

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

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

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

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



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Sequoia Elementary

6002174

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

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

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

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

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

Sequoia Elementary is a k-5 school of approximately 415 students located in the Dimond district of Oakland. Sequoia looks like Oakland, with a diversity of ethnicities, income levels and languages. We have children who summer in France and children who have not yet explored past the boundaries of Oakland. Right now, we are about 53% children from the immediate neighborhood and the rest from all over the city. Our percentage of free and reduced lunch students has been declining slightly over the past five years to the current 45%, as the number of neighborhood students attending has risen. Children who are learning English as a second language make up about 18% of our student body. Sequoia is fortunate to have a largely experienced teaching staff, many of whom have been at the school for more than 10 years. These teachers know that it is the quality of their relationships with children, families and colleagues that enable them to go deeper in their teaching. People teach with their doors open and many are master teachers who serve as mentors for a new generation of educators. Sequoia is embraced by the local community of long-term residents and small businesses. It is a common sight in the first weeks of school to find neighbors stopping by to drop off office supplies and children's books. Most either graduated themselves from Sequoia sometime in the 80+ year history of the school or sent their children to the school. Local business people serve as judges for our Oratorical Festival and attend and support community events such as the Bike Safety Fair in the Fall and the Walkathon in the Spring.

VISION

Sequoia's school community believes in educating the whole child. We want our children to be able to express themselves with excellence in writing, the visual and performing arts and music. Reading, writing, math and the sciences are our pathways to achievement and to making the world a better place. Sequoia's parent group FOSS (Friends of Sequoia School) was started in 2006. They raise money to provide enrichment classes such as art, music, science and garden classes for all children. FOSS also coordinates many events for the school

community, from the welcome back coffee on the first day of school to the grade level potlucks in the fall and the art exhibit in the winter. Another long-time group active at Sequoia is the Sequoia Dad's Club, established in the 1930's. Dad's club members provide the muscle for installing planter benches, shampooing classroom rugs, hosting Movie Nights for kids and flipping pancakes at the combination Science Fair and Pancake Breakfast.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

Sequoia will continue the regular engagement of the whole school community through the vehicles of FOSS, SSC, Faculty meetings, staff professional development, parent education meetings, parent newsletters, e-tree announcements, parent conferences, monthly school community meetings, school community events, principal messages, SSTs, COST meetings and the whole gamut of community engagement activities that are a regular part of our daily activities.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

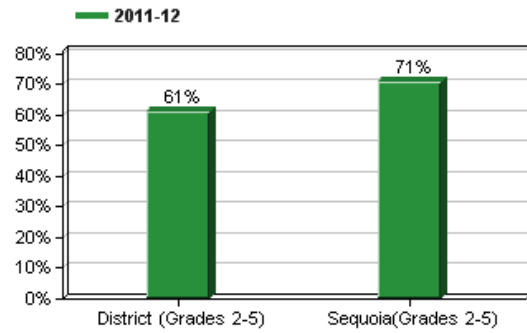
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

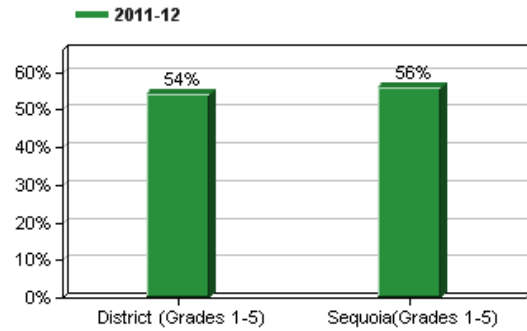
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



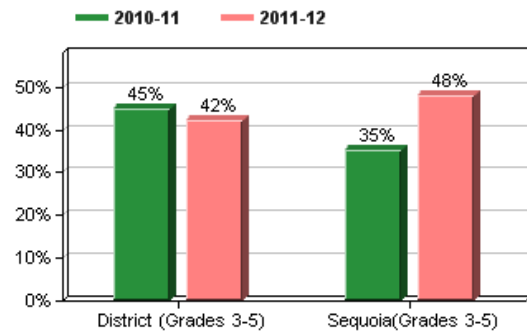
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

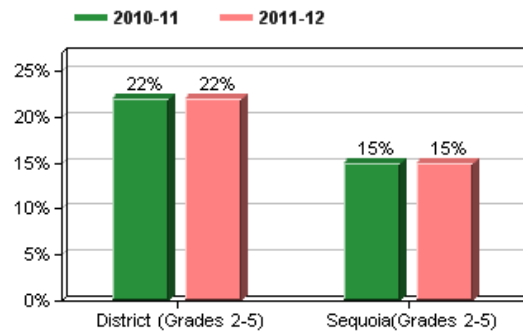


CST

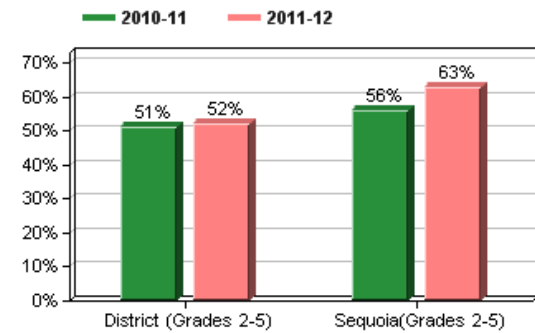
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



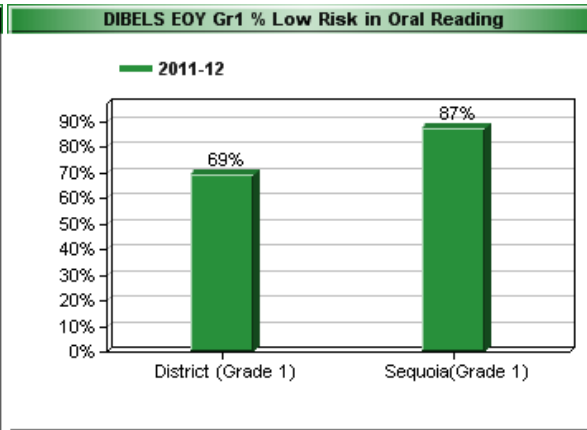
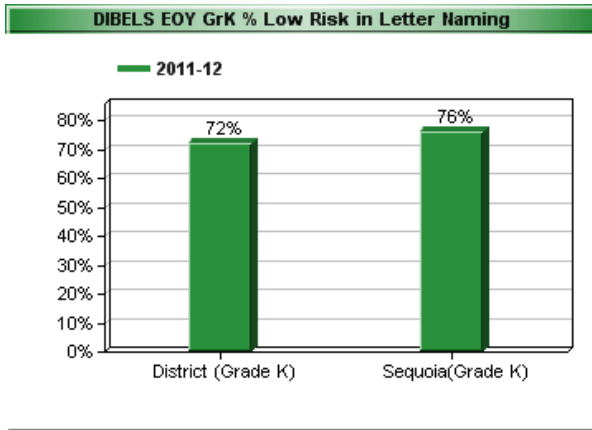
CST/CMA ELA % BB/FBB



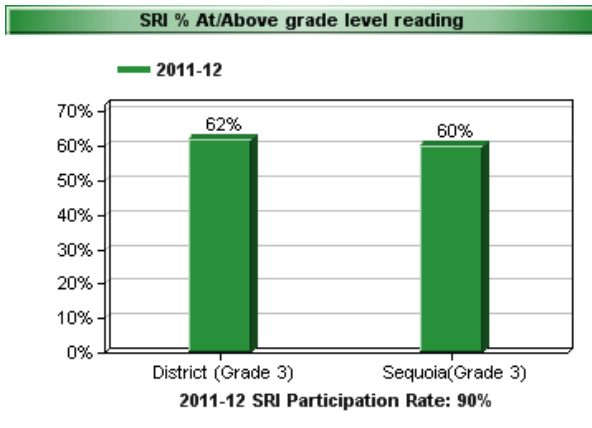
CST/CMA ELA % Prof/Adv



DIBELS



SRI



School Data

- Sequoia has a largely veteran teaching staff, who are aware of a variety of teaching practices. Data is consistently used to inform instruction.
- African American and Latino students experienced a pronounced dip in ELA and math CST scores in 2010-11.

Data Analysis

- Some grade levels show a high degree of teacher collaboration and implementation of best practices, others do not.
- A rigorous program of instruction is evident in some grades. Differentiation of tasks for both low and high achieving students is evident in some classrooms.
- Professional development in using data to improve the literacy program is essential for teachers to begin to differentiate instruction for both high and low-achieving students.
- A k-5 program of spelling and vocabulary instruction is needed to improve literacy outcomes.

Theory of Action

- If PD centers around a whole staff PLC of professional reading, observations and release time to visit other sites, instruction will continue improve in effectiveness and relevance.

