
Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/21/2024	SSC/SELLS	Reviewed SPSA Goals and Priorities 1 and 3
1/20/2025	SSC/SELLS	Reviewed SPSA Goals and Priorities 2 and 4
1/27/2025	Faculty Meeting	Reviewed SPSA Goals and Priorities and progress. Discussed budget proposals and priorities.
2/18/2025	PTA Budget Committee	Reviewed Title 1 expenditures and budget.
2/20/2025	SSC/SELLS	Reviewed SPSA and Title 1 . SSC approved Title allocations.
2/17/2025	Faculty Meeting	Reviewed SPSA budget section for review
3/20/2025	SSC/SELLS	Reviewed and approved SPSA Budget section

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,480.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$322,264.00

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$73,440
Title I, Part A Parent & Family Engagement (#3010)	\$2,040
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$75,480

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$322,264.00

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$21,000
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$75,784
SUBTOTAL OF STATE & LOCAL FUNDING:	\$246,784

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Chabot Elementary School		School ID: 106
CDS Code: 1612596001648	SSC Approval Date:	Board Approval Date:
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.		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
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		

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.0%	12.9%	14.3%	0.5%	44.6%	13.2%	29.8%	5.3%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.0%	17.8%	4.8%	0.4%	0.0%	0.0%	26.5%	0.4%	94.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	39.6%	44.1%	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	78.4%	83.5%	not available until fall 2025	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	72.1%	78.4%	not available until fall 2025	85.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	41.1	44.6	not available until fall 2025	60.0
SBAC ELA Participation	All Students	98.5%	97.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	58.3%	56.0%	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC Math Distance from Standard Met	All Students	34.8	41.5	not available until fall 2025	50.0
SBAC Math Participation	All Students	96.7%	96.7%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	58.7%	63.3%	not available until fall 2025	75.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	59.3%	65.5%	not available until fall 2025	75.0%
California Science Test (CAST) Participation	All Students	98.9%	98.9%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY				
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly				
Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-21.3	-7.8	not available until fall 2025	60.0
SBAC ELA Distance from Standard Met	African American Students	-51.8	-36.9	not available until fall 2025	0.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	13.2%	10.0%	not available until fall 2025	0.0
SBAC Math Distance from Standard Met	Special Education Students	-15.2	2.8	not available until fall 2025	50.0
SBAC Math Distance from Standard Met	African American Students	-36.8	-26.8	not available until fall 2025	0.0
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.3%	0.0%	not available until fall 2025	65.0%
LTEL Reclassification	Long-Term English Learners	0.0%		not available until fall 2025	100.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	79.7%	80.4%	not available until fall 2025	100.0%
Out-of-School Suspensions	All Students	0.3%	0.8%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	1.2%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.3%	3.9%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	44.2%	11.3%	not available until fall 2025	5.0%
Chronic Absenteeism	African American Students	43.2%	18.8%	not available until fall 2025	5.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	89.0%	89.6%	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>5th grade teachers are monitoring student progress across curriculum assessments with a focus of integrating strategies that will support the accelerated growth of our focal students. They are using small group intervention and universal design strategies to target student needs. 5th grade students are participating in I-READY in the class. As a staff we are taking a deeper look at how students are progressing and using data to build teacher capacity to meet their academic and SEL needs. Focus on monitoring data for focal students with particular attention to African American and ELL students.</p> <ol style="list-style-type: none"> 1. K-1 Strength: SIPPS happening everyday and getting done 2. Consistent SIPPS supplemental support for grades 3-5 3. Literacy Tutor 4. iReady PD's and expectation/trust of classroom teachers during diagnostics 5. Experienced teachers that draw upon additional resources that teach specific skills

