

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Sequoia Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, 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 SPSA 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 academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Sequoia Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Sequoia Elementary School  
**CDS Code:** 1612596002174  
**Principal:** Donald Bertolo  
**Date of this revision:** 5/11/2016

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

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

**Contact:** Donald Bertolo  
**Address:** 3730 Lincoln Avenue  
Oakland, CA 94602

**Position:** Principal  
**Telephone:** 510-531-6696  
donald.bertolojr@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Sequoia Elementary School

**Site Number:** 151

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   |
|  | <input type="checkbox"/> 21st Century   |

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

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

**Date(s) plan was approved:** 5-24-16

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|---|--|--|

**Signatures:**

DONALD BERTAO  
Print name of School Principal

Donald Bertao  
Signature

5-24-16  
Date

Amanda Bloch  
Print name of SSC Chairperson

ABloch  
Signature

5-24-16  
Date

Lakisha Martin  
Print name of Network Superintendent

Lakisha Martin  
Signature

5-24-16  
Date

Ruth Alahydoian  
Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian  
Signature

5-26-16  
Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**School Site:** Sequoia Elementary School

**Site Number:** 151

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
11/20/2015	Faculty Meeting	Faculty work session to read through, organize, aligned practices, and re-affirmed goals in the SPSA.
11/24/2015	SSC	Shared overview of plan and rationale for goals.
1/29/2016	ILT Staff PD	ILT Led Staff PD on goals.
2/11/2016	ILT	ILT organized the suggestions from the Staff PD to create new goals for 2016-2017
3/15/2016	SSC	Reviewed Title I Budget for expenditures tied to SPSA
5/24/2016	SSC	Talked through the final SPSA and voted to approve

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$86,277.27	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$111,102.43	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$294,258.87</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$35,418.48	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$907.92	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
<b>TOTAL:</b>	<b>\$36,326.40</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Sequoia Elementary is a K-5 school of approximately 429 students located in the Dimond district of Oakland. Sequoia mirrors the diversity of Oakland, with a mix of ethnicities, income levels, and languages. Currently, about half our students come 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 40%, as the number of neighborhood students attending has been on the rise. Children who are learning English as a second language make up approximately 14% of our student body. Sequoia is fortunate to have a largely experienced 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.

### School Mission and 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.

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>Balanced Literacy</b>
<b>Major Improvement Priority #2:</b>	<b>Provide a Psychologically and Intellectually Safe enriched learning environment for all students</b>
<b>Major Improvement Priority #3:</b>	<b>Math Instructional Practices</b>

## MAJOR IMPROVEMENT PRIORITY #1:           Balanced Literacy

### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Overall 45% of students in 3-5 scored at proficient or advanced on SBAC ELA	Only 25% of our LI (Low Income) students scored proficient or advanced on SBAC ELA
54% percent of students scored on or above grade level as measured on the Mid-year F & P	Of the 19% of students who scored multiple years below grade level as measured by the F & P, more than 75% of those students are students of color

All teachers have responded positively to BAL curriculum and associated PD	Teachers are still developing their ability to analyze data to inform their instructional practices
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**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Observation/Feedback indicates that our teachers are still at a various levels of implementation in our Balanced Literacy program. While all teachers are implementing BAL in their classrooms, the levels of expertise continues to create instructional gaps in certain grade levels and individual classrooms. Weekly grade level PLC time facilitated by the TSA Literacy Coach has created a weekly opportunity for grade-level focused PD on BAL. Increased professional development has evolved a stronger focus on specific balanced literacy structures, as well as increased collaboration on instructional practices, data, and alignment.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Sequoia as been implementing pieces of balanced literacy since the 2014-2015 school year. While it wasn't school-wide, this year has been the first implementation school-wide. As a result, the challenges have been centered on lack of previous PD, data analysis, targeted differentiation, and intervention structures. The majority of teachers did not participate in the full BAL training during the summer and therefore have had to be trained and supported this year. There is no designated intervention block, no comprehensive intervention programs, or plans. Data analysis and differentiation has begun this year, and now has to encompass a more comprehensive Tier 2 and Tier 3 intervention structure.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	All 2nd-5th graders will make one year or more growth as measured on the SRI. Students at or above grade level on the baseline assessment will grow at least one year. Students below grade level at the baseline assessment will make at least 1.5 years growth.	SRI	All Students	54.2%	70%	80%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Overall SBAC ELA scores will increase 10% from 45% to 55%	SBAC ELA	All Students	45.2%	45%	55%	3: Students are reading at or above grade level.