- If we use teacher release time for observations of best practices, we can improve the rigor of instruction.
- If we use data to target intervention and track the response to intervention, the lowest students will make greater than expected progress.
- If Kindergarten and first grade have a split reading schedule, they will be able to teach children how to read and to ensure that students do not experience reading failure.
- If teachers are trained in culturally appropriate engagement strategies and curriculum, student engagement and achievement will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Adopt spelling program that provides for consistent teaching of vowel patterns k-5					4/17/2012	151SQ1A2385		N/A			0	\$0.00
Continue PD in writing k-5, with alignment to Common Core Standards.					4/17/2012	151SQ1A2386	Instructional Leadership Team will plan strand of writing PD	N/A			0	\$0.00
Differentiated Reading Instruction					4/17/2012	151SQ1A2685	Levelled books are required to offer guided reading groups at varying student levels.	N/A			0	\$0.00
Differentiated Reading Instruction					4/17/2012	151SQ1A2686	Time supports to enhance data, assessment, planning and collaboration.	N/A			0	\$0.00
Differentiated instruction for GATE students					4/17/2012	151SQ1A3707	Differentiated instruction, more challenging classroom activities, special activities	N/A			0	\$0.00
Provide Reading Intervention support for identified students.	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Principal	5/15/2013	151SQ1A6061	Provide reading intervention for 3-5 students who are far below basic and below basic	3010-Title I	5825-CONSULTANTS		0	\$35,283.86
Purchase Common-Core aligned classroom materials that supplement and enhance the instructional program.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/15/2013	151SQ1A6066	Purchase supplemental Common-Core aligned classroom materials	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$5,400.00
Provide Kindergarten academic intervention support one day per week	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Leadership Team	5/15/2013	151SQ1A4899	Provide all kindergarten classes with academic intervention support one day per week to allow for differentiated teaching.	7090-EIA-SCE	1150-TEACHERS SUBSTITUTES		0	\$5,300.00
Purchase supplemental instructional materials for small group reading instruction	Local assessments (benchmarks, PWA)	Below Basic	Monthly	Leadership Team	5/15/2013	151SQ1A6028	Purchase supplemental instructional materials for small group reading instruction	7090-EIA-SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,643.76
Provide social skills							Hire HEROES, Inc. to					

coaching that support improved academic achievement for k-5 students	Discipline/CSC	All Students	Weekly	Leadership Team	5/15/2013	151SQ1A6027	work with all students in social skills coaching that supports improved academic achievement.	7090-EIA-SCE	5825-CONSULTANTS	0	\$28,000.00
Provide small group reading intervention support for identified students.	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Leadership Team	5/15/2013	151SQ1A4896	Provide small group reading intervention for struggling readers in kindergarten, first and second grades	7090-EIA-SCE	5825-CONSULTANTS	0	\$20,557.00
Provide supplemental ELD instruction for k-5 English learner students	CELDT	English Learners			5/15/2013	151SQ1A659	Provide supplemental ELD intervention instruction to k-5 English learner students	7091-EIA-LEP	5825-CONSULTANTS	0	\$24,313.00
Teacher collaboration time supports all aspects of curriculum design, alignment and implementation.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	5/15/2013	151SQ1A2687	Time for professional collaboration is built into the weekly and monthly professional development schedule.	7090-EIA-SCE	1154-TEACHERS SUBS FOR RELEASETIME	0	\$7,795.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

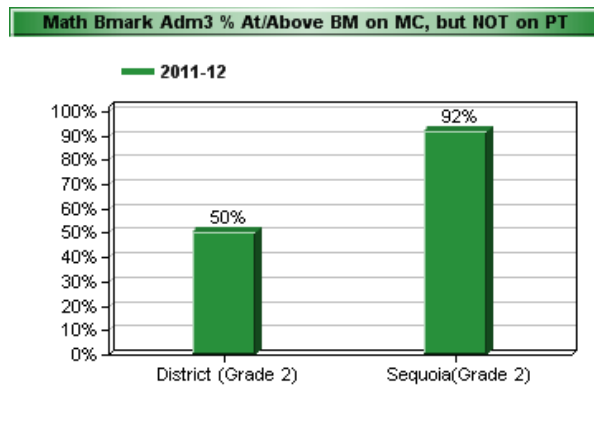
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

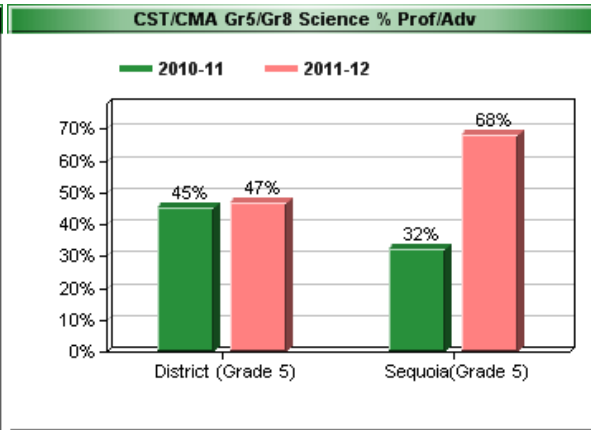
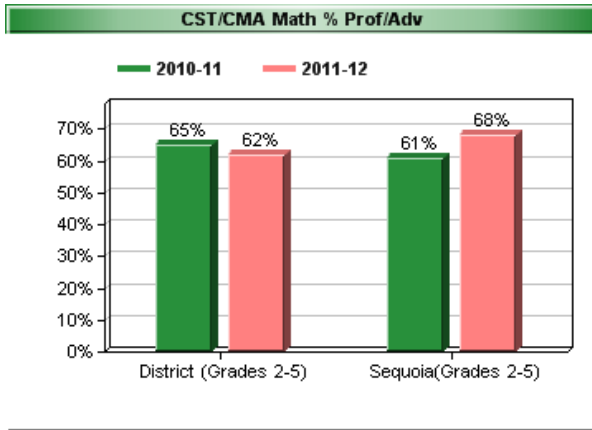
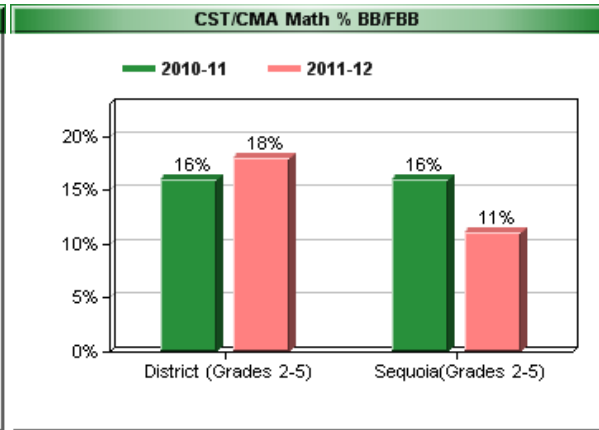
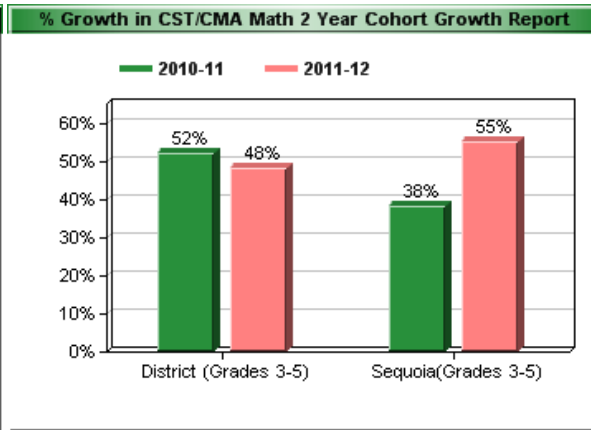
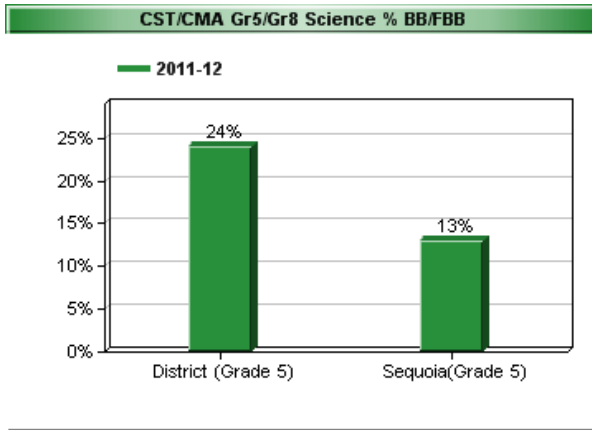
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST



School Data

- Sequoia showed greater than district average growth in math achievement over 2 years.

Data Analysis

- Sequoia is fortunate to have a largely veteran teaching staff who know a variety of teaching strategies.

- There is a lack of articulation throughout the grades in math. Fifth grade students do not arrive prepared to deepen their learning in fractions.
- Science instruction is now consistent in all grades, thanks to FOSS (PTA) paying for science instruction, but the challenge is to include science reading and writing in regular classroom instruction

Theory of Action

- If Sequoia uses FOSS (PTA) funds to pay science enrichment teachers to conduct one PD per month to increase the literacy connections with science, there will be more science-literacy instruction in the classroom.
- If Sequoia participates in the Math Inquiry Group, math instruction will become more cohesive and effective k-5.
- If cross-grade level structures such as buddies are used to engage students on the math Problem of the Month, student engagement and understanding will increase.
- If our students are engaged in hands-on science projects that are integrated with literacy and math, they will be able to solve problems and think critically.
- If we provide opportunities for challenge in math and science beyond the classroom, student achievement and engagement will grow.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide Reading Intervention support for identified students.	Local assessments (benchmarks, PWA)	Below Basic	Weekly	Principal	5/15/2013	151SQI1B6061	Provide reading intervention for 3-5 students who are far below basic and below basic	3010-Title I	5825-CONSULTANTS		0	\$35,283.86
Purchase Common-Core aligned classroom materials that supplement and enhance the instructional program.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/15/2013	151SQI1B6066	Purchase supplemental Common-Core aligned classroom materials	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$5,400.00
Provide Kindergarten academic intervention support one day per week	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Leadership Team	5/15/2013	151SQI1B4899	Provide all kindergarten classes with academic intervention support one day per week to allow for differentiated teaching.	7090-EIA-SCE	1150-TEACHERS SUBSTITUTES		0	\$5,300.00
Purchase supplemental instructional materials for small group reading instruction	Local assessments (benchmarks, PWA)	Below Basic	Monthly	Leadership Team	5/15/2013	151SQI1B6028	Purchase supplemental instructional materials for small group reading instruction	7090-EIA-SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,643.76
Provide social skills coaching that support improved academic achievement for k-5 students	Discipline/CSC	All Students	Weekly	Leadership Team	5/15/2013	151SQI1B6027	Hire HEROES, Inc. to work with all students in social skills coaching that supports improved academic achievement.	7090-EIA-SCE	5825-CONSULTANTS		0	\$28,000.00
Align instruction k-5					4/17/2012	151SQI1B703	Work with a math coach to observe teachers, plan and deliver PD	N/A			0	\$0.00
Join Math Inquiry cohort					4/17/2012	151SQI1B704	Devote one Wednesday per month to Math PD, focusing on number sense and math fact mastery	N/A			0	\$0.00
							Fund monthly					

Monthly science/literacy pd					4/17/2012	151SQ1B2390	science/literacy pd with science teachers to allow for collaboration and planning	N/A			0	\$0.00
Integrate garden projects into math, science, literacy and nutrition					4/17/2012	151SQ1B2391	Use garden instruction to deepen learning in math, science, literacy and nutrition	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

School Data

- Sequoia parents have made a practice of organizing playdates for entering kindergarten students in the spring and summer prior to beginning kindergarten.
- Sequoia teachers and parents have made a practice of having grade-level potlucks in the fall of the year to strengthen school community ties between families and teachers.