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p>Each teacher selects Focal Students to focus on and monitor progress. We are using evidenced based data cycles to complete interactive Data Wall to monitor student progress and have a robust system of interventions and supports.</p> <ol style="list-style-type: none"> 1. Data wall and data dives to help us identify who are the students we are talking about 2. Recognized the lack of growth of ELL's and had ELD PD's to help implement <ul style="list-style-type: none"> - Language Dives - Accountability with PLC - Using UED as the option for ELD
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p>We have founded an African Diaspora affinity group with the help of Office io Equity and are deliberately recruiting Black and ELL parent leaders. We are participating in both AAMA and AAFE.</p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>There were many changes to Chabot staffing from new Administration to some staff members. For the most part, teacher retention remains high. Most teachers at Chabot have been teaching there for over 5 years which enables us to deepen our understanding of curriculum, instructional, SEL and MTSS each year. It also allows us to accelerate building teacher capacity and establishing teacher leaders that strengthen our ILT and COST teams.</p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<ol style="list-style-type: none"> 1. K-1 reading fluency (with expression and fluidity) 2. Compressed growth (within a cohort) 3. Disconnect between reading comprehension as it's presented by iReady VS lessons in EL 4. Showing knowledge on platform of iReady 5. Access to computers at home
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<ol style="list-style-type: none"> 1. Why are the students that are on the list of below grade level still below grade level 2. Consistent implementation of ELD when you may just have 1 student 3. Students with IEP's in UED- could it make a difference? 4. Consistent support staff- missing minutes for services 5. Opportunities for small group instruction during the school day <p>We are continuing to support teachers capacity in understandingthe why behind monitoring focol students with a particular focus on African American and ELL students. We are using multiple forms of assessments including iReady, CEA's, and Dibels to have an accurate representation of student strengths and misconceptions.</p>

LCAP Goal 3:	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i></p> <p><i>2. An annual suspension rate below 2%</i></p>	<p>77% of 5th graders reported feelings of happiness at Chabot and 81% feel a part of the Chabot school community. There is still a discrepancy by race in CHKS survey questions connected to race. In 2022-23, 87% of Black families responding said they feel welcome to participate at this school.; 96% responded affirmatively</p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>We are continuing to support teachers capacity in understanding the why behind monitoring focal students and multiple forms of assessments including i-Ready, CEA's and Dibels. We will create continuous time for teachers to meet in PLC's and use data templates to plan and analyze student work collaboratively as a group with the expectation</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Chabot Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

Overall implementation has strong MTSS for academics and social emotional learning is in place to support student outcomes with a particular attention to monitoring the progress and needs of our focal students. Systems are in place to monitor student data in order to build teacher capacity, integrate universal design scaffolds, SEL and culturally responsive strategies. Staffing has been consistent which has allowed us to deepen our practice and lean into our vision of equity. Having one STIP sub and Early Literacy coach has supported the implementation of SIPPS this year.

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

Through targeted PD and targeted curriculum planning time with curriculum, TSA teachers were able to unpack new curriculum and learning targets. Teachers are using planning templates to focus on key standards and analyze student work to celebrate strength and identify next steps. SIPPS rotations and groups are targeting student needs. Overall, we have strengthened our Tier 1 supports to meet more student needs in the classroom.

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 are leaning into making sure teachers are supported with integrating SEL practices, universal design scaffolds and culturally responsive teaching practices so they can see the connections and impact they have on student learning and social emotional well-being throughout the LCAP goals. We are using multiple forms of data and assessment analysis templates to expand equitable support and opportunities for students to access their full potential within the class. We will leverage cultivating a positive school culture and sense of belonging to continue to focus on rigorous task, supporting productive struggle through peer collaboration and communication protocols.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a	n/a	n/a	n/a	n/a	n/a

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		Chabot Elementary School	SCHOOL ID:	106
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Monitor and support the implemenation of SEL Caring Schools Community Curriculum and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthroughs.	All Students	SEL / Mental Health	Tier 1 - Universal
1-2	Monitor and support the implemenation of standard aligned core curriculum tasks and learning targets through PD, Principal/TSA coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	Provide equitable student engagement and access through discussion protocols and collaborative structures that support students to justify or extend their thinking. Provide universal scaffolds and opportunities to share their thinking.	All Students	Academic	Tier 1 - Universal
1-4	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-5	Use data to target instruction and differentiate small groups throughout academic subjects to allow each individual student the opportunity to recieve targeted instruction to meet their specific needs.	All Students	Academic	Tier 2 - Supplemental
1-6	Create a culture of student ownership through monitoring and supporting student progress towards mastery of content language objectives and identifying meaningfull next steps to advance learning and celebrate student successes.	All Students	Academic	Tier 1 - Universal

1-7	Teacher will implement strong tier 1 academic supports: Visual aids, use of white boards, checklists, criteria for mastery, exemplars, rubrics, sentence frames, graphic organizers, manipulatives, checks for understanding, and academic vocabulary	All Students	Academic	Tier 1 - Universal
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LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	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. Provide leadership opportunities through mentoring through AAMA and AAFE.	African American Students	Academic	Tier 1 - Universal
2-2	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. Using SIPPS data to form small, short term, flexible groups so that early reading instruction can be differentiated	English Learners	Academic	Tier 1 - Universal
2-3	Teachers will develop more meaningful relationships with focal students and target academic and SEL through class lessons and UDL strategies (Flexible learning environment) that support student growth potential	Latino/a Students	SEL / Mental Health	Tier 1 - Universal
2-4	Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching, and peer observations.	English Learners	Academic	Tier 1 - Universal
2-5	Teachers and SPED Staff will collaborate on classroom lessons and scaffolds that support student outcomes with IEP's	Special Education Students	Academic	Tier 1 - Universal