Academic	K and 2nd-5th grade students at or above grade level will grow 3 levels annually as measured by the F & P assessment. First graders and students below grade level will grow 6 or more levels annually.	F&P	All Students	54%	60%	85%	3: Students are reading at or above grade level.
Climate & Culture	Teachers will have goal setting conference with 100% of parents at the end of the first instructional cycle	Culture/ Climate: Parent	All Students	96%	100%	100%	6: Parents and families are engaged in school activities.
Climate & Culture	Teachers will have a spring conference with 100% of parents at the end of the fourth instructional cycle	Culture/ Climate: Parent	All Students	93%	100%	100%	6: Parents and families are engaged in school activities.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Teachers will implement key components of Balanced Literacy aligned to Common Core Standards to increase achievement for all students while decreasing the achievement gap.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Conduct "Kinderviews" in May to balance classes and assess kindergarten readiness	Engage incoming kindergarten parents with kindergarten readiness standards in May	Assessment Support
100% of teachers will provide a daily Reader's and Writer's workshop block that includes all components of the workshop including strategic, differentiated groups	Structured weekly collaboration time through a designated enrichment block providing coverage for students, monitoring through weekly informal observations, short observations, two long observations, bi-weekly data conversations, and monthly Peer Observations.	Weekly PLC/Collaboration time, release time for feedback using STIP sub.
Engage 100% of parents with assessment data at the end of Cycle 1 during Goal Setting Conference	Set up the minimum day calendar to allow for assessments and report card conferences	Classroom teachers will schedule conferences, afterschool program will provide support
Form reading intervention/acceleration groups based on fall F&P data	Structure calendar to allow for assessments in the first 2 weeks of school. Provide STIP sub for K-2 intervention support	Pay teachers to provide reading acceleration before/after school to specific groups, with pre and post intervention assessments. Provide LLI, and SIPS training for teachers doing intervention.



Have weekly planning, data review and professional conversation time with grade level colleagues and ELA coach	Structure a staggered Enrichment Block to allow for daily collaboration time	Weekly Professional Learning Community time for grade levels to allow for coaching conversations, data review and goal-setting
Form and run daily guided reading groups that include a scope and sequence of teaching points for each group	TSA to provide PD and individual coaching in small group and 1:1	Scheduling weekly observations with TSA and Principal.
Screen students at the beginning of the year and make recommendations for admission to After School program for additional academic and behavioral supports	Prioritize admission to after School program for students who need academic and behavioral supports	Partner with After School Program to develop pathways to link to middle school programs, ex: Choir, Chess, Dance, etc., as well as ensure student access to online academic supports: ST Math, Reading Horizons, Typing Club
Engage in professional development in Reader's and Writer's workshop in a cycle of continuous improvement based on student level data	Provide professional development for teachers in Reader's and Writer's Workshop differentiated for teacher performance levels and based on student data	ELA Team: Principal, ELA Coaches and ELA Teacher Leader to direct the cycle of continuous improvement in Readers and Writers workshop
Creation of an ELD/Intervention/Acceleration Block	Structure calendar to allow for the creation of a 45 minute staggered block of time allowing for Tier 3 intervention pull-out and homogeneous grouping across grade-level to re-teach, or accelerate standards acquisition	Grade-level teachers, Literacy, ELD Coach, Resource Teacher, STIP Sub, IAs
ELL students will be given comprehensive instruction in a designated ELD Block with the ELD Coach	Students will be pulled during the Designated Support Block	ELD Coach, classroom teachers
Daily lessons will have clear Content/Language Objectives posted on the board	Lead PD on CLOs	TSA and Principal will lead PD on developing CLOs and best practices for objectives

**MAJOR IMPROVEMENT PRIORITY #2: Provide a Psychologically and Intellectually Safe enriched learning environment for all students**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #2</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
Sequoia has a supportive staff trained in Second Step, Caring Schools Community, Tribes and is focused on SEL	Lack of common area expectations, PBIS structures, and schoolwide behavioral supports
We have had 7 suspensions	SEL Tools are sporadic and not schoolwide. 17% of teachers consistently send 4 students to the office at least 4 times a week, rather than using RJ
Universal Referrals are down 30% from last year	The ToolBox curriculum is only implemented in 12% of the classrooms
Sequoia's attendance rate is 95%	11% of students have high number of chronic tardies less than 30 minutes

