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| Enactment Date                                  |         |



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Chabot Elementary School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Chabot Elementary School



**2026-27 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: 4/30/2026

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

DAVID ZELAYA  
SELLS Representative (optional)

Sabrina Moore  
Network Superintendent

Lisa Spielman  
Director, Strategic Resource Planning

*Caroline Guggino*  
Signature

Jan Faraguna  
Signature

*[Signature]*  
Signature

Dr. Sabrina Moore  
Signature

*Lisa Spielman*  
Signature

5-1-2026  
Date

5/1/2026  
Date

5-1-2026  
Date

5/1/26  
Date

5/4/26  
Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date       | Stakeholder Group | Engagement Description   |
|------------|-------------------|--|
| 11/20/2025 | #REF!             | Reviewed SPSA goals and strategies, Reviewed data and identified school needs                          |
| 1/22/2026  |                   | Discussed proposed expenditures and priorities   |
| 1/19/2026  |                   | Discussed proposed expenditures and priorities   |
| 2/10/2026  |                   | Reviewed SPSA goals and strategies, Reflected on progress and challenges                               |
| 2/19/2026  |                   | Discussed proposed expenditures and priorities   |
| 2/16/2026  |                   | Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals a |
| 3/19/2026  |                   | Reviewed data and identified school needs, Reflected on instructional practices and supports           |
| 4/30/2026  | SSC               |  |
|            |                   |  |
|            |                   |  |

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### 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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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, attic, car, park, or 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.
- **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

## 2026-27 BUDGET SUMMARY

### Budget Summary

| Description   | Amount       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$109,200.00 |
| 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       | \$379,682.99 |

### 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<br>Resource 3010  | \$107,250        |
| Title I, Part A Parent & Family<br>Engagement<br>Title I Parent & Family Engagement<br>Resource 3010 | \$1,950          |
| 21st Century Community Learning<br>Centers (Title IV, Part B)<br>Resource 4124                       | \$0              |
| Comprehensive Support &<br>Improvement (CSI) Grant<br>Resource 3182                                  | \$0              |
|  |                  |
| <b>SUBTOTAL OF FEDERAL FUNDING:</b>  | <b>\$109,200</b> |

| <b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b> |
|--|
| <b>\$379,682.99</b>  |

| State and Select Local Resources                                    | Allocation          |
|---|---------------------|
| LCFF Supplemental<br>Resource 0002                                  | \$20,700            |
| LCFF Equity Multiplier<br>LCFF Equity Multiplier<br>Resource 7399   | \$0                 |
| Expanded Learning Opportunities<br>Program (ELO-P)<br>Resource 2600 | \$150,000           |
| After School Education & Safety (ASES)<br>Resource 6010             | \$0                 |
| Community Schools Grant (CCSPP)<br>Resource 6332                    | \$0                 |
| Proposition 28 (Arts & Music in Schools)<br>Resource 6770           | \$99,783            |
|   |                     |
|   |                     |
| <b>SUBTOTAL OF STATE &amp; LOCAL<br/>FUNDING:</b>                   | <b>\$270,483.00</b> |

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

|  |                           |                                       |
|--|---------------------------|---------------------------------------|
| <b>School Name: Chabot Elementary School</b> |                           | <b>School ID: 106</b>                 |
| <b>CDS Code: 1612596001648</b>               | <b>SSC Approval Date:</b> | <b>Board Approval Date: 6/24/2026</b> |

**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, 2024-25**

| % Male   | % Black/African American | % Latino | % Pacific Islander | % White                           | % Students with Disabilities | % Unduplicated Pupil Percentage   | % English Learners | % LTEL                |
|----------|--------------------------|----------|--------------------|-----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 47.7%    | 17.0%                    | 16.5%    | 0.4%               | 39.8%                             | 14.8%                        | 36.5%                             | 5.2%               | 0.4%                  |
| % Female | % Multiracial            | % Asian  | % Filipino         | % American Indian/ Alaskan Native | % Foster Youth               | % Socioeconomically Disadvantaged | % Newcomers        | School Stability Rate |
| 52.1%    | 15.1%                    | 5.6%     | 0.2%               | 0.0%                              | 0.2%                         | 35.4%                             | 1.0%               | 95.4%                 |