Data Analysis

- A primary concern of many kinder parents is how their child will adapt to school. By scheduling a series of regular playdates, children become familiar with their new schoolmates, thereby lessening the anxiety of starting school.
- The series of playdates also allows parents to get to know each other and to begin to reach out for childcare needs and child development questions.
- By hosting middle school information nights, parent and student questions can be addressed and a successful transition to middle school can be facilitated.
- Fourth and fifth grade parents choose middle schools based on perceptions of safety, academic rigor and extra-curricular offerings. This impacts our enrollment.

Theory of Action

- If we hold events to build the social fabric of relationships between adults, students will be more likely to make successful transitions to kindergarten and middle school.
- If parents become more informed about existing safety measures, academic rigor and extra-curricular offerings at OUSD middle schools, they will be more likely to choose them.
- If we bring in speakers from the community to talk about their professions, students will be engaged in dialogue about their own future plans.
- If we do outreach to prospective kindergarten families, then they will feel welcomed and ready to attend our school and be an active part of our

community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Pre-K Playdates: Sequoia parents of entering kinders reach out to other incoming kinders to schedule monthly playdates from March to August preceding start of school. Playdates are held at a local park or hosted at the home of a Sequoia family. New families are contacted through enrollment data.					3/30/2012	151SQ1C670		N/A			0	\$0.00
5th grade transition to middle school: Starting in the fall, middle school bands and other student performance groups are invited to Sequoia to showcase their school's programs.					3/30/2012	151SQ1C673		N/A			0	\$0.00
5th grade transition to middle school: In the fall, the school will welcome representatives of the feeder middle schools to parent meetings and school events.					3/30/2012	151SQ1C675		N/A			0	\$0.00
Engage kinder parents					3/30/2012	151SQ1C676	before the first day of school, the principal and kinder teachers welcome kinder students and parents to an orientation.	N/A			0	\$0.00
Engage kindergarten parents					3/30/2012	151SQ1C2394	Buddy program - new families are matched up with experienced families	N/A			0	\$0.00
Engage families new to Sequoia					3/30/2012	151SQ1C2395	School tours and school information nights hosted by principal and parent panel	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

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

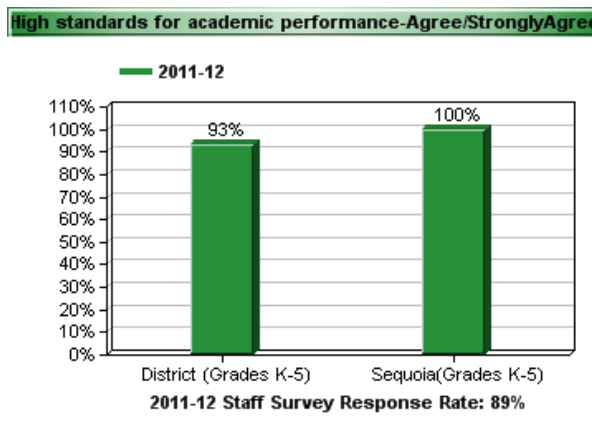
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

School Quality Standards relevant to this Strategic Priority

A quality school...

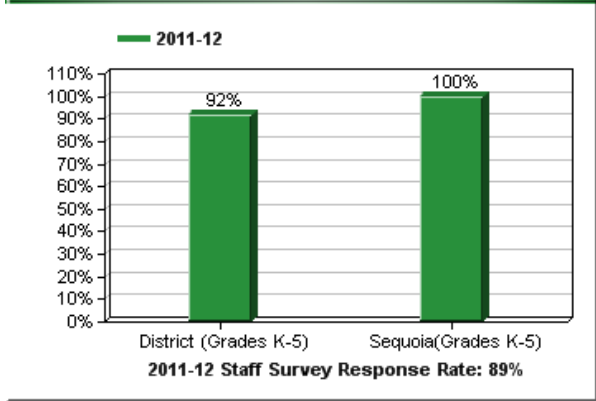
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

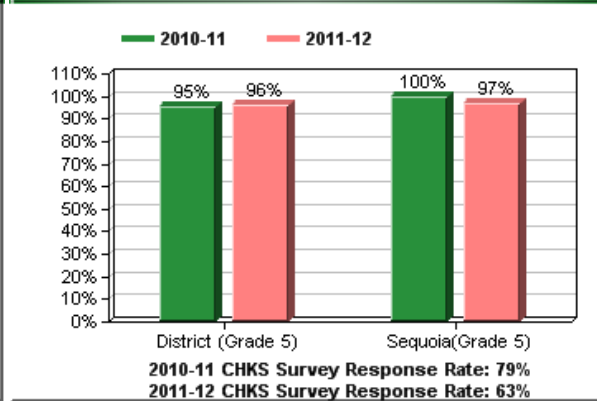


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



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



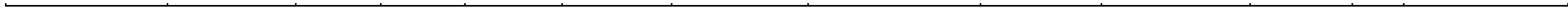
Data Analysis

- Sequoia students say that their futures include pursuing higher education.
- Some parents are regularly involved in school events, however, the diversity of the school is not yet fully reflected in all school leadership and events.

Theory of Action

- If we create a caring school community, with the focus on strengthening connectedness to school, then our students will be successful and see that going to college and selecting a career are in their future.
- If we have a highly effective teaching staff that is reflective of the diverse student body, students will feel more connected to academic achievement and will see higher education as a part of their futures.
- If we bring in a diverse and exciting group of adults to talk about their careers, then students will take concrete steps to prepare for their own career futures.
- If we incorporate project-based curriculum into the classroom, then students will engage in real world problem solving and increase their desire to pursue higher education.
- If we build caring relationships with all students and connect with all parents based on shared goals for their children, then we will increase Sequoia's effectiveness.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide small group reading intervention support for identified students.	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Leadership Team	5/15/2013	151SQ1D4896	Provide small group reading intervention for struggling readers in kindergarten, first and second grades	7090-EIA - SCE	5825-CONSULTANTS		0	\$20,557.00
Host parent dinners with parent education evenings	Survey data (CHKS, etc.)	All Students	Monthly	After school program coordinator	3/1/2013	151SQ1D4928	Provide food to parent education events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$966.24



School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- Most Sequoia students arrive at school with the abilities to solve problems with peers peacefully. They know the expectations of school and are prepared to meet them.
- Sequoia has a full inclusion program for students on the autism spectrum. All students are used to working with differently-abled peers, which sets a great tone of acceptance in the classroom.

Data Analysis

- For children who need social, emotional and/or academic support, the SST and COST teams meet monthly to coordinate services.
- A new parent group, PCAD (parenting Children of African Descent) has begun meeting to "look at the joys and challenges of raising successful African-American children in Oakland".

Theory of Action

- If we provide mentoring for students and additional culturally responsive training for teachers, the achievement gap will decrease.
- If we hold 30 - 50 SSTs and follow up SSTs with students who are struggling, we will devise and enact plans to support struggling students.
- If PLCs identify and target additional support for students who do not master key Standards, and we have a Focal 12-15 students at each grade level, all students will master standards.
- ELD: If we use our LEP funds to hire an experienced credentialled ELD teacher to work with k-5 students on a pull out basis, ELD students will make superior progress.
- FOR GATE STUDENTS: If we provide differentiation, clear rubrics with options for different learning styles and tasks, more challenging activities and differentiated tasks, as well as PD around GATE, we will meet the needs of GATE students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide Kindergarten academic intervention support one day per week	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Leadership Team	5/15/2013	151SQ1E4899	Provide all kindergarten classes with academic intervention support one day per week to allow for differentiated teaching.	7090-EIA-SCE	1150-TEACHERS SUBSTITUTES		0	\$5,300.00
Purchase supplemental instructional materials for small group reading instruction	Local assessments (benchmarks, PWA)	Below Basic	Monthly	Leadership Team	5/15/2013	151SQ1E6028	Purchase supplemental instructional materials for small group reading instruction	7090-EIA-SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$4,643.76
Provide social skills coaching that support improved academic achievement for k-5 students	Discipline/CSC	All Students	Weekly	Leadership Team	5/15/2013	151SQ1E6027	Hire HEROES, Inc. to work with all students in social skills coaching that supports improved academic achievement.	7090-EIA-SCE	5825-CONSULTANTS		0	\$28,000.00
Provide small group reading intervention support for identified students.	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Leadership Team	5/15/2013	151SQ1E4896	Provide small group reading intervention for struggling readers in kindergarten, first and second grades	7090-EIA-SCE	5825-CONSULTANTS		0	\$20,557.00
Provide supplemental ELD instruction for k-5 English learner students	CELDT	English Learners			5/15/2013	151SQ1E659	Provide supplemental ELD intervention instruction to k-5 English learner students	7091-EIA-LEP	5825-CONSULTANTS		0	\$24,313.00
Support social/emotional needs					4/17/2012	151SQ1E2399	Refer children with social needs to on-site therapist	N/A			0	\$0.00
Support social/emotional needs					4/17/2012	151SQ1E2400	Use the talents of the Full inclusion teachers to run a "behavior boot camp" coaching teachers to respond successfully to students with challenging behaviors	N/A			0	\$0.00
Professional development for teachers					4/17/2012	151SQ1E2401	Professional development, speakers, discussions related to African-American students and school achievement	N/A			0	\$0.00
English Language Development classes for second language students					4/17/2012	151SQ1E2402	Targeted instruction for small groups of ELD students	N/A			0	\$0.00
Conflict management training					4/17/2012	151SQ1E2404	Train teams of upper grade students to serve as conflict managers to help	N/A			0	\$0.00

							students resolve minor conflicts						
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