2-6	Teachers will use the EL language dives to support all students with focus on ELLs. Small Group Specialists will pull English Language Learners for additional language dives using supplemental resources created buy OUSD.	English Learners	Academic	Tier 2 - Supplemental
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Engage diverse voices of Black and Latino students, staff, and families and share best practices to improve partnerships and programming through affinity spaces, small listening sessions, surveys, personal check-ins, and parent teacher conferences.	African American Students	Academic	Tier 1 - Universal
3-1 a.	To improve parternships we will cultivate parent leaders to plan more inclusive smaller community events to increase BIPOC families sense of belonging. Affinity Spaces- Neurodiverse, Multiracial. New parent outreach, Class playdates, publishing parties, after school playdates. Accessible events such as pancake breakfast.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Facilitate equity and anti-racist conversations with all stakeholders, developing norms for disrupting deficit thinking, celebrating student academic and social emotional successes and integrate BIPOC student cultures into school-wide rituals and practices.	All Students	Academic	Tier 1 - Universal
3-4	Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly. The attednace team will be led by the CSM and will review data regularly to identify focal groups of students and to increase tier 1 incentives and interventions. We will refer to the attendance plan.	African American Students	SEL / Mental Health	Tier 1 - Universal
3-5	Integrate Caring School Community curriculum/ strategies and Postive Behaviors, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	All Students	SEL / Mental Health	Tier 1 - Universal

3-6	Yard Staff are trained on cooperative games and restorative techniques. Students as Conflict Mediators. Yard Staff assist in bridging school and after school	All Students	SEL / Mental Health	Tier 1 - Universal
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.			
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Develop a strong ELT and differentiated PLC's to deepen equity work and use of culturally responsive teaching strategies and scaffolds through MTSS approach. Differentiated professional development to meet teachers needs and support peer observation.	All Students	Academic	Tier 1 - Universal
4-2	Provide professional development for staff related to anti-racism and implicit bias so that teachers will be able to evaluate their internal bias and build stronger relationships / connections with students.	African American Students	Academic	Tier 1 - Universal
4-3	Provide Teachers with planning and analyzing templates and models so that teachers will be able to analyze data and progress monitor Focal Students during PLCs	All Students	Academic	Tier 1 - Universal
4-4	Provide regular collaboration time to share school wide classroom look fors, best teaching practices, look at core task standards, student work, assessments, data, and instruction. Support vertical alignment of instruction through a range of PLC groupings and inquiry cycles.	All Students	Academic	Tier 1 - Universal
4-5	Teachers understand the Multi-tiered systems of support and apply appropriate TIER 1 and TIER 2 SEL and Behavior supports in class and school -wide. 5:1 Positive reinforcement. Use of COST, OUSD FORCE referral services.	All Students	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development/ Planning time, Minimum Days to plan for high leverage asset-based teaching strategies and Universal Design for learning that is in line with our vision. Teachers progress monitor the learning of AA students towards meeting learning targets and setting goals through inquiry cycles and data walls.	African American	Academic	Tier 1 - Universal
5-2	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration and work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	African American	Academic	Tier 1 - Universal
5-3	Black students have access to diverse learning, pathways and experiences in and out of the classroom.	African American	Academic	Tier 1 - Universal
5-4	Develop partnerships with Black students and families using MTSS strategies such check-ins, parent teacher conferences, positive calls home, restorative circles, and community meetings.	African American	SEL / Mental Health	Tier 1 - Universal
5-5	Teachers and Staff will partner with AAMA and AAFE to Support leaderships and learning opportunities for our African American students.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide PD/Planning time, Minimum Days for teachers to unpack language demands and existing language supports in core curriculums (EL Ed, Eureka Squared).	English Learner Students	Academic	Tier 1 - Universal
6-2	Support staff will push into classrooms to support Designated ELD through Language Dives at least 2 x per week.	English Learner Students	Academic	Tier 1 - Universal