**1B: GOALS & IDENTIFIED NEEDS**

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

**School Goal:** By May 2027, 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."

| <b>Early Literacy Measures &amp; Targets</b>                                |                             |                         |                        |                        |                       |                           |
|---|-----------------------------|-------------------------|------------------------|------------------------|-----------------------|---------------------------|
| <b>Measure</b>  | <b>Target Student Group</b> | <b>2022-23 Baseline</b> | <b>2023-24 Outcome</b> | <b>2024-25 Outcome</b> | <b>2025-26 Target</b> | <b>2026-27 New Target</b> |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten) | All Students                | 39.6%                   | 44.1%                  | 35.2%                  | 60%                   | 65%                       |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)      | All Students                | 78.4%                   | 83.5%                  | 63.2%                  | 70%                   | 75%                       |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)      | All Students                | 72.1%                   | 78.4%                  | 80.4%                  | 85%                   | 90%                       |
| <b>English Language Arts Measures &amp; Targets</b>                         |                             |                         |                        |                        |                       |                           |
| <b>Measure</b>  | <b>Target Student Group</b> | <b>2022-23 Baseline</b> | <b>2023-24 Outcome</b> | <b>2024-25 Outcome</b> | <b>2025-26 Target</b> | <b>2026-27 New Target</b> |
| *SBAC & CAST data exclude participation penalty, if applicable.             |                             |                         |                        |                        |                       |                           |
| SBAC ELA Distance from Standard Met   | All Students                | 41.1                    | 44.6                   | 60.3                   | 67.00                 | 72.0                      |
| SBAC ELA Participation  | All Students                | 98.5%                   | 97.0%                  | 97.8%                  | 95.0%                 | 97.0%                     |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)   | All Students                | 58.3%                   | 56.0%                  | 62.0%                  | 67.0%                 | 72.0%                     |
| <b>Mathematics/Science Measures &amp; Targets</b>                           |                             |                         |                        |                        |                       |                           |
| <b>Measure</b>  | <b>Target Student Group</b> | <b>2022-23 Baseline</b> | <b>2023-24 Outcome</b> | <b>2024-25 Outcome</b> | <b>2025-26 Target</b> | <b>2026-27 New Target</b> |
| *SBAC & CAST data exclude participation penalty, if applicable.             |                             |                         |                        |                        |                       |                           |
| SBAC Math Distance from Standard Met  | All Students                | 34.8                    | 41.5                   | 47.0                   | 53.0                  | 63.0                      |
| SBAC Math Participation   | All Students                | 96.7%                   | 96.7%                  | 97.8%                  | 95.0%                 | 97.0%                     |
| California Science Test (CAST) Standard Met or Exceeded                     | All Students                | 59.3%                   | 65.5%                  | 63.6%                  | 75.0%                 | 79.0%                     |
| California Science Test (CAST) Participation                                | All Students                | 98.9%                   | 98.9%                  | 98.9%                  | 95.0%                 | 97.0%                     |

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

|                                |   |
|--------------------------------|---|
| <b>School Goal:</b>            | By May of 2027<br>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY<br>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY<br>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY |
| <b>Identified School Need:</b> | - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment<br>- D-ELD in daily schedules for all ELLs<br>- IEPs completed on time<br>- 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 | 2026-27 New Target |
|--|----------------------------|------------------|-----------------|-----------------|----------------|--------------------|
| SBAC ELA Distance from Standard Met  | Special Education Students | -21.3            | -7.8            | -13.1           | 0.0            | 10.0               |
| SBAC ELA Distance from Standard Met  | African American Students  | -51.8            | -36.9           | -19.0           | 0.0            | 10.0               |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5) | Special Education Students | 13.2%            | 10.0%           | 30.0%           | 20.0%          | 10.0%              |
| SBAC Math Distance from Standard Met   | Special Education Students | -15.2            | 2.8             | -6.7            | 5.0            | 15.0               |
| SBAC Math Distance from Standard Met   | African American Students  | -36.8            | -26.8           | 3.6             | 10.0           | 20.0               |

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

| Measure               | Target Student Group       | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
|-----------------------|----------------------------|------------------|-----------------|-----------------|----------------|--------------------|
| ELL Reclassification  | English Learners           | 5.3%             | 0.0%            | 32.0%           | 65.0%          | 67.0%              |
| LTEL Reclassification | Long-Term English Learners | 0.0%             |                 | 0.0%            | 100.0%         | 100.0%             |

| <b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b> |   |                  |                 |                 |                |                    |
|---|---|------------------|-----------------|-----------------|----------------|--------------------|
| <b>School Goal:</b>   | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%<br>2. An annual suspension rate below 2%  |                  |                 |                 |                |                    |
| <b>Identified School Need:</b>  | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven.<br>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 | 2026-27 New Target |
| Student Connectedness to School   | All Students  | 79.7%            | 80.4%           | 82.4%           | 100.0%         | 100.0%             |
| Out-of-School Suspensions   | All Students  | 0.3%             | 0.8%            | 0.3%            | 0.0%           | 0.0%               |
| Out-of-School Suspensions   | African American Students   | 0.0%             | 1.2%            | 0.0%            | 0.0%           | 0.0%               |
| Out-of-School Suspensions   | Special Education Students  | 2.3%             | 3.9%            | 1.0%            | 0.0%           | 0.0%               |
| Chronic Absenteeism   | All Students  | 44.2%            | 11.3%           | 8.6%            | 5.0%           | 5.0%               |
| Chronic Absenteeism   | African American Students   | 43.2%            | 18.8%           | 16.1%           | 5.0%           | 5.0%               |

| <b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b> |  |                  |                 |                 |                |                    |
|---|--|------------------|-----------------|-----------------|----------------|--------------------|
| <b>School Goal:</b>   | By May 2027, 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.                         |                  |                 |                 |                |                    |
| <b>Identified School Need:</b>  | Specifically:<br>- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.<br>- 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.<br>- 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 | 2026-27 New Target |
| One-Year School Teacher Retention Rate  | All Teachers   | 89.0%            | 89.6%           | 87.8%           | 95.0%          | 95.0%              |

**1C: STRENGTHS & CHALLENGES**

| <b>Goal Area:</b>   | <b>School Goal:</b>   | <b>Priority Strengths</b>  |
|---------------------|---|--|
| <i>LCAP Goal 1:</i> | By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:<br>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY<br>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY<br>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp | Consistent participation in diagnostic and summative assessments (i-Ready and SBAC) provides reliable data to inform instructional planning, progress monitoring, and targeted supports.<br><br>Evidence of early literacy growth in grades K–2, indicating effective Tier 1 instruction and early intervention practices that can be leveraged and scaled.<br><br>Established Tier 2 intervention structures in literacy and mathematics support students who are not yet meeting grade-level standards.<br><br>Use of data-informed instructional practices, including regular review of assessment results to identify student needs and adjust instruction.<br><br>Stable instructional staff and grade-level collaboration, supporting coherence in curriculum implementation and instructional expectations.<br><br>Access to supplemental instructional resources and funding streams (e.g., Title I, LCFF Supplemental/Concentration) that can be strategically aligned to improve academic outcomes for focal student groups. |