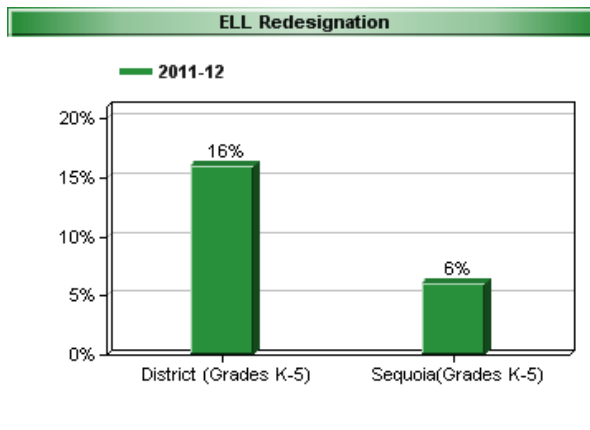
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

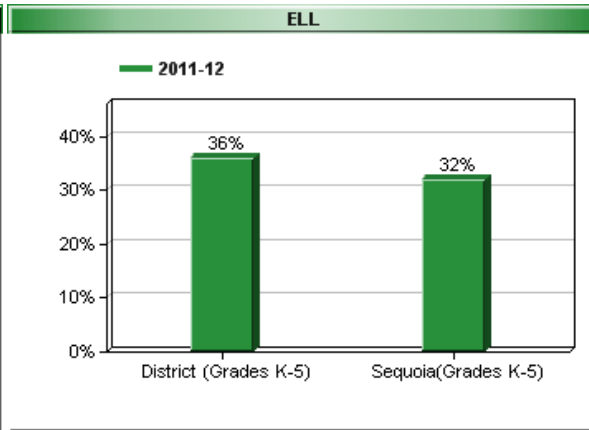
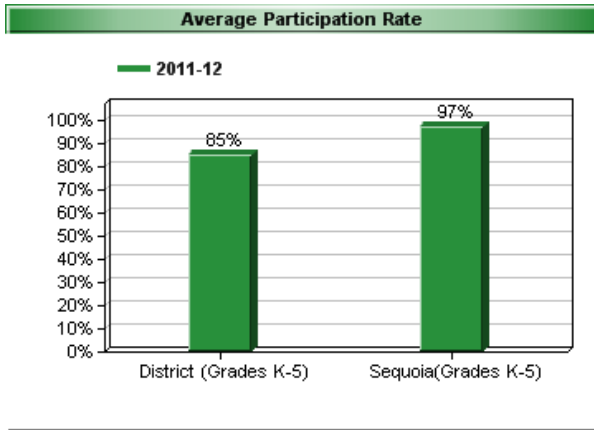
A quality school...

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

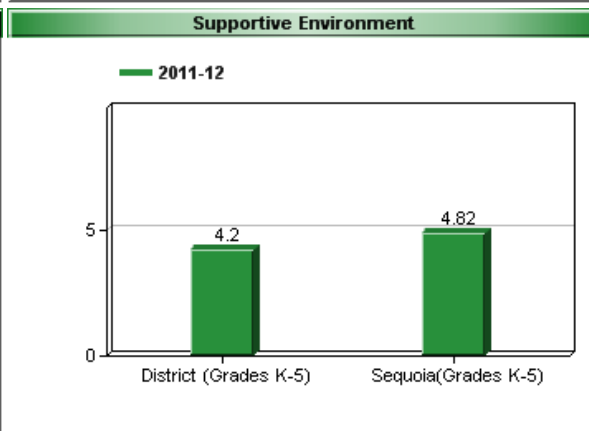
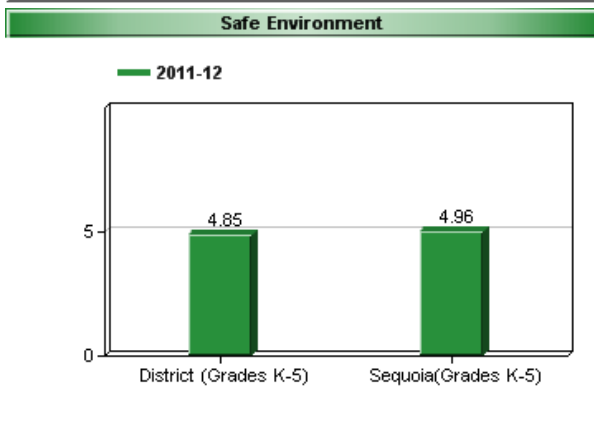
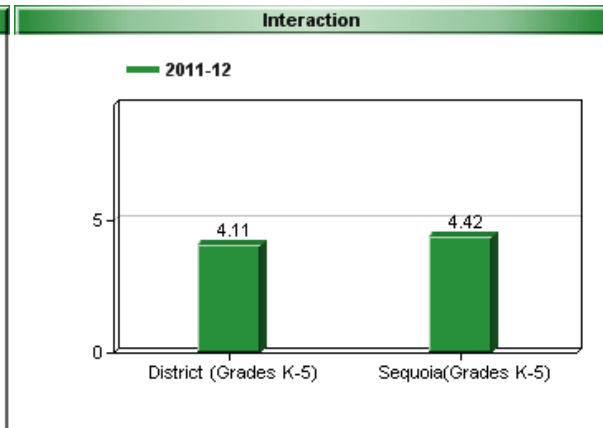
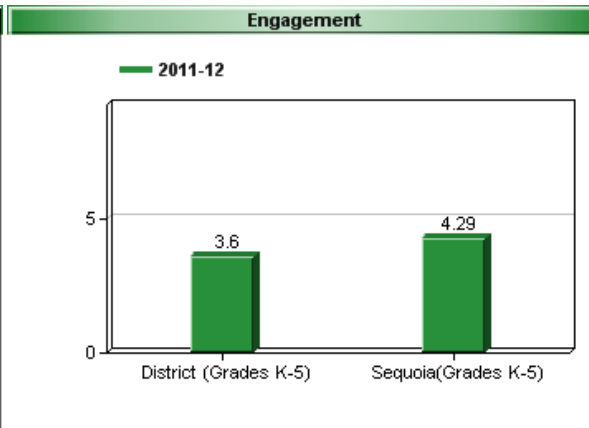
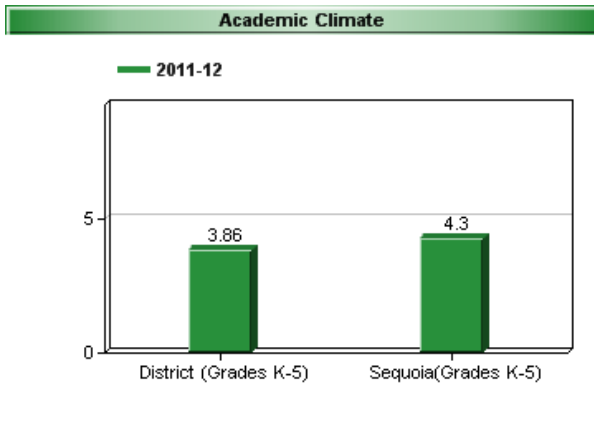
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- Sequoia Healthy Start after school program for 1st - 5th graders serves 82 students. A pilot program serving kinder students started in February 2012

- On site Child Development Center serves 17 students after school

Data Analysis

- Sequoia is viewed as a center of the neighborhood. Parents volunteer to run a chess club, provide intervention during the school day and organize fee-based after school enrichment programs.
- There is a need for on-site kindergarten aftercare. There is also a desire to have more flexible aftercare offerings. Some families don't qualify for CDC or want their children to stay until 6 as required by SKHS.
- Costs involved in filing Civic Center permits for after-hours use of school facilities by the community are sometimes prohibitive.
- In Spring 2012, pilot programs for paid after school enrichment were begun by a Sequoia parent. They were heavily attended. A future issue will be use of classrooms from 3 - 5 pm.
- Some teachers provide after school intervention for struggling students on their own time.

Theory of Action

- If we can meet parents' needs for after school care by offering a menu of on-site options, families will be less stressed and more engaged.
- If we can meet students' needs for a rich variety of academic, athletic and artistic after school options, students will develop more fully as individuals and have greater self-esteem.
- If Sequoia partners with the East Bay Agency for Children, then Sequoia will have a high quality after school program.
- If we support the efforts of the Child Development Center to offer a quality after school and summer program, a wide variety of student and parent needs will be met.
- If we create an after school program that is strongly linked to classroom instruction through the use of the same personnel and shared planning on instructional strands, we will create more equitable learning conditions.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Extend student learning time through after school program					4/17/2012	151SQ11F683	Sequoia Kids Healthy Start program serves 1st-5th grades. A pilot program for kinder is in place	N/A			0	\$0.00
Extend student learning time through after school program					4/17/2012	151SQ11F684		N/A			0	\$0.00
Extend learning time					4/17/2012	151SQ11F686	Invite community partners to provide fee-based after school enrichment classes and scholarships	N/A			0	\$0.00
Provide reading intervention					4/17/2012	151SQ11F794	Reading intervention for struggling readers in grades k-2	N/A			0	\$0.00
Provide reading intervention					4/17/2012	151SQ11F796	Reading intervention for struggling readers in grades k-2	N/A			0	\$0.00

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

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

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To increase student survey responses so that 95% of students agree that they feel safe at school.