## ROOT CAUSE ANALYSIS for Priority #2

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Next year we will be in year one of PBIS. We will focus our efforts on developing schoolwide common area and classroom expectations. Students have some SEL strategies and in classrooms where ToolBox Curriculum is implemented, students are developing strong practices in working with a partner, collaborating with groups, and taking responsibility. Students are given opportunities to develop leadership skills through Student Council, Garden Embassadors, Grade Level Buddies, and the Young HEROES program.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Teachers have multiple strategies for SEL support, but these are sporadic based on when they received the training. There is no common framework for support such as PBIS. Teachers have multiple systems for management but nothing concrete for SEL skills schoolwide. Enrichment teachers, Noon Supervisors, and IAs all have varying levels of training in management. As a result, there are increasing amounts of off-task behaviors and consequences that are too restrictive or do not match the offense.

## STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Overall student and parent ratings of the school will increase by 10% according the CHKS						
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Students will understand and articulate expected behaviors and routines in the school as measured by a reduction in office refferals to below 10%	Culture/ Climate: Student	All Students	34%	2%	2%	5: Students are engaged in school everyday.
Social/Emotional	Train 100% of teachers and classified staff in ToolBox Curriculum for SEL skills	SEL	All Students	10%	53%	100%	5: Students are engaged in school everyday.
Social/Emotional	Students will learn the 12 tools of the ToolBox Curriculum to support the development of a cohesive, collaborative, non-violent and caring community	SEL	All Students	39%	55%	100%	5: Students are engaged in school everyday.
Climate & Culture	Maintain suspension rate below 5%	Suspensions	All Students	2.6%	1.39%	.9%	5: Students are engaged in school everyday.

Social/Emotional	Provide for mental health counseling to 75% students in need regardless of MediCal status	SEL	Foster Youth	65%	70%	75%	5: Students are engaged in school everyday.
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**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *Through establishment of PBIS structures and implementation of ToolBox Curriculum, Sequoia will continue to develop social and emotional learning skills and tools for students to attain or exceed grade level expectations.*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Use 12 ToolBox Kit skills to develop a streamlined system for school, afterschool care, and home	Buy new materials for teaching kids how to solve minor problems and self manage emotions	Send team to Dovetail Learning summer training @ \$325
Implement whole school 4 Core Values Program series of lessons	Re-launch Core Values program each year	Schedule PD time with teaching and support staff to establish positive school climate
Require Anti Bullying School Policy signatures from parents and students at the start of each year	Include Anti-Bullying Policy in Parent Handbook and on website, reference at Back to School Night	Include Anti-Bullying Policy in registration paperwork each year
Refresh knowledge of Second Step, Caring School Communities, Tribes, Responsive Classrooms, etc for establishing positive classroom climate	Provide time and space for teachers to share best practices for positive classroom climate curriculum	Structure PD at beginning of the year and periodically to allow for planning and reflection on positive school climate
Use qualified parents and staff to nurture and maintain school climate during lunch recess	Hire and train noon supervisors, IAs and office staff	Use additional Title I funds voted on by SSC to train classified staff in SEL tools
School Culture Song Leader teaches songs related to 4 Core Values to different grade level each month. They perform for whole school and parents at "Sequoia Sings"	Use Sequoia Sings whole school assemblies to promote Core Vales by publicly recognizing exemplary students and teaching practices	Partner with parent group to allocate \$5,000 for School Culture Song Leader work
Choose "Super Squirrels" (students who demonstrate Core Values) monthly in class meeting	Recognize "Super Squirrels" monthly in newsletter and on bulliten board	Print and post Super Squirrel notices
Promote Healthy Start Parent Education workshops by offering related classroom activities and discussions, and by providing homework passes	Partner with Healthy Start to conduct school climate workshops for parents on topics of interest	Schedule and promote parent workshops
Refer students to Mental Health Interns based on classroom behaviors	Train teachers to recignize student mental health needs	Fund Mental Health Interns to provide counseling for non-MediCal students
Provide leadership opportunities for students through Buddies program, Student Council and other leadership programs	Provide real opportunities for students to solve real school problems	Fund School Climate Leader for extra support: 5 hours a week @ \$15 /hr