|                            |   |  |
|----------------------------|---|--|
| <p><i>LCAP Goal 2:</i></p> | <p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul> | <p>Positive student-reported sense of connectedness and belonging, as reflected in student survey data, provides a strong foundation for engagement, attendance, and learning.</p> <p>Established school-wide social-emotional learning (SEL) practices support students' social, emotional, and behavioral development.</p> <p>Consistent attendance monitoring systems are in place, allowing staff to identify patterns of chronic absenteeism and respond with targeted supports.</p> <p>Clear behavioral expectations and restorative practices, contributing to relatively low rates of exclusionary discipline and a supportive school climate.</p> <p>Access to expanded learning and enrichment opportunities, including before- and after-school programs, that support students' academic and social development.</p> <p>Collaboration among teachers, support staff, and administrators to address student needs through coordinated academic, behavioral, and social-emotional supports.</p>                                    |
| <p><i>LCAP Goal 3:</i></p> | <ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>  | <p>Established family engagement structures, including PTA/PTO and school-based events, provide multiple opportunities for families to participate in and support the school community.</p> <p>Regular communication with families through newsletters, meetings, and schoolwide updates supports transparency and shared understanding of school priorities.</p> <p>Family participation in school decision-making bodies, such as SSC and ELAC, supports stakeholder input into planning and resource allocation.</p> <p>Opportunities for student voice, including classroom-based discussions and schoolwide feedback structures, inform instructional and school climate practices.</p> <p>Community partnerships and supplemental funding sources enhance student learning opportunities and strengthen connections between the school and the broader community.</p> <p>Staff commitment to inclusive and culturally responsive engagement practices, supporting outreach to families of historically underserved student groups.</p> |

|                     |  |  |
|---------------------|--|--|
| <i>LCAP Goal 4:</i> | By May 2027, 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. | <p>Stable staff retention and leadership continuity support consistent implementation of schoolwide and support systems.</p> <p>Established structures for staff collaboration, including grade-level and professional learning meetings, promote shared planning and continuous improvement.</p> <p>Use of data and systems to inform decision-making, supporting alignment of resources, instruction, and interventions to student needs.</p> <p>Clear organizational roles and responsibilities enable effective coordination of instructional, behavioral, and operational supports.</p> <p>Access to multiple funding sources (e.g., LCFF, Title I, grants) allows the school to strategically align resources to SPSA priorities.</p> <p>Ongoing professional learning opportunities support staff capacity-building and implementation of evidence-based practices.</p>   |
| <b>Goal Area:</b>   | <b>School Goal:</b>  | <b>Priority Challenges</b>   |
| <i>LCAP Goal 1:</i> | By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:<br>- Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY<br>- Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY<br>- Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp   | <p>Persistent achievement gaps in English Language Arts and Mathematics for focal student groups, including English Learners, Students with Disabilities, African American students, Latino/a students, and Low-Income students, as indicated by i-Ready and SBAC outcomes.</p> <p>Inconsistent student progress toward grade-level standards, particularly beyond the primary grades, despite participation in Tier 1 instruction.</p> <p>Variation in instructional practices across classrooms, impacting the consistency and rigor of core instruction.</p> <p>Limited instructional time for targeted interventions, making it challenging to provide sustained, high-impact supports for students performing below grade level.</p> <p>Need for deeper use of formative assessment data to regularly monitor student progress and adjust instruction in real time.</p> <p>Gaps in differentiation and scaffolding, particularly for English Learners and Students with Disabilities within the core instructional program.</p> |

|                            |   |  |
|----------------------------|---|--|
| <p><i>LCAP Goal 2:</i></p> | <p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul> | <p>Persistent rates of chronic absenteeism, particularly among historically underserved student groups, continue to impact student engagement and access to instruction.</p> <p>Inconsistent implementation of social-emotional learning (SEL) practices across classrooms, resulting in varied student experiences and supports.</p> <p>Disproportionate disciplinary outcomes for specific student groups, indicating a need to strengthen equitable behavior supports and restorative practices.</p> <p>Students with higher social-emotional or behavioral needs require more consistent and coordinated supports to remain engaged in learning.</p> <p>Limited capacity for proactive, tiered behavioral interventions, especially for students requiring more intensive supports.</p> <p>Need for stronger alignment between attendance, behavior, and academic support systems to ensure a comprehensive approach to student well-being.</p>            |
| <p><i>LCAP Goal 3:</i></p> | <ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>  | <p>Uneven family participation across student groups, with lower engagement among families of English Learners, Low-Income students, and historically underserved communities.</p> <p>Barriers to meaningful family engagement, including language access, scheduling constraints, and varying levels of familiarity with school systems and decision-making processes.</p> <p>Limited structures for consistent student voice beyond the classroom, reducing opportunities for students to inform schoolwide decisions and practices.</p> <p>Need for more welcoming, targeted and culturally responsive communication strategies to ensure all families receive and understand school information.</p> <p>Inconsistent participation in school governance bodies (e.g., SSC, ELAC), impacting representative stakeholder input.</p> <p>Limited capacity to track and evaluate the impact of family and community engagement efforts on student outcomes.</p> |

|                            |   |  |
|----------------------------|---|--|
| <p><i>LCAP Goal 4:</i></p> | <p>By May 2027, 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.</p> | <p>Need for stronger alignment between schoolwide systems and SPSA priorities, to ensure resources, initiatives, and practices are consistently focused on identified goals.</p> <p>Limited time for sustained staff collaboration and professional learning, impacting the depth and consistency of instructional and support practice implementation.</p> <p>Variability in implementation fidelity of instructional, behavioral, and intervention systems across classrooms and grade levels.</p> <p>Challenges in using data consistently across teams to inform decision-making, monitor progress, and adjust strategies.</p> <p>Complexity of managing multiple funding sources and initiatives, requiring clearer coordination and monitoring to maximize impact.</p> <p>Need for ongoing capacity-building and support for staff, particularly related to implementing new initiatives and sustaining effective practices over time.</p> |
|----------------------------|---|--|

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Chabot Elementary School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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.