- Strategy 1.1: Proactively teach pro-social attitudes and behaviors such as speaking up, being an ally, etc. throughout the school year, counseling and mediation after incidents of bullying.
- Strategy 1.2: Train 5th grade student Playground Ambassadors to rotate on recess duty, proactively seeking out kids and helping them with minor conflicts.

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

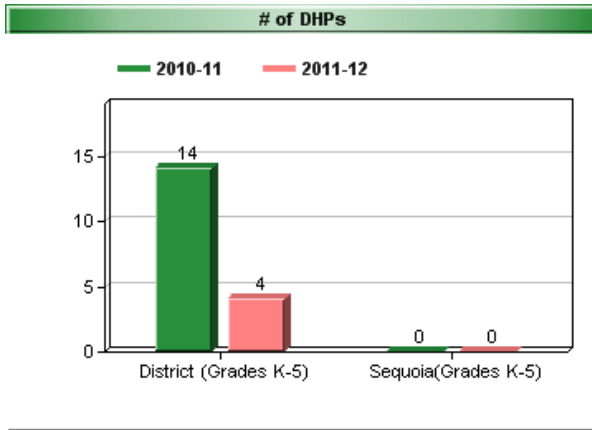
- Strategy 2.1: Implement cross-grade buddy classes
- Strategy 2.2: Have regular class meetings where problem-solving strategies are explored and practiced.

School Quality Standards relevant to this Strategic Priority

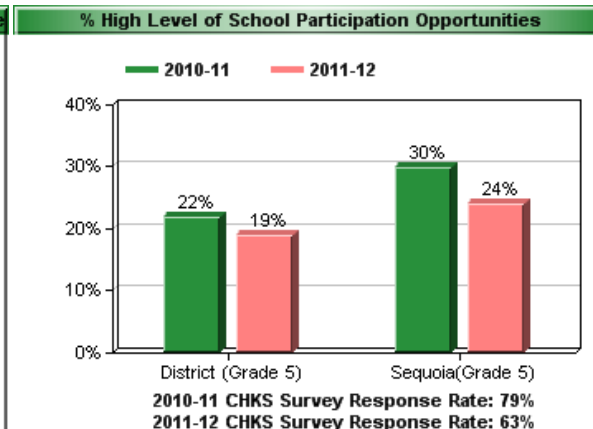
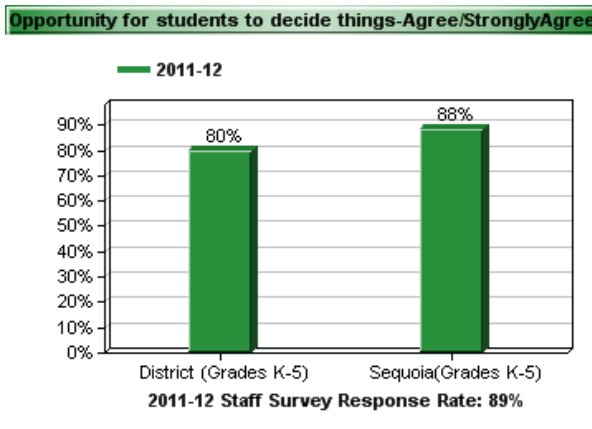
A quality school...

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

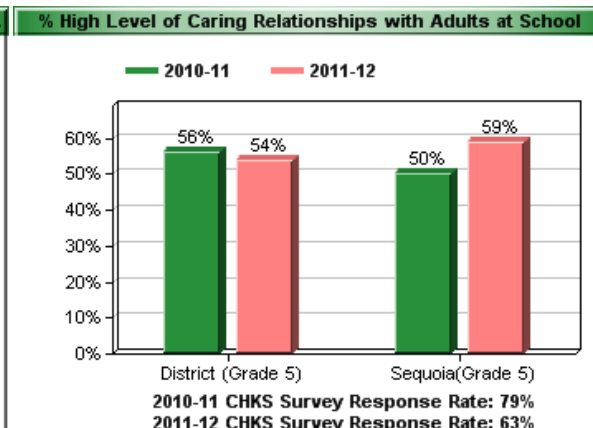
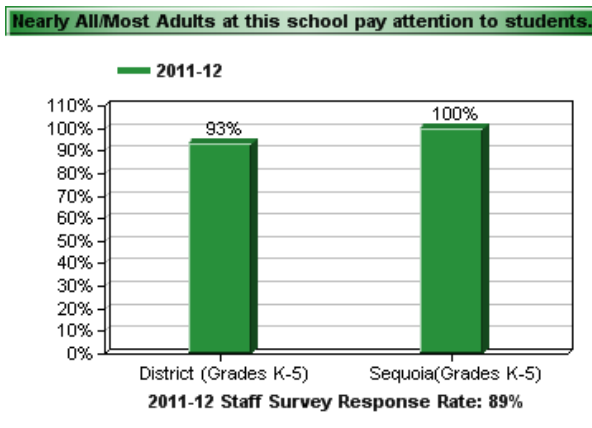
DHP



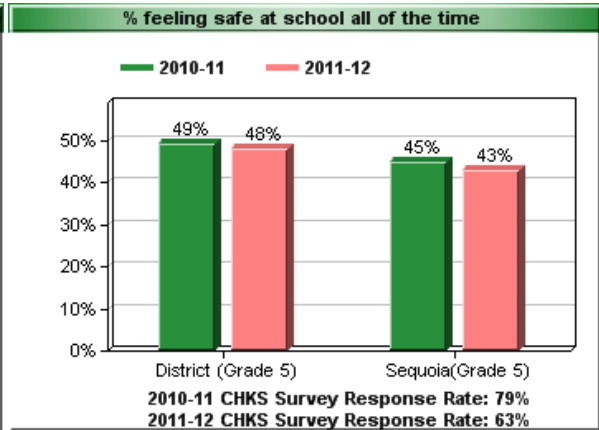
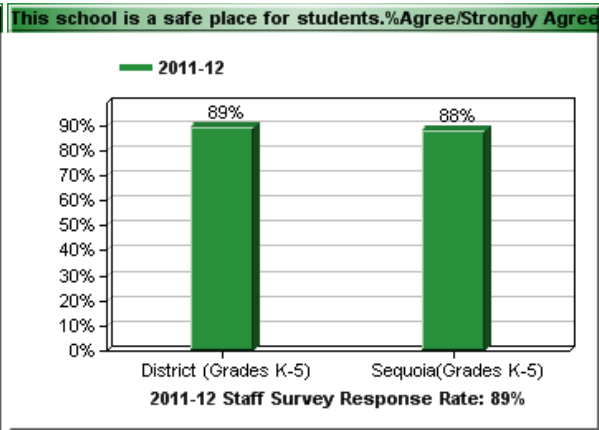
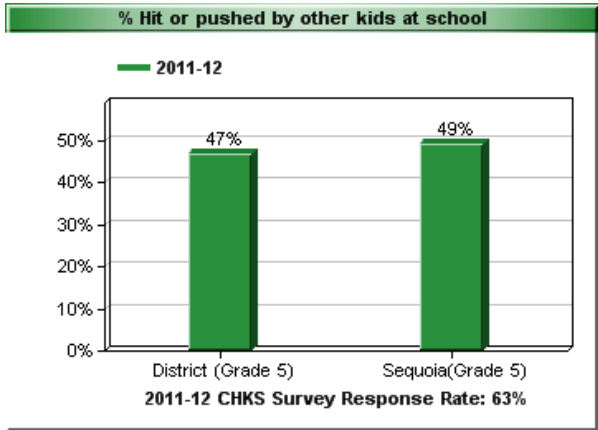
Survey - Engagement