6-3	Choose high leverage integrated ELD strategy focus: Before-During-After Reading strategies, language scaffolds and a range of conversation cues and facilitation moves that encourage all students to talk and listen carefully to one another to seek understanding, deepen thinking and think with others to expand conversations.	English Learner Students	Academic	Tier 1 - Universal
6-4	Teachers will use Total Participation Techniques like think/write pair share, equity sticks, and exit tickets to check for understanding.	English Learner Students	Academic	Tier 1 - Universal
6-5	Provide professional development on high leverage asset-based teaching strategies and Universal Design for learning that is in line with our vision. Teachers progress monitor the learning of ELL students towards meeting learning targets and setting goals through inquiry cycles and data walls.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Portion of Art Teacher salary; this position will allow for additional prep for teachers for planning and collaboration in support of student access to high quality instruction	\$70,717	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10064	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.6			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	106-1
Materials and supplies for the art teacher; all students will have access to art materials	\$5,067	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Monitor and support the implementation of SEL Caring Schools Community Curriculum and positive behavior interventions and supports that increase self-awareness, academic achievement, and positive behaviors both in and out of the class through PD, inquiry cycles and walkthroughs.	106-2
Funds for providing a high quality after school program for student enrichment & intervention for any students who want to participate	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Integrate Caring School Community curriculum/strategies and Postive Behaviors, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	106-3
Funds for providing a high quality after school program for student enrichment & intervention for any students who want to participate	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Integrate Caring School Community curriculum/strategies and Postive Behaviors, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	106-4

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Extended contract funds for teachers who participate in ILT and for additional planning time outside of contracted hours for the purpose of driving strong instructional programming for all students.	\$1,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Provide professional development on high leverage asset-based teaching strategies and Universal Design for learning that is in line with our vision. Teachers progress monitor the learning of ELL students towards meeting learning targets and setting goals through inquiry cycles and data walls.	106-5
Mental Health interns to provide therapy and additional social-emotional and behavioral support for students referred through COST	\$20,000	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a			Integrate Caring School Community curriculum/ strategies and Postive Behaviors, Interventions and Supports to proactively establish schoolwide behavior expectations and provide Tiered supports when behaviors escalate. Provide staff training on PBIS, Restorative Justice and Trauma informed Verbal deescalation strategies. Focus on morning meetings, peace areas, Positive acknowledgement system	106-6
Portion of Art Teacher salary; this position will allow for additional prep for teachers for planning and collaboration in support of student access to high quality instruction	\$47,144	PTA/PTO Donations	1105	Certificated Teachers' Salaries	10064	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	106-7
PTA funded Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$65,351	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	10-Month Teacher on Special Assignment (TSA)	0.6			Provide PD/Planning time, Minimum Days for teachers to unpack language demands and existing language supports in core curriculums (EL Ed, Eureka Squared).	106-8

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Additional instructional materials supporting teacher instructional needs for students	\$110	PTA/PTO Donations	4310	School Office Supplies	n/a	n/a	n/a			To improve parternishps we will cultivate parent leaders to plan more inclusive smaller community events to increase BIPOC families sense of belonging. Affinity Spaces-Neurodiverse, Multiracial. New parent outreach, Class playdates, publishing parties, after school playdates. Accessible events such as pancake breakfast.	106-9
Childcare for families to support engagement school meetings such as Back to School Night and other school functions outside of the instructional day	\$500	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a		Student Connectedness to School	To improve parternishps we will cultivate parent leaders to plan more inclusive smaller community events to increase BIPOC families sense of belonging. Affinity Spaces-Neurodiverse, Multiracial. New parent outreach, Class playdates, publishing parties, after school playdates. Accessible events such as pancake breakfast.	106-10
Translation services for families to support communication between school and home	\$250	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a		Student Connectedness to School	To improve parternishps we will cultivate parent leaders to plan more inclusive smaller community events to increase BIPOC families sense of belonging. Affinity Spaces-Neurodiverse, Multiracial. New parent outreach, Class playdates, publishing parties, after school playdates. Accessible events such as pancake breakfast.	106-11
Refreshments for various family engagement events	\$790	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	To improve parternishps we will cultivate parent leaders to plan more inclusive smaller community events to increase BIPOC families sense of belonging. Affinity Spaces-Neurodiverse, Multiracial. New parent outreach, Class playdates, publishing parties, after school playdates. Accessible events such as pancake breakfast.	106-12

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CHABOT ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Jan Faraguna
Vice Chairperson:	Courtney Walker
Secretary:	Stephen Neat

SSC - 12 Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Carol Asis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Stephen Neat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Ashley Gilbert	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
James Harrison	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
David Zelaya	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Angus Bates	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Courtney Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Chaniqua Butscher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Sheela Subharamin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Jan Faraguna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Ingrid Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Caitlin Kurshid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:

(Day/Month/Time)

Fourth 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.