Title I funds will be used to provide targeted academic, attendance, and engagement supports aligned to the school's Priority Goals under LCAP Goals 1, 2, and 3. Expenditures are designed to address identified achievement gaps, improve attendance and engagement for focal student groups, and strengthen instructional collaboration and family access.

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

The strategies and actions implemented at Chabot Elementary are effective in strengthening student engagement, instructional collaboration, and family access in support of the school's articulated goals. Extended teacher planning and collaboration time has improved instructional alignment and data-informed decision-making, while targeted supports such as the Attendance Specialist and the African American Male Achievement (AAMA) program have increased student engagement, sense of belonging, and attendance monitoring for focal student groups. Family engagement efforts, including schoolwide communication and opportunities for participation in meetings and events, have supported stronger home-school partnerships. Qualitative indicators, including staff, student, and family feedback, reflect increased connection to school and improved coordination of supports, while quantitative data shows consistent assessment participation and improved attendance patterns for students receiving targeted interventions. Despite these gains, achievement gaps and chronic absenteeism persist for some student groups, indicating the need for continued refinement, alignment, and monitoring of strategies to maximize impact.

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.

As a result of this analysis, Chabot Elementary will strengthen alignment between instructional collaboration, targeted student supports, and progress monitoring to improve outcomes for focal student groups. Teacher collaboration time will be more intentionally focused on data analysis and instructional planning, as reflected in SPSA Part 2 strategies aligned to LCAP Goal 1. Attendance supports will be refined to emphasize early identification and coordinated interventions, as described in SPSA Part 2 under LCAP Goal 2. The AAMA strategy will incorporate clearer academic goal-setting and closer alignment with classroom instruction, as noted in SPSA Part 2 Title I-funded actions. These adjustments are reflected in SPSA Part 2 and the Budget Summary, where strategies and expenditures are aligned to annual goals and outcomes

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

| <b>Title I Expenditure</b><br><i>(describe expenditure in column a)</i>            | <b>Target Addressed by Expenditure</b> | <b>Actions/Activities</b><br><i>(e.g., what does this person or program do?)</i>                  | <b>What is working/not working? Why?</b><br><i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i><br><br><b>INCLUDE qualitative or quantitative data.</b> | <b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b> |
|--|--|---|---|---|
| Childcare for Parent Events/Meetings   | Student Connectedness to School        | Increases accessibility of meetings and workshops for families with young children.               | We have not used childcare services funds yet. No parents have requested this need therefore 0% of the funds were used.   | May discontinue. We have not used these services as of yet.                           |
| Translation Services   | ELL Reclassification                   | Ensures language access for families whose primary language is not English.                       | We have used translation services once.   | We will reduce the amount next year since we only used it once.                       |
| Providing meeting refreshments for parent related events                           | Student Connectedness to School        | Encourages families to attend events and school functions   | We have used 100% of these funds for parent events such as Saturday School and Community meetings   | We will continue using funds for this   |
| Covering the fingerprinting fees for families so they can become parent volunteers | Student Connectedness to School        | Supports parent and family volunteers by removing barriers to participation in school activities. | We had fingerprinting agencies attend special events and offered fingerprinting to roughly 35 families who need financial support   | Continue. We saw an increase in parent volunteers                                     |

|                                      |                                       |  |   |          |
|--------------------------------------|---------------------------------------|--|---|----------|
| AAMA Salary 0.5                      | Student Connectedness to School       | Title I funds will support participation in the African American Male Achievement (AAMA) program to provide targeted academic, mentoring, and social-emotional supports for African American male students. This expenditure addresses persistent achievement gaps and supports student engagement and belonging | <p>The AAMA program is effectively supporting student engagement, belonging, and connection to school for participating African American male students. There are roughly 50 students participating in AAMA. Students demonstrate strong relationships with trusted adults, increased participation in school activities, and improved self-advocacy. The program's focus on culturally responsive mentoring and targeted academic and social-emotional supports contributes to improved student motivation and engagement.</p> <p>Staff report that AAMA provides a consistent structure for check-ins, goal setting, and relationship-building, which supports student attendance and engagement, particularly for students who have historically experienced barriers to school success.</p> | Continue |
| Extended contract hours for teachers | i-Ready Reading at or above Mid-Grade | Title I funds will support extended contracts for teachers to increase planning, collaboration, and data analysis time focused on improving core instruction and targeted interventions. This supports consistent implementation of high-quality instructional practices aligned to SPSA goals.                  | <p>Extended contracts for teacher planning and collaboration time are supporting improved instructional coherence and shared responsibility for student learning. Additional structured time allows teachers to engage in data analysis, lesson planning, and coordination of interventions, particularly in English Language Arts and Mathematics.</p> <p>Grade-level teams report that dedicated collaboration time enables more intentional alignment of curriculum, instructional strategies, and assessment practices. This supports more consistent Tier 1 instruction and clearer identification of students who require additional academic support. The strategy is effective because it provides protected time that is otherwise limited during the regular instructional day.</p>   | Continue |

|   |                                |   |  |                 |
|---|--------------------------------|---|--|-----------------|
| <p>Attendance Specialist<br/>Salary 0.2</p> | <p>Chronic<br/>Absenteeism</p> | <p>Title I funds will partially support an Attendance Specialist to implement targeted attendance interventions, monitor chronic absenteeism, and provide outreach to families of students with the highest attendance needs. This position supports improved student engagement and access to instruction for Title I–eligible students.</p> | <p>The Attendance Specialist role is effectively supporting improved attendance monitoring and family outreach for students with attendance concerns. Targeted follow-up, regular communication with families, and coordination with school staff have helped increase awareness of attendance expectations and reduce barriers to consistent school attendance.</p> <p>The strategy is effective because it provides dedicated capacity to monitor attendance data, identify students at risk for chronic absenteeism, and respond with timely, personalized interventions. Families benefit from consistent communication and support, which strengthens home–school partnerships and student engagement. As of 1/26, we have reduced chronic absenteeism by 1%.</p> | <p>Continue</p> |
|   |                                |   |  |                 |