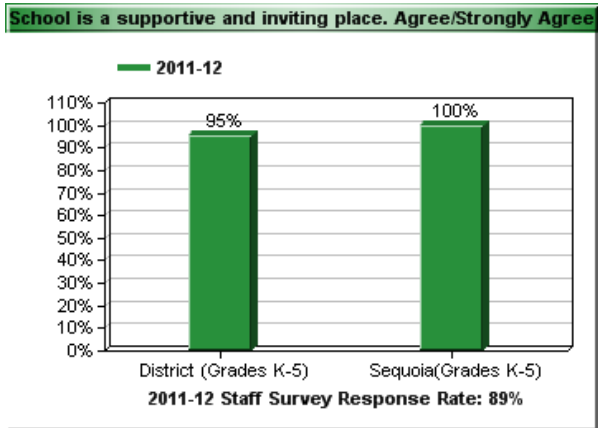
Survey - Relationships



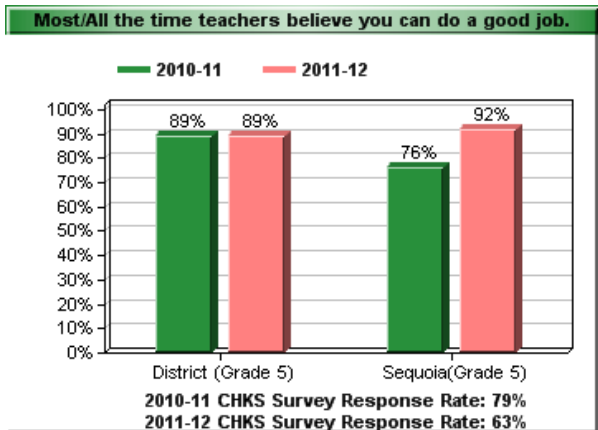
Survey - Safety



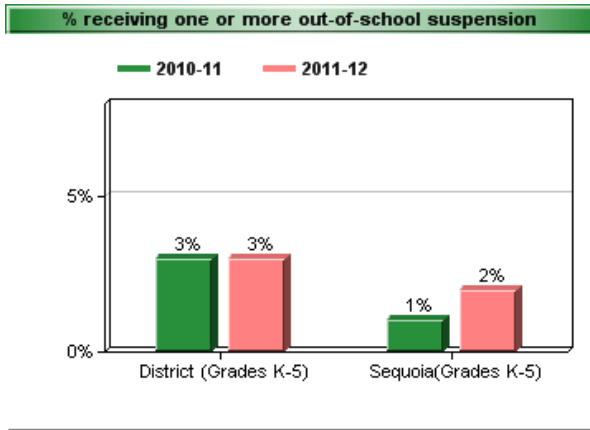
Survey - Welcoming



Survey- Beliefs



Suspensions



School Data

- Sequoia hosts a Special Day Class for students with emotional disturbances. In partnership with therapy staff from the Easy Bay Agency for Children, the academic and therapeutic needs of 12 children are addressed.
- Sequoia has a full schedule of events that encourage student and family participation: Grade level potlucks, Harvest Festival, winter concert, MLK oratorical fest, Variety Show, Readathon and Walkathon.

Data Analysis

- FOSS (Friends of Sequoia School) is an active parent group that raises money for enrichment classes and coordinates school events.
- Sequoia Dad's Club (established in 1930!) takes an active role in promoting and caring for the school through monthly meetings and quarterly events such as the amazing Variety Show, Spaghetti Dinners and Pancake Breakfasts.

Theory of Action

- If the parent involvement in FOSS, SSC and Dad's Club looks like the student body, then we will be building a representative group that truly serves all members of the Sequoia community.
- If we plan monthly assemblies based on student performances around our four core values, we can engage even the hardest to serve parents and grow a more effective culture.
- If students have the opportunity to serve in a variety of leadership roles: Buddies, Young Heroes, Conflict Managers, School Ambassadors, they will grow as leaders.
- If students have more opportunities to become meaningfully involved around issues of their choice in school, they will have greater engagement and buy-in.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide social skills coaching that support improved academic	Discipline/CSC	All	Weekly	Leadership	5/15/2013	151SQI2A6027	Hire HEROES, Inc. to work with all students in social skills coaching	7090-EIA-	5825-		0	\$28,000.00

achievement for k-5 students		Students		Team			that supports improved academic achievement.	SCE	CONSULTANTS			
Teacher collaboration time supports all aspects of curriculum design, alignment and implementation.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	5/15/2013	151SQI2A2687	Time for professional collaboration is built into the weekly and monthly professional development schedule.	7090-EIA-SCE	1154-TEACHERS SUBS FOR RELEASETIME		0	\$7,795.00
Institute a proactive curriculum of 4 values					4/17/2012	151SQI2A568	Adopt school-wide set of values and expected behaviors and proactively teach throughout the year.	N/A			0	\$0.00
Update school discipline plan					4/17/2012	151SQI2A2405	Shift emphasis away from punishment (benching, office referrals) to proactive teaching of the attitudes and behaviors needed	N/A			0	\$0.00
Hold whole-school assemblies to promote 4 values					4/17/2012	151SQI2A652	Fund Assembly coordinator to teach school-values related songs that are performed at monthly assemblies	N/A			0	\$0.00
Response to Intervention for academic and behavioral support					4/17/2012	151SQI2A656	a system of tiered interventions designed to support academic achievement and positive behavioral support.	N/A			0	\$0.00
RTI: Coordination of Services team (info in Google docs)					4/17/2012	151SQI2A657	Coordination of Services Team: site-based multidisciplinary team meeting to coordinate and monitor student and family support teams	N/A			0	\$0.00
RTI: SSTs					4/17/2012	151SQI2A658	Multidisciplinary team composed of classroom teacher, RSp, School Psych, Full inclusion teacher (when appropriate), principal, parents. Addresses behavioral, academic and attendance barriers to learning.	N/A			0	\$0.00
Support positive school culture					4/17/2012	151SQI2A795	Coaches train student leaders in conflict resolution, conduct boys and girls clubs for at-risk students to improve academic performance and mentor at-risk students	N/A			0	\$0.00
							Utilize Caring School Community, Second					

Promote positive school culture				4/17/2012	151SQI2A2406	Step, Responsive Classrooms, etc. to teach problem solving and promote positive classroom climate	N/A			0	\$0.00
Update school discipline plan, promote positive school culture				4/17/2012	151SQI2A2407	Participate in Collaborative Problem Solving to address persistent behavior problems	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

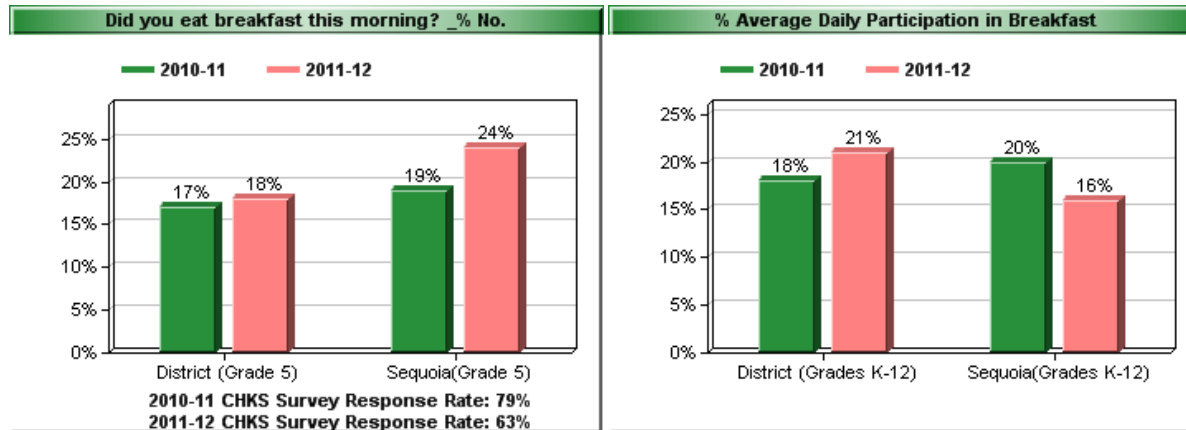
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

A quality school...

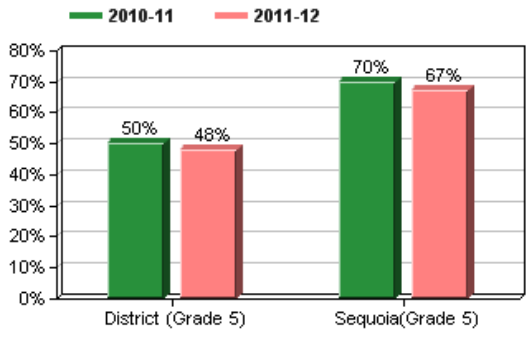
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

Breakfast



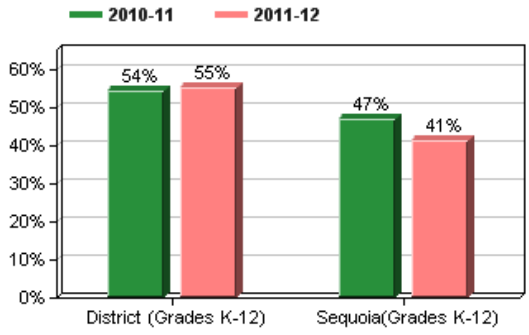
Fitness

% in Healthy Fitness Zone for Body Composition



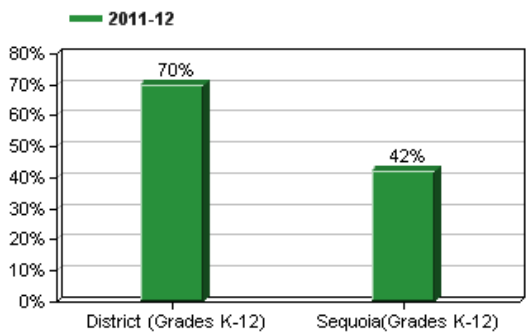
Lunch

% Average Daily Participation in Lunch



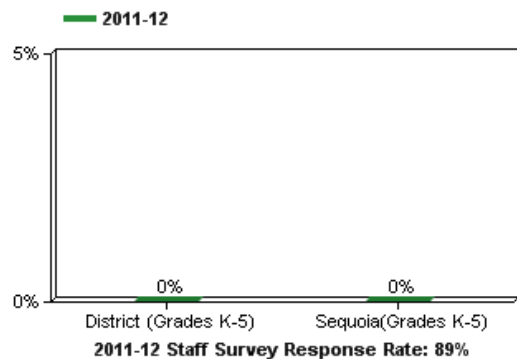
Socio Economics

Free/Reduced Lunch %

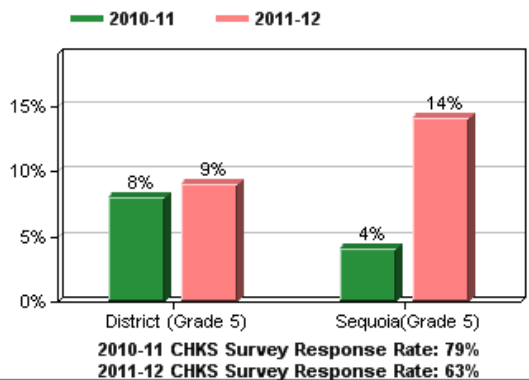


Survey - Drugs / Alcohol

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



% drinking alcohol in past month



School Data

- Sequoia follows OUSD guidelines in the selling of snacks for student activities. Only low sugar and low fat items are permitted.
- Sequoia partners with the East Bay Agency for Children to provide a mental health practitioner at school for 2 days a week.

