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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Sequoia Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Sequoia Elementary School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Sequoia Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Sequoia Elementary School
CDS Code: 1612596002174
Principal: Ada Carter
Date of this revision: 4/19/2021

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

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

Contact: Ada Carter	Position: Principal
Address: 3730 Lincoln Avenue Oakland, CA 94602	Telephone: 510-531-6696
	Email: ada.carter@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/19/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Sequoia Elementary School

Site Number: 151

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

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

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

Date(s) plan was approved: 4/19/2021

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

Ada Carter



5/24/2021

Principal

Signature

Date

Lina Andersen



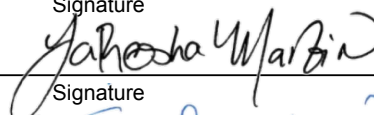
5/24/2021

SSC Chairperson

Signature

Date

Laresha Martin



5/25/2021

Network Superintendent

Signature

Date

Lisa Spielman



6/2/2021

Director, Strategic Resource Planning

Signature

Date

2021-22 SPSA ENGAGEMENT TIMELINE**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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/28/2021	ILT	Instructional Leadership completed strength and needs assessment
2/8/2021	SPTO	School Site Council, reviewed performance data, completed strength and needs assessment
2/8/2021	SSC	School Site Council, reviewed performance data, completed strength and needs assessment
3/8/21	Faculty	Reviewed performance data, completed strength and needs assessment
3/15/2021	SPTO	Sequoia parent teacher organization, reviewed alignment of budget planning to identified strength and needs. Made recommendations.
3/16/21	SSC	School Site Council, reviewed alignment of budget planning to identified strength and needs. Made recommendations.
4/19/2021	SSC	SSC approved plan
4/29/2021	ILT	ILT approved plan

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$261,455.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$27,960.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$121,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$261,455.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$261,455.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Sequoia Elementary School

School ID: 151

School Description

It is the mission of Sequoia Elementary to provide a powerful education to all students, enabling them to effectively contribute to our democratic society. Our vision is to ensure that all students have access to our core program within the context of a heterogeneous classroom. Classes at Sequoia are balanced in terms of gender and academic achievement. We present a curriculum that addresses different levels of linguistic and cultural orientations, complexity, pace and material to all students, and a variety of enrichment programs. We are committed to fostering a positive school-wide climate to support our vision.

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.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Number of students performing above grade level increased by 25.9% from 2020-21.	<p>Consistent data driven PLC time: planning, analyzing student work planned within a cycle of inquiry.</p> <p>Targeted professional development tightly planned to directly support and inform current cycle of inquiry.</p> <p>Coaching: feedback around teaching practices and grade level collaboration. Grade levels plan together and stay paced within the SAME curriculum; this makes reflection more powerful and immediately applicable to practice.</p>
<i>Focal Student Supports</i>	Score increase of current 5th grade cohort corresponded with smaller cohort but direct growth (not corresponding to students leaving) was apparent for African American students.	<p>Consistent data driven PLC time: planning, analyzing student work.</p> <p>Collaboration between coaches and teachers re ELLS and how best to serve them.</p>
<i>Student/Family Supports</i>	School-wide data showed slow but steady growth	Affinity were nurtured this year and administration hosted events each trimester for groups to engage.