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

|   |                       |
|---|-----------------------|
| <b>School:</b> Chabot Elementary School | <b>SCHOOL ID:</b> 106 |
|---|-----------------------|

**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

|                     |   |
|---------------------|---|
| <b>School Goal:</b> | By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:<br>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY<br>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY<br>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp |
|---------------------|---|

|                         |  |
|-------------------------|--|
| <b>Identified Need:</b> | 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 [1] | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2] | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3] |
|-----|---|---------------------|--|---|
| 1-1 | 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. | All Students        | SEL / Mental Health  | Tier 1 - Universal                                |
| 1-2 | Monitor and support the implementation 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 receive 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 meaningful 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 |
|     |   |              |          |                    |

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

|                         |   |
|-------------------------|---|
| <b>School Goal:</b>     | <p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul> |
| <b>Identified Need:</b> | <ul style="list-style-type: none"> <li>- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment</li> <li>- D-ELD in daily schedules for all ELLs</li> <li>- IEPs completed on time</li> <li>- Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly</li> </ul>   |

| #   | 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<br>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.<br><br>Using DIBELS 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 by OUSD. | English Learners           | Academic | Tier 2 - Supplemental |
|     |   |                            |          |                       |

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

|                         |   |
|-------------------------|---|
| <b>School Goal:</b>     | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%<br>2. An annual suspension rate below 2%  |
| <b>Identified Need:</b> | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven.<br>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 partnerships 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 attendance 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 Positive Behaviors, Interventions and Supports to proactively establish school-wide 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 |
| 3-7 | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.   | Students in After School Programs (Available to All Students) | Academic            | Tier 1 - Universal |

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

|                         |  |                        |   |  |
|-------------------------|--|------------------------|---|--|
| <b>School Goal:</b>     | By May 2027, 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.                         |                        |   |  |
| <b>Identified Need:</b> | Specifically:<br>- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.<br>- 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.<br>- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. |                        |   |  |
| <b>#</b>                | <b>STRATEGY/ACTIVITY</b>   | <b>STUDENTS SERVED</b> | <b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b> | <b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b> |
| 4-1                     | An admin member (TSA or AP) will serve as the primary point of contact for new teacher success. This leader will streamline coordination with the District's New Teacher Support & Development and Credentials offices, implement robust site-based support structures, and conduct regular check-ins to ensure new educators are supported throughout the school year.  | All Students           | Academic  | Tier 1 - Universal                                   |

|     |  |                           |            |                       |
|-----|--|---------------------------|------------|-----------------------|
| 4-2 | Require all first-year teachers to participate in the summer New Teacher Institute and attend scheduled Wednesday professional development sessions throughout the academic year. Establish a system to track and monitor consistent attendance                              | African American Students | Academic   | Tier 1 - Universal    |
| 4-3 | Implement a consistent cycle of observation and feedback for new teachers, prioritizing the first six weeks to support classroom culture. Incorporate specific look-fors for new educator development into regular administrative learning walks.                            | All Students              | Academic   | Tier 1 - Universal    |
| 4-4 | Partner with the New Teacher Support & Development department to pair every teacher on an emergency, intern, or preliminary credential with a high-quality coach. Ensure these educators receive personalized, weekly coaching sessions for the duration of the school year. | All Students              | Academic   | Tier 1 - Universal    |
| 4-5 | Optimize master scheduling to support new teacher retention by minimizing their number of preparations, avoiding combination class assignments whenever possible, and placing them within grade-level teams or departments known for strong collaboration and leadership     | All Students              | Behavioral | Tier 2 - Supplemental |
|     |  |                           |            |                       |

### CONDITIONS FOR BLACK STUDENTS

| #   | 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 |
|     |   |                  |                     |                    |

| <b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> |  | <i>ELL Progress Data</i> |   |  |
|---|--|--------------------------|---|--|
| <b>#</b>  | <b>STRATEGY/ACTIVITY</b>   | <b>STUDENTS SERVED</b>   | <b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b> | <b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b> |
| 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 2026-27 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 SPSA 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  | \$84,949      | Arts & Music in Schools (Proposition 28)           | 1105        | Certificated Teachers' Salaries | 10064 | Teacher Education Enhancement | 0.80 |                   |                             | 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  | \$2,834       | Arts & Music in Schools (Proposition 28)           | 4310        | School Office Supplies          |       |                               | 0.00 |                   |                             | 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                |
| 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  | \$10,619      | Arts & Music in Schools (Proposition 28) Carryover | 1105        | Certificated Teachers' Salaries | 10064 | Teacher Education Enhancement | 0.10 |                   |                             | 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.   | 106-3                |
| Additional instructional materials supporting teacher instructional needs for students  | \$1,381       | Arts & Music in Schools (Proposition 28) Carryover | 4310        | School Office Supplies          |       |                               | 0.00 |                   |                             | To improve partnerships 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. | 106-4                |
| This funding will support academic intervention and enrichment programs through after school providers. Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being. | \$125,000     | Expanded Learning Opportunities Program (ELO-P)    | 5100        | Subagreements For Services      |       |                               | 0.00 |                   |                             | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.  | 106-5                |