Academic Domain	70% of students will perform at or above grade level on the SBAC Math Test	SBAC Math	All Students	47%	60%	70%	2: Students are proficient in state academic standards.
<b>Goal Area</b>	<b>Related Sub-Goals (optional)</b>	<b>Related Indicator</b>	<b>Focal Student Group</b>	<b>2014-2015 EOY Baseline</b>	<b>2015-2016 EOY Target</b>	<b>2016-2017 EOY Target</b>	<b>Related LCAP Goal</b>
Academic	100% of students will complete the entry task, the formative task, and the CEOU task	Math C-EOU	All Students	N/A	85.2%	95%	2: Students are proficient in state academic standards.
Academic	70% of students will score at or above proficiency at the end of each unit as measured by unit assessments	Math C-EOU	All Students	N/A	60%	80%	2: Students are proficient in state academic standards.
Academic	Increase the completion rates of students on ST Math by 30% by the end of the 2016-2017 school year	SBAC Math	All Students	26%	32%	62%	2: Students are proficient in state academic standards.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *Teachers will participate in Professional Learning Communities in order to analyze data, improve math instruction and increase academic talk in math content area as aligned with CCSS.*

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will set goals for increasing student participation in ST Math online program	Teacher PD will be provided in setting appropriate class level ST Math participation goals	Technology Teacher and classroom teachers will help students set goals for participation and completion
Daily lessons will have clear Content/Language Objectives posted on the board	Lead Math Teacher to provide 1:1 support and small group support for individual teachers	Math TL, Principal and ILT will support the deepening of teacher professional knowledge through weekly Math PD
Teachers will implement best practices in Common Core math: number talks, 3 reads, student discourse structures, math journals, performance tasks, formative and summative assessments	Monthly teacher PD will be provided with the help of the math TL	The ILT will meet regularly to monitor student progress and adjust teacher PDs accordingly
K-2 teachers will provide beginning of the year assessments on number sense, counting and basic foundational skills for early identification of GATE Math students	Provide PD on Kathy Richardson's Math Assessments	Weekly PD on counting, number sense routines, and place value