Data Analysis

- Students who are not Medi-Cal eligible have limited mental health services available to them on campus. This is a serious program weakness.

Theory of Action

- If we are educating students and families about ways to stay healthy and make healthy choices, students will have better overall health and school attendance will increase.
- If we have systems in place to address students' social and emotional learning needs, engagement and achievement will increase.
- If we conduct COST meetings on a regular basis, we will catch students who would otherwise be "under the radar" and meet their health & wellness needs.
- If our after school program provider offers parenting workshops to parents, parents will attend and learn more effective parenting techniques.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide heath education in accordance with state standards					3/30/2012	151SQI2B2408	Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gardening; reproductive health; healthy relationships; social emotional learning) through OUSD staff and our community partners	N/A			0	\$0.00
Case management					3/30/2012	151SQI2B2409	Provide robust school-wide referral/case management system (e.g. SST) to both on-site and community-based student support services	N/A			0	\$0.00

Address social and emotional needs of students					3/30/2012	151SQI2B2410	Provide high-quality health & mental health services through District staff and our community partners	N/A			0	\$0.00
Partner and promote Safe Routes to School					3/30/2012	151SQI2B2411	Through the "Golden Sneaker Contest", Sequoia will raise awareness of healthy lifestyle choices families can make.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

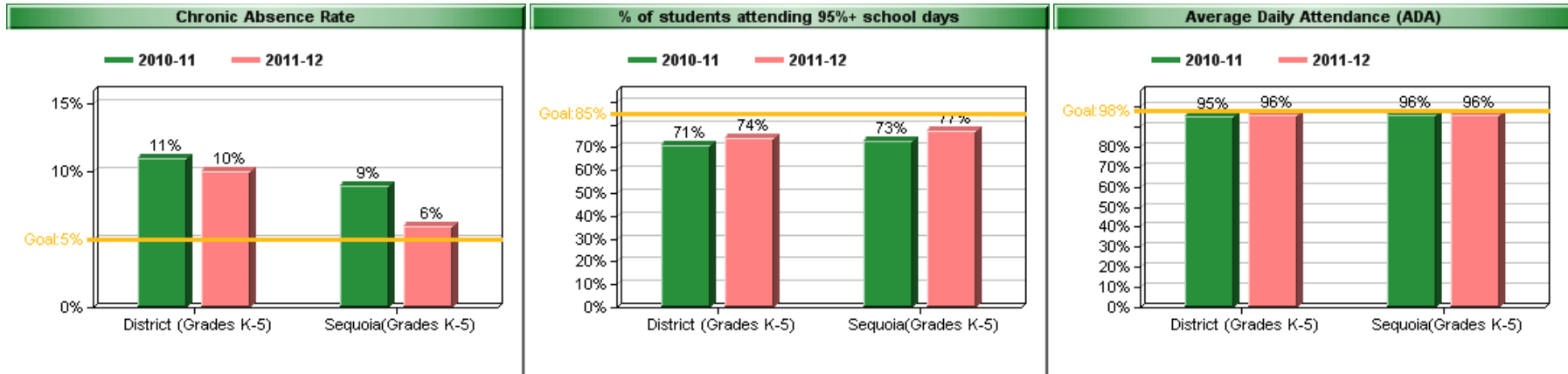
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



development about ways to tackle attendance issues					1/10/2012	151SQI2C324	Use faculty meeting to come up with a list	N/A			0	\$0.00
Engage parents and community in supporting student attendance					1/10/2012	151SQI2C310	Provide parent education around attendance (ADA, when to send a child to school/when to keep home)	N/A			0	\$0.00
Engage parents and community in supporting student attendance					1/10/2012	151SQI2C311	Post daily schedules outside of each classroom so families know what is being missed	N/A			0	\$0.00
Engage parents and community in supporting student attendance					1/10/2012	151SQI2C313	Provide a variety of opportunities for teacher communication (phone calls, notes, e-mails)	N/A			0	\$0.00
Engage parents and community in supporting student attendance					1/10/2012	151SQI2C314	Create structures to enable teachers to do outreach for students who are absent or tardy	N/A			0	\$0.00
Engage parents and community in supporting student attendance					1/10/2012	151SQI2C316	Educate families about handwashing (i.e. glitter activity)	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

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

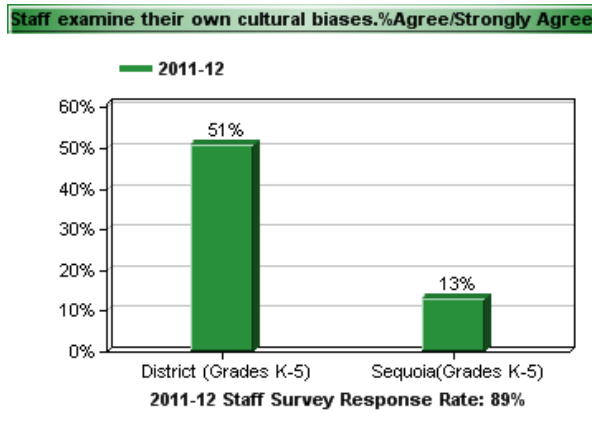
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



School Data

- Sequoia's Instructional Leadership Team, consisting of teacher representatives from each grade level and the principal, charts the PD for the year
- The principal, teachers and parents form a hiring committee to screen applicants when there is an opening at Sequoia.

Data Analysis

- Sequoia has done a good job of addressing the needs of students with the most learning challenges, but there has not always been enough rigor and challenge in instruction to challenge the highest students.
- Sequoia is fortunate to have a largely veteran teaching staff that is aware of a variety of instructional practices. More development is needed in teaching to the higher levels of Blooms taxonomy.
- With the advent of the Common Core State Standards, Sequoia will need PD in adapting instruction to reflect the new standards.

Theory of Action

- English Language Arts: If PD centers around a whole staff PLC of professional reading, observations and release time to visit other sites, instruction will improve.
- Math: If Sequoia participates in the Math Inquiry Group, then math instruction will be more cohesive and effective..
- Science: If Sequoia uses FOSS (PTA) funds to pay science enrichment teachers to conduct one PD per month to increase the literacy connections with science, we will be more in alignment with the Common Core standards.
- Social Studies: If Sequoia strengthens our ties with the Peralta Hacienda, a neighborhood historical site with rich resources for local history, students will have more hands-on experiences with social studies.
- Visual and Performing Arts: If Sequoia continues to have the support of an artist in residence. For the 2012-13 school year, a program of monthly assemblies will center on choir performances around the four values.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher collaboration time supports all aspects of curriculum design, alignment and implementation.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	5/15/2013	151SQI3A2687	Time for professional collaboration is built into the weekly and monthly professional development schedule.	7090-EIA-SCE	1154-TEACHERS SUBS FOR RELEASETIME		0	\$7,795.00
Professional development for teachers					3/30/2012	151SQI3A802	General PD sessions aligned to practices and improvementclassroom	N/A			0	\$0.00
PD: ELA					3/30/2012	151SQI3A2414	Monthly PLCs of professional readings and data study.	N/A			0	\$0.00
PD: Math					3/30/2012	151SQI3A2415	Math Inquiry Cohort, weekly observations and monthly PD	N/A			0	\$0.00
PD: Science and Literacy					3/30/2012	151SQI3A2416	Fund science teachers to work with grade levels and plan literacy links with science instruction	N/A			0	\$0.00
PD: Social Studies					3/30/2012	151SQI3A2417	Incorporate study guides from Peralta Hacienda and plan grade level field trips to	N/A			0	\$0.00

						learn local history						
PD: Visual and Performing Arts					3/30/2012	151SQI3A2418	Sequoia will continue to collaborate with a visual artist to incorporate Visual Thinking Strategies into content area instruction	N/A			0	\$0.00
PD: Visual and Performing Arts					3/30/2012	151SQI3A2419	Sequoia will fund an Assembly Performing arts teacher who will teach classes songs related to 4 core values.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

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

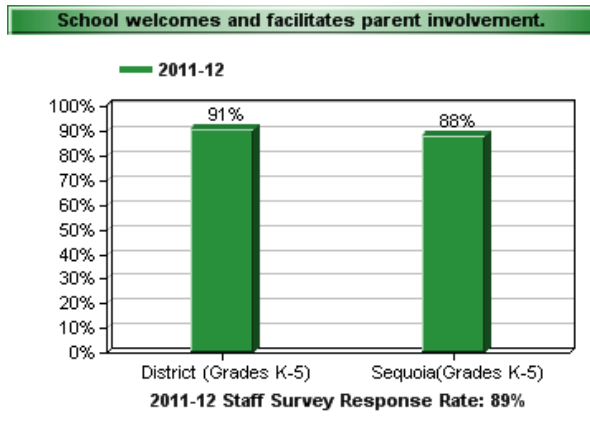
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming



School Data

- The principal is transparent about budgeting decisions with the SSC, not just on categorical funds, but with the whole school budget.

Data Analysis

- Sequoia Kids Healthy Start offers parent education events throughout the year that are open to all parents.
- Events that offer food have a higher participation rate, regardless of the time of day or night.
- Sequoia has partnerships with Easy Bay Agency for Children, Stop Waste.org, Community Policing, Stagebridge, Cool the Earth, UC Berkeley and various other local organizations.