**PROPOSED 2026-27 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 SPSA ACTIVITY   | BUDGET ACTION NUMBER |
|---|---------------|---|-------------|--|------|------------------------------|------|-------------------|-----------------------------|---|----------------------|
| This funding will support academic intervention and enrichment programs through after school providers. Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being. | \$25,000      | Expanded Learning Opportunities Program (ELO-P) | 5825        | Consultants  |      |                              | 0.00 |                   |                             | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.   | 106-6                |
| Extended contract funds for teachers for additional planning time outside of contracted hours for the purpose of driving strong instructional programming for all students.   | \$700         | LCFF Supplemental                               | 1122        | Certificated Teachers' Salaries: Extra Compensation  |      |                              | 0.00 |                   |                             | 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.  | 106-7                |
| Funds for providing a high quality after school program for student enrichment & intervention for any students who want to participate  | \$20,000      | LCFF Supplemental                               | 5825        | Consultants  |      |                              | 0.00 |                   |                             | Integrate Caring School Community curriculum/ strategies and Positive Behaviors, Interventions and Supports to proactively establish school-wide 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 | 106-8                |
| This position will coordinate student and family support services, community partnerships, and health/wellness initiatives to support student success   | \$91,048      | Learning Recovery Emergency Block Grant (LREBG) | 2305        | Classified Supervisors' and Administrators' Salaries | 9835 | Program Mgr Community School | 0.50 |                   |                             | Integrate Caring School Community curriculum/ strategies and Positive Behaviors, Interventions and Supports to proactively establish school-wide 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 | 106-9                |

**PROPOSED 2026-27 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 SPSA ACTIVITY   | BUDGET ACTION NUMBER |
|---|---------------|-------------------------------------|-------------|--|-------|-------------------------------|------|-------------------|-----------------------------|---|----------------------|
| Music Teacher salary; this position will allow for additional prep for teachers for planning and collaboration in support of student access to high quality instruction               | \$166,262     | Measure G, Elementary Prep          | 1105        | Certificated Teachers' Salaries                      | 2462  | Teacher Education Enhancement | 1.00 |                   |                             | Provide PD/Planning time, Minimum Days for teachers to unpack language demands and existing language supports in core curriculums (EL Ed, Eureka Squared).  | 106-10               |
| This role manages the school library, supports literacy initiatives, and provides students with access to a diverse range of reading material   | \$40,145      | Measure G, Library Support          | 2205        | Classified Support Salaries                          | 9607  | Library Technician            | 0.50 |                   |                             | Provide PD/Planning time, Minimum Days for teachers to unpack language demands and existing language supports in core curriculums (EL Ed, Eureka Squared).  | 106-11               |
| PE Teacher salary; this position will allow for additional prep for teachers for planning and collaboration in support of student access to high quality instruction                  | \$148,726     | Measure G, Visual & Performing Arts | 1105        | Certificated Teachers' Salaries                      | 10046 | Teacher Education Enhancement | 1.00 |                   |                             | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.   | 106-12               |
| 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      | \$10,619      | PTA/PTO Donations                   | 1105        | Certificated Teachers' Salaries                      | 10064 | Teacher Education Enhancement | 0.10 |                   |                             | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.   | 106-13               |
| 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 | \$153,650     | PTA/PTO Donations                   | 1119        | Certificated Teachers on Special Assignment Salaries | 10598 | TSA 11Mon 12Pay               | 0.85 |                   |                             | An admin member (TSA or AP) will serve as the primary point of contact for new teacher success. This leader will streamline coordination with the District's New Teacher Support & Development and Credentials offices, implement robust site-based support structures, and conduct regular check-ins to ensure new educators are supported throughout the school year. | 106-14               |
| 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      | \$39,211      | PTA/PTO Donations                   | 4399        | Unallocated  |       |                               | 0.00 |                   |                             | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.   | 106-15               |
| Science Assistant: to assist teachers K-5 with providing Science Lab, sorting Science Materials and prepping labs   | \$36,480      | PTA/PTO Donations                   | 5825        | Consultants  |       |                               | 0.00 |                   |                             | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.   | 106-16               |

**PROPOSED 2026-27 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 SPSA ACTIVITY   | BUDGET ACTION NUMBER |
|---|---------------|--|-------------|--|-------|-------------------------------|------|-------------------|---|---|----------------------|
| Provide compensation for classified staff to support family and community engagement activities, including translation, childcare, and logistical support for school events                 | \$160         | Title I, Part A Parent & Family Engagement | 2225        | Classified Support Salaries: Overtime                |       |                               | 0.00 |                   | Staff Participation in Foundational Professional Learning | 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.                              | 106-17               |
| Refreshments for various family engagement events   | \$790         | Title I, Part A Parent & Family Engagement | 4311        | Meeting Refreshments                                 |       |                               | 0.00 |                   | Student Connectedness to School                           | To improve partnerships 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.                                      | 106-18               |
| Fingerprinting fees for families to volunteer in school and strengthen family engagement during the school day  | \$1,000       | Title I, Part A Parent & Family Engagement | 5838        | Fingerprinting                                       |       |                               | 0.00 |                   | Student Connectedness to School                           | To improve partnerships 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.                                      | 106-19               |
| Facilitator: Manhood Dev Program to provide targeted supports such as small group counseling, push-in services to the classroom and one-on-one check-ins to promote belonging and inclusion | \$49,361      | Title I, Part A Schoolwide Program         | 1105        | Certificated Teachers' Salaries                      | 9509  | Facilitator, Manhood Dev Prgm | 0.50 |                   | Student Connectedness to School                           | Teachers and Staff will partner with AAMA and AAFE to Support leaderships and learning opportunities for our African American students.   | 106-20               |
| Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students                  | \$27,115      | Title I, Part A Schoolwide Program         | 1119        | Certificated Teachers on Special Assignment Salaries | 10598 | TSA 11Mon 12Pay               | 0.15 |                   | i-Ready Reading at or above Mid-Grade                     | An admin member (TSA or AP) will serve as the primary point of contact for new teacher success. This leader will streamline coordination with the District's New Teacher Support & Development and Credentials offices, implement robust site-based support structures, and conduct regular check-ins to ensure new educators are supported throughout the school year. | 106-21               |