<p>Engage in professional development for a Pilot group of teachers in Math workshop in a cycle of continuous improvement based on student level data</p>	<p>Pilot Teachers will engage in two 6-week cycles of inquiry related to developing a Math workshop structure, with observational support and feedback with the principal and Math TL, as well as opportunities for Peer Observation. Teachers will meet weekly to engage in development and reflection of workshop structures, diagnostic assessments and planning.</p>	<p>Teachers will meet weekly to engage in development and reflection of workshop structures, diagnostic assessments and planning. STIP Sub will release teachers for feedback with principal and TL.</p>
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Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Healthy Start Afterschool Program	Partner with After School Program to develop pathways to link to middle school programs, ex: Choir, Chess, Dance, etc., as well as ensure student access to online academic supports: ST Math, Reading Horizons, Typing Club	A1.6: After School Programs	5825	n/a	n/a	n/a	151-1	151
\$3,343.81	General Purpose Discretionary	Social and Emotional Support	Use qualified parents and staff to nurture and maintain school climate during lunch recess	A2.2: Social Emotional Learning	n/a	NOON SUPERVISOR	NOONSV9999	0.067	151-2	151
\$28,332.01	General Purpose Discretionary	STIP Sub focused on K-2 Interventions	Structure calendar to allow for the creation of a 45 minute staggered block of time allowing for Tier 3 intervention pull-out and homogeneous grouping across grade-level to re-teach, or accelerate standards acquisition	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	0.58	151-3	151
\$7,692.00	General Purpose Discretionary	ILT Stipends	The ILT will meet regularly to monitor student progress and adjust teacher PDs accordingly	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	151-4	151
\$5,128.00	General Purpose Discretionary	Teacher Substitutes	Set up the minimum day calendar to allow for assessments and report card conferences	A2.8: Data & Assessment	1150	n/a	n/a	n/a	151-5	151
\$13,000.00	General Purpose Discretionary	Supplies	Grade-level teachers, Literacy, ELD Coach, Resource Teacher, STIP Sub, IAs	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	151-6	151
\$1,000.00	General Purpose Discretionary	Meeting Refreshments	Schedule and promote parent workshops	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	151-7	151
\$3,000.00	General Purpose Discretionary	Computer Supplies	Teacher PD will be provided in setting appropriate class level ST Math participation goals	A3.1: Blended Learning	4315	n/a	n/a	n/a	151-8	151
\$4,581.45	General Purpose Discretionary	Supplies	Pilot Teachers will engage in two 6-week cycles of inquiry related to developing a Math workshop structure, with observational support and feedback with the principal and Math TL, as well as opportunities for Peer Observation. Teachers will meet weekly to engage in development and reflection of workshop structures, diagnostic assessments and planning.	A2.1: Implementation of CCSS & NGSS	4399	n/a	n/a	n/a	151-9	151
\$6,000.00	General Purpose Discretionary	Mental Health Interns	Fund Mental Health Interns to provide counseling for non-MediCal students	A5.1: School Culture & Climate (Safe & Supportive Schools)	5739	n/a	n/a	n/a	151-10	151
\$200.00	General Purpose Discretionary	Postage	Schedule and promote parent workshops	A6.1: Parent / Guardian Leadership Development	5910	n/a	n/a	n/a	151-11	151
\$4,000.00	General Purpose Discretionary	Conference Expenses	Provide professional development for teachers in Reader's and Writer's Workshop differentiated for teacher performance levels and based on student data	A2.5: Teacher Professional Development for CCSS & NGSS	5220	n/a	n/a	n/a	151-12	151
\$10,000.00	General Purpose Discretionary	Equipment Maintenance Agreement	Engage in professional development in Reader's and Writer's workshop in a cycle of continuous improvement based on student level data	A5.3: School Facilities	5610	n/a	n/a	n/a	151-13	151
\$35,000.94	LCFF Supplemental	TSA for ELA	TSA to provide PD and individual coaching in small group and 1:1	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0159	0.5	151-14	151
\$47,894.78	LCFF Supplemental	TSA for ELD and ELL Students	ELL students will be given comprehensive instruction in a designated ELD Block with the ELD Coach	A4.1: English Learner Reclassification	n/a	10 MONTH CLASSROOM TSA	C10TSA0160	0.5	151-15	151
\$20,516.29	LCFF Supplemental	STIP Sub focused on K-2 Interventions	Structure calendar to allow for the creation of a 45 minute staggered block of time allowing for Tier 3 intervention pull-out and homogeneous grouping across grade-level to re-teach, or accelerate standards acquisition	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	0.42	151-16	151
\$7,327.25	LCFF Supplemental	STIP Sub TGDS	Teachers will meet weekly to engage in development and reflection of workshop structures, diagnostic assessments and planning. STIP Sub will release teachers for feedback with principal and TL.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.15	151-17	151
\$363.18	LCFF Supplemental	Supplies	Schedule and promote parent workshops	A6.1: Parent / Guardian Leadership Development	4310	n/a	n/a	n/a	151-18	151
\$16,837.64	Measure G (School Libraries)	Library Clerk	Engage in professional development in Reader's and Writer's workshop in a cycle of continuous improvement based on student level data	A2.3: Standards-Aligned Learning Materials	n/a	LIBRARY CLERK SR	LBCLKS0020	0.5	151-19	151

\$4,162.36	Measure G (School Libraries)	Books Other Than Textbooks	Buy new materials for teaching kids how to solve minor problems and self manage emotions	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	151-20	151
\$14,654.49	Measure G (TGDS)	STIP Sub TGDS	Teachers will meet weekly to engage in development and reflection of workshop structures, diagnostic assessments and planning. STIP Sub will release teachers for feedback with principal and TL.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.3	151-21	151
\$3,500.00	Measure G (TGDS)	ILT Stipends	The ILT will meet regularly to monitor student progress and adjust teacher PDs accordingly	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	151-22	151
\$2,577.76	Measure G (TGDS)	Supplies	Engage in professional development in Reader's and Writer's workshop in a cycle of continuous improvement based on student level data	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	151-23	151
\$26,866.57	Program Investment	STIP Sub TGDS	Teachers will meet weekly to engage in development and reflection of workshop structures, diagnostic assessments and planning. STIP Sub will release teachers for feedback with principal and TL.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.55	151-24	151
\$5,158.43	Program Investment	Books Other Than Textbooks	Structure calendar to allow for the creation of a 45 minute staggered block of time allowing for Tier 3 intervention pull-out and homogeneous grouping across grade-level to re-teach, or accelerate standards acquisition	A2.1: Implementation of CCSS & NGSS	4200	n/a	n/a	n/a	151-25	151
\$23,418.48	Title I Basic	Conference Expenses	Send team to Dovetail Learning summer training @ \$325	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	151-26	151
\$12,000.00	Title I Basic	Mental Health Interns	Fund Mental Health Interns to provide counseling for non-MediCal students	A5.1: School Culture & Climate (Safe & Supportive Schools)	5739	n/a	n/a	n/a	151-27	151
\$907.92	Title I Parent Participation	Supplies	Engage 100% of parents with assessment data at the end of Cycle 1 during Goal Setting Conference	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	151-28	151