Theory of Action

- If we reach out to families through a weekly school newsletter, classroom newsletters, e-trees, monthly assemblies and personal contacts, parents will be more informed and supportive of the school's mission.
- If we hold regular SSTs to address student needs, parents will feel supported and will be more likely to partner with the school to help their child.
- If we target the most hard to serve parents by inviting them to come to school to see their child perform, then we have an opportunity to engage these parents.
- If we discover the particular learning needs of each child and craft the appropriate supports with parents, then we can establish a positive, productive relationship.
- If we share the unique projects at Sequoia with our larger community, then when we ask for their support, we are more likely to receive it.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Host parent dinners with parent education evenings	Survey data (CHKS, etc.)	All Students	Monthly	After school program coordinator	3/1/2013	151SQI4A4928	Provide food to parent education events	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$966.24
Parent Engagement					4/1/2012	151SQI4A803	Fall and Spring parent curriculum dinners with the principal	N/A			0	\$0.00
Parent Engagement					4/1/2012	151SQI4A2691	Hold fall parent-teacher conferences on a Saturday in conjunction with Harvest Festival to get greater parent turn out.	N/A			0	\$0.00
Parent engagement					4/1/2012	151SQI4A2696	Use student performances as a base for monthly assemblies. Hire Assembly leader to train students.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Sequoia Elementary

Principal: KATIA HAZEN

From OUSD Strategic Plan:

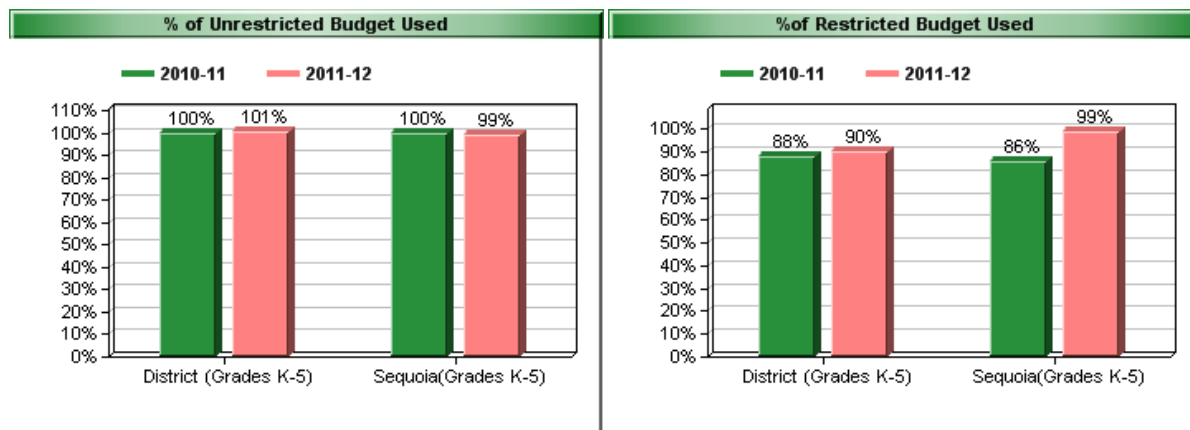
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

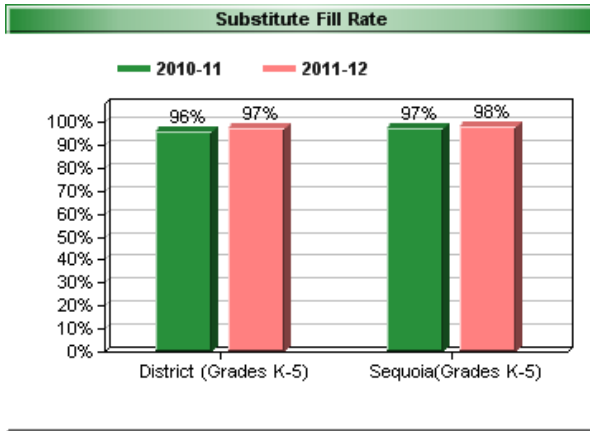
A quality school...

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

Budget



Sub Fill Rate



School Data

- Principal works closely with FOSS (PTA) and makes sure they understand the whole OUSD budget and then help to fund areas of need based on FOSS/SSC/Staff priorities for what will make Sequoia a Full Service Community School.
- We use all the site monies possible. Principal checks IFAS weekly, and works closely with Financial Analyst.

Data Analysis

- Sequoia has a diverse teaching staff that is reflective of the community. Parent participation in school events and school leadership is not yet representative of the diversity of the school.
- Sequoia's achievement gap is persistent and requires dedicated effort on the part of teachers, administrators, parents, students and all staff to effectively address.

Theory of Action

- Principal works with HR to hire educators who are the best match for Sequoia in terms of experience and high standards.
- Principal works with financial services to ensure that we use all of the site monies each year.
- Principal and Instructional Leadership Team meet to plan PD and PLC's and school leadership and culture.
- Principal works closely with faculty council, administrative assistant, FOSS, SSC, and leadership to adjust for different communities' needs on an ongoing basis (weekly or monthly).



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher collaboration time supports all aspects of curriculum design, alignment and implementation.	Survey data (CHKS, etc.)	All Students	Monthly	Leadership Team	5/15/2013	151SQI5A2687	Time for professional collaboration is built into the weekly and monthly professional development schedule.	7090-EIA-SCE	1154-TEACHERS SUBS FOR RELEASETIME		0	\$7,795.00
Instructional Leadership team meets every other week.					4/17/2012	151SQI5A567	ILT plans PD, discusses grade level collaboration and direction of academic program of school.	N/A			0	\$0.00
							Outreach to target groups to address					



Increase diversity of school leadership					4/17/2012	151SQI5A2689	specific concerns and make existing groups more responsive to diverse parents needs.	N/A			0	\$0.00
Strengthen instructional program					4/17/2012	151SQI5A3706	Provide supplemental instructional supplies that support an improved instructional program	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$68,469.14	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$24,313.83	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$92,782.97	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$40,683.86	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$966.24	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$41,650.10	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Sequoia
Site Number: 151

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 9/4/12
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/2/13 5/1/13
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature



ELAC Chairperson's Signature



Principal Signature



Executive Officer's Signature



Director, State & Federal Compliance Signature

Sonja Ebel
SSC Chairperson's Name (printed)

Sean Cavanaugh
ELAC Chairperson's Name (printed)

Katia Hazen
Principal's Name (printed)

Sondra Aguilera
Executive Officer's Name (printed)

Susana Ramirez
Director, State & Federal's Name (printed)

5-1-13
Date

5-1-13
Date

5-1-13
Date

5/16/13
Date

6/5/13
Date

School Site Council Membership Roster – Elementary School

School Name: Sequoia Elementary

School Year : 2012-2013

Chairperson: Sean Cavanaugh & Sonja Ebel (co-chairs)	Vice Chairperson:
Secretary: Joe Hayes	<u>DAC Representative:</u>

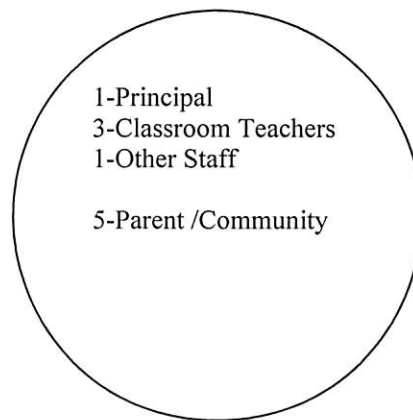
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Sean Cavanaugh					x
Alice Ruby					x
J. Conner					x
Sonja Ebel					x
Joe Hayes					x
Katia Hazen		x			
Reka Hal				x	
Betty Olson-Jones			x		
Barbara Schmidt			x		
Tontra Love			x		
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	
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SSC Legal Requirements:

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



This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2012. Fax # 273-0488

Title I School Parental Involvement Policy 2013 - 2014

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Sequoia agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
- Offer a flexible number of meetings for parents.
 1. Title 1 meetings can be held at varying times through the year to accommodate parent schedules.
 2. Parents can request that additional Title I meetings be held at any time.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 1. Title 1 meetings will be appropriately noticed in advance.
- Provides parents of Title I students with timely information about Title I programs
 1. Information will be sent home in the school bulletin and posted in the online forum.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 1. Student data is reviewed on an ongoing basis.
 2. Explanations of curriculum and assessments are offered on an as-needed basis.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

School-Parent Compact

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

See attached for a copy of the Sequoia Parent-School Compact

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments

- 4) Academic proficiency levels students are expected to achieve
- 5) How to monitor their child's progress

Parents are provided this information in parent-teacher conferences, Student Success Team Meetings, parent newsletters and Parent Education Nights.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Parents are provided with these materials at parent-teacher conferences, Student Success Team Meetings, parent newsletters and Parent Education Nights.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Staff is educated on the value of parent contributions at staff professional development opportunities.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand through: parent newsletters translated in major languages.
- Provides support, during regular meetings, for parental activities requested by Title I Program parents.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by School Site Council sign in sheets.

This policy will be proposed by the Sequoia School Site Council on 9/3/13 and if adopted will be in effect for the school year of 2013-2014. This policy will be made available to the local community on or before December 16, 2013. Sequoia's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(principal's signature)

(date)

SCHOOL-PARENT COMPACT

Sequoia and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2013-2014.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Sequoia will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Provide-standards-based instruction with periods of small group differentiation and acceleration. Students are also provided with after-school academic support and enrichment.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

On Saturday, October 25, 2013 and as needed throughout the year.

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

In Fall and Spring reporting periods and as requested by parents.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

During the parent-teacher conferences in Fall and Spring and as necessary on an individual basis.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are welcome to volunteer in the classroom by prior arrangement with the teacher. We also welcome volunteers at lunch and recess.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

Additional Required School Responsibilities :

Sequoia will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Sequoia will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date