## **Title I, Part A School Parent and Family Engagement Policy**

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

### **Chabot Elementary School**

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing information on Common Core/State of California's academic content and student achievement standards for example by providing information to parents about meeting standards at the grade level and explaining what content/subjects are covered in each grade.
- Providing information on Common Core/State of California and Oakland Unified School District's academic assessments, including alternate assessments
- Providing information on academic proficiency levels students are expected to achieve
- Providing information on how to monitor their child's progress

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Providing weekly progress reports to parents/caregivers via Google Classroom, Class Dojo, and/or ParentSquare
- Disseminating information about various programs available and how to be involved in the school at PTSA meetings
- Holding Back to School Night and New Student Orientation
- Provide opportunities for parents to volunteer (after clearance with Oakland Ed Fund) These opportunities may look like supporting a classroom in person. We encourage families to get in touch with The PTA to communicate with school administrators, teachers, etc to help our community reimagine what it means to volunteer and

participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.

## **OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers**

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents/caregivers shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Engaging student council members and teachers in Title-1 conversations to discuss the allocation of Title 1 funding to support academic and the social emotional learning of our highest needs students.
- Providing regularly scheduled parent/caregiver meetings throughout the year. These include our annual Title 1, School Site Council (SSC), and Site English Learning (SELL) meeting, PTA meetings  
Providing time during SSC, SELLS, and annual Title 1 meetings to discuss and brainstorm how to spend Title 1 funds.

The school communicates to families about the school's Title I, Part A programs by:

- Holding at least one meeting in the 2025-2026 school year
- Offering information about opportunities to participate in the development of Chabot Elementary's Title 1 Plan – the school site's for using federally funded financial assistance to address the learning and social emotional needs of low-income families and students.
- Informing parents/caregivers of meeting times and dates via phone/email blast, and ParentSquare
- Collecting email/contact info of parents/caregivers interested in being involved and create a mailing list to keep parents updated on the development and implementation of the plan
- Convening meetings of parents to provide input and ideas. Meetings include PTA, SSC, SELLS, and annual Title 1 meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Providing a data analysis and matrix of student outcomes at Title-1/SSC meetings
- Providing data and information about the school's goals to be shared at Back to School Night
- Providing data and information about the school's goals to be shared at New Student Orientation

- Providing data and information to be shared through parent/caregiver communication at the start of the school year

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Sending messages and information via email and ParentSquare translated into multiple languages
- Offering Spanish speaking parent/caregiver engagement group meetings
- Using translation services as available (Language Links subscription)

### **OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program**

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- We encourage families to get in touch with the PTA, school administrators, CSM, teachers, etc. to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.

### **OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home**

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Sending out weekly classroom updates regarding what is happening in academic classes
- Creating a plan with Administrators to support students academically
- Providing opportunities for parents to learn different strategies to support their students (parent workshops, organizational skills, etc.)

### **OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Providing professional development training to teachers

- Establishing a Spanish speaking parent/caregiver group in conjunction with PTA meetings
- Offering Parent Outreach night for overlooked families and events like Cultural Potluck Dinner

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Announcing Title I meetings through Broadcast, PTA parent group, SSC meetings and Room Parents
- Offering 1 meeting throughout the year to solicit parent/caregiver input
- Provide translation, food and childcare when meetings are held on the school site and translation for meetings held during distance learning
- Publicize meetings through flyers at the front entrance.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Engaging student council members in Title-1 conversations
- Providing regularly scheduled parent/caregiver meetings throughout the year
- Providing time for discussion and brainstorming during SSC and SELLS meetings to determine how to best spend Title I money

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Holding Spanish speaking parent/caregiver engagement group meetings
- Offering materials and information translated into multiple languages

The school provides support for parent and family engagement activities requested by parents by:

- Responding in a timely manner to parental/caregiver requests and implement programs and services when possible

### **OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources**

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Hosting Culture Night Potluck Dinner
- Hosting Back to School night
- Hosting a Carnival and Black History Night
- Organizing cultural parent group in response to requests by parents/caregivers for greater involvement

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

**ADOPTION**

This policy was jointly developed and adopted by the Chabot Elementary School on August 28, 2025 and will be in effect for the period August 11, 2025 through May 29, 2026.

The school will distribute this policy to all parents on or before September 30, of the current school year.

|                          |                               |                   |
|--------------------------|-------------------------------|-------------------|
| <b>Caroline Guggino</b>  | <i>Caroline Guggino</i>       | <b>08/28/2025</b> |
| <b>Name of Principal</b> | <b>Signature of Principal</b> | <b>Date</b>       |

*Please link the School-Parent Compact to this document.*



## School-Parent Compact

### 2025-26

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2025-26 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Communicate high expectations for every student.
  - Provide continuous ongoing professional development around rigorous instruction, California State Standards/Common Core and differentiation
  - Use data to inform decision making and ensure equity. Data includes student and family demographics, annual standardized testing, attendance, and school climate and culture.
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - Provide opportunities for parents/caregivers to volunteer and participate in their child's class, and to observe classroom activities. We encourage families to get in touch with the PTA president, school administrators, counselors, teachers, etc. to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.
  - Communicate regularly with families about their child's progress in school through conferences, parent/caregiver-teacher meetings, progress reports, and other available means.