## SEQUOIA SCHOOL-PARENT COMPACT – 2015-16

*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 2015-16.*

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

#### *School Responsibilities*

##### **Sequoia will:**

- 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.
- Provide-standards-based instruction with periods of small group differentiation and acceleration. Students are also provided with after-school academic support and enrichment.
- 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: Saturday, September 26, 2015 and as needed throughout the year.
- 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.
- 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.
- 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:**

- Monitor attendance.
- Ensure homework is completed.
- Monitor amount of television their children watch.
- Volunteer in my child's classroom.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay 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.
- Serve, 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*

**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:**

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.]
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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:

- 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.
- 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.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- 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

## Title I School Parental Involvement Policy 2015 - 2016

Sequoia has developed a written Title I parental involvement policy with input from Title I parents. It has distributed the policy to parents of Title I students. The policy was distributed through the website and notifications of the policy will be in the newsletter, with written copies available upon request from the school office. The policy describes 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:
  - Inform parents of their school's participation in the Title I Program.
  - Explain the requirements of the Title 1 Program.
  - 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.
  - The parents' right to participate in the development of the District's Title 1 Plan.
  - Plan is reviewed annually at fall meetings.
- Offer a flexible number of meetings for parents. Meetings occur during the school day, in the evening and on the weekends.
- 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.
- Provides parents of Title I students with timely information about Title I programs. Information will be shared via the school newsletter, on the website and via hard copies in the office.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This information is shared at Back to School Night.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Fall conferences are held during the Harvest Festival or at times mutually agreed-upon by parents and teachers.

### **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.

### **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.
  - The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - Academic proficiency levels students are expected to achieve
  - How to monitor their child's progress

This information is reviewed at Back to School Night and one-one one during fall conferences.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. This information is provided at Back to School Night and one-one one during fall conferences.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. This is accomplished through ongoing professional development.
- 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. Support is coordinated through the after school program, the School Site Committee and classroom teachers.
- 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. Information is disseminated through the school newsletter, via the school website, through classroom teachers and at School Site Committee meetings.
- Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.

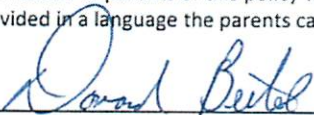
#### Accessibility

- 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. Information in the school newsletter is regularly translated in to the languages represented at Sequoia.

#### 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 parent input and agreement at fall 2015 meetings.

This policy was adopted by the Sequoia School Site Council on 10/27/15 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before December 11, 2015. It will be made available to the local community on or before December 11, 2015. 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

10-27-15

Date

# School Site Council Membership Roster – Elementary School

**School Name:** Sequoia Elementary

**School Year:** 2015-2016

<b>Chairperson:</b> Amanda Bloch	<b>Vice Chairperson:</b>
<b>Secretary:</b> Joe Hayes	<b>LCAP Parent Advisory Nominee:</b> Aruna Sokol
<b>LACP EL Parent Advisor Nominee:</b>	<b>LCAP Student Nominee:</b> TBD

Place X in Appropriate Representation

Members' Names		Principal	Classroom Teacher	Other Staff	Parent/Comm
Joe Hayes					X
Donald Bertolo		X			
Tontra Love			X		
Ashunda Williams			X		
Karen Loeser			X		
Amanda Bloch					X
Lissette Gomez					X
Aruna Sokol					X
Stephanie Pepitone					X
Reka Lal				X	

<b>Meeting Schedule</b>	4 <sup>th</sup> Tuesday of each month, from 5 to 6 pm
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**SSC Legal Requirements:** (Ed. Code 52852)

- (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.