- Provide assistance to families on what they can do to support their child's learning (for example, training in Class Dojo or Google Classroom , parent support groups, etc.). Assistance includes workshops to help parents/caregivers navigate online learning platforms, Back to School Night, and administrators and CSM available to meet one-on-one with families.

**3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- Providing Back to School Orientation as a resource to help prepare families for the transition from Pre-K to Kindergarten
- Communicating with families about the value and purpose of the SBAC (Smarter Balanced Assessment Consortium-- our state's standardized testing system
- Helping parents to navigate Aeries to check grades on a frequent basis
- Providing parents/caregivers with Progress Reports

**4) Provide parents reasonable access to staff**

- Connecting families with ParentSquare and provide training on how to use Aeries
- Creating time for families to meet with teachers if requested

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

*We encourage families to get in touch with the PTA president, school administrators, CSM, teachers, etc to help our community reimagine what it means to volunteer and participate in the classroom. We are motivated to learn from our collective effort and will lift up best practices that help our students thrive.*

- Sending clear communication regarding events and opportunities to be involved of through ParentSquare and Back to School Night
- Offering flyers that provide information about resources for students and their families. Flyers delivered through the Broadcast and ParentSquare
- Directing families to Oakland Ed Fund to become authorized to volunteer on campus. Organizing school beautification opportunities

**6) Provide parents with materials and training to help them improve the academic achievement of their children.**

- Providing weekly progress reports to parents/caregivers via ParentSquare

- Disseminating information at PSA meetings
- Holding Back to School Night and New Student Orientation
- Connecting families with the Broadcast and provide training on how to use ParentSquare

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Providing professional development training to teachers
- Establishing translation services for parents/caregivers in conjunction with PTA meetings, to build stronger relationships between all families and educators.

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

- Sending messages and information via ParentSquare translated into multiple languages
- Offering translation services for engagement group meetings

**Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Communicate with the school when I have a concern.
- Volunteer in my child's classroom if possible
- Participate in decisions related to the education of my child
- Promote positive use of my child's extracurricular time
- Monitor screen time.
- Monitor my student's usage of social media and video games and ensure that it does not negatively impact the academic and social emotional well-being of my student and peers
- Participate in Restorative Justice practices as needed
- Ensure that my child does not have access to weapons and illegal substances
- Make sure that my child reads for at least 30 minutes every day
- Support the school's discipline policy
- Monitor my child's progress in school
- Make every effort to attend school events, such as parent/caregiver-teacher conferences and Back-to-School Night
- Ensure that my child gets adequate sleep, regular medical attention, and proper

nutrition.

- Participate in shared decision making with school staff and other families for the benefit of students (e.g., School Site Council, PTA).
- Respect the school, staff, students, and families.

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Provide a safe, positive and healthy learning environment
- Communicate clear expectations for performance to both students and parents/caregiver
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the virtual class.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

### **Student Responsibilities**

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

- Believe that I can learn and will learn
- Read for at least 30 minutes, five days a week
- Come to class on time, ready to learn and with assignments completed
- Will bring class materials each day (in person)
- Set aside time every day to complete my homework
- Know and follow the school and class rules
- Regularly talk to my parents/caregivers/guardians and my teachers about my progress in school
- Respect my school, classmates, staff, and family
- Ask for help when I need it

This Compact was adopted by Chabot Elementary School on August 28, 2025, and will be in effect for the period of August 11, 2025, to May 31, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30 of this current school year.

Caroline Guggino

*Caroline Guggino*

**08/28/2025**

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**Principal's Name**

---

**Principal's Signature**

---

**Date**

# CHABOT ELEMENTARY SCHOOL

## School Site Council Membership Roster

**2025-2026**

### SSC - Officers

|                   |                |
|-------------------|----------------|
| Chairperson:      | Jan Faraguna   |
| Vice Chairperson: | Tyler Williams |
| Secretary:        | Stephen Neat   |

### SSC - 12 Members

| Member's Name     | Principal                           | Classroom Teacher                   | Other Staff                         | Parent/Community Member             | Term (1st or 2nd year term?) |
|-------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Caroline Guggino  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <b>2</b>                     |
| Stephen Neat      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <b>2</b>                     |
| Ashley Gilbert    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <b>2</b>                     |
| James Harrison    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <b>2</b>                     |
| Kathy Locke       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <b>1</b>                     |
| Angus Bates       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <b>2</b>                     |
| Tyler Williams    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <b>1</b>                     |
| Chaniqua Butscher | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <b>1</b>                     |
| Shari Stein Curry | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <b>1</b>                     |
| Jan Faraguna      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <b>2</b>                     |
| Ingrid Martinez   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <b>2</b>                     |
| Caitlin Kurshid   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <b>2</b>                     |
|                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |                              |

|  |  |
|--|--|
| <b>SSC Meeting Schedule:</b><br>(Day/Month/Time) | <b>Fourth Thursday of each Month 7:00 pm</b> |
|--|--|

**SSC Legal Requirements (EC Sections 65000-65001):**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Members MUST be selected/elected by peer groups</li> <li>2. There MUST be an equal number of school staff and parent/community/student members.</li> <li>3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and</li> <li>4. Parents/community members cannot be OUSD employees at the site.</li> </ol> | <p>1 Principal</p> <p>3 Classroom Teachers</p> <p>2 Other Staff</p> <p><b>AND</b></p> <p>6 Parents/Community Members</p> |
|---|--|