<i>Staff Supports</i>	Weekly PLCs focused on data. N4 PLC observation scored 3-sustaining a culture of collaboration. Data Driven Instruction part of weekly PLCs, Data Conferences held triannually, Observation and Feedback provided monthly.	The systems and structures of collaboration around data and teaching practice have been strengthened this year with the introduction of accountability measures. 1. Instead of documenting PLCs with agendas, notes and next steps, we have moved to a more streamlined, robust plan. Every week the PLCs revolve around essential questions and data. Those notes are housed in a shared drive and coaches and admin read and comment on the PLCs they were not part of that week. 2. Student data, both summative and formative, are kept in school wide spreadsheets. This data is monitored weekly by the instructional coaches both for compliance and to check student growth. 3. Data conferences are planned for and held 3 times a year with the teacher, coach and principal. Summative data is analyzed and an action plan is made on the spot for struggling students. 4. Both coaches and the principal observe in classrooms and provide consistent feedback to a caseload of teachers. The feedback is small, actionable and there is an expectation that it is received and acted upon.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	SBAC Math	Tier 1 Instruction. Alignment across classrooms.
<i>Focal Student Supports</i>	All of the white students took the test. This is not true for other groups	White students are consistently outperforming other groups of students In none of the grades were a majority of African American students scoring at grade level.
<i>Student/Family Supports</i>	lower percentage of distance learnign participation was experienced with African American and Latin X students	n/a
<i>Staff Supports</i>	COI. writing with evidence	Nurture culture for regularly using data to monitor and drive assessments/growth in wriiting

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:

Students will show at least one year of growth on foundational skills/Reading Inventory. Students more than one year behind will grow by 1.5 years.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	90.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	90.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	90.0%	90.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	14.6 (Spring 2019)	n/a	n/a
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	n/a
IAB ELA at or above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	n/a
Grades 3-5 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	n/a	tbd
CAST (Science) at or above Standard	All Students	n/a	41.4% (Spring 2019)	n/a	n/a

Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: We will increase student performance in all focal groups by 15 points.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-75.9 (Spring 2019)	n/a	-50.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-48.5 (Spring 2019)	n/a	-20.0
IAB ELA at or above Standard	Students with Disabilities	n/a	n/a	n/a	0.5
IAB ELA at or above Standard	African-American Students	n/a	n/a	n/a	-20.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	16.5%	Coming soon	20.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-98.5 (Spring 2019)	n/a	-70.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-66.8 (Spring 2019)	n/a	-40.0
IAB Math Above Standard	Students with Disabilities	n/a	17.6%	n/a	-50.0%
IAB Math Above Standard	African-American Students	n/a	17.1%	n/a	-40.0%

Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	32.0%	n/a	40.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	50.0%

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

School Goal for May 2024:	Increase the percentage of parents and students who feel connected to the school (CHKS) by 10 percent.
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Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	74.0%	n/a	95.0%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	8.9%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	5.9%	n/a	0.0%
Chronic Absence	African-American Students	-2pp	10.5%	n/a	10.0%
UCP Complaints	All Students	n/a	n/a	n/a	3

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

School Goal for May 2024:	Increase our school score on our PLC rubric from a 2.67 to a 3.
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Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Teacher Responses on CHCKS Survey	All Teachers	n/a	n/a	75.0%	90.0%
PLC Rubric	All Staff	n/a	2.7%	3.0%	3.5%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Students have equitable access to funding. For students with greater need, resources are being adjusted to fill the gap.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: Sequoia Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Social Emotional Learning

Theory of Change:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
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Related School Goal:	All students build relationships to feel connected and engaged in learning.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

prioritized using school budget to fund TSA positions.

What evidence do you see that your practices are effective?

Post-cycle assessment data has shown that the groups have been effective in moving students toward filling the instructional gaps that have been persistent for multiple years. We have collected the SIPPS data on an intervention tracker and are persistently monitoring the data.

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

Continuing to support teachers in the implementation of SIPPS, but moving into more focused cycles of intervention that coincide with our instructional cycles of inquiry.

20-21 Standards-Based Instruction Priority: Math Instructional Practices

Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).
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Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our TSAs have been working with teachers on Tier 1 math instruction. We have increased implementation of the math workshop model

What evidence do you see that your practices are effective?

There has been growth according to our focused data collection of weekly formative assessments and monitoring of data tracker.

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

We will begin to focus on reteaching and interventions for Tier 2 math instruction.

20-21 Language & Literacy Priority: Balanced Literacy

Theory of Change: If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).

Related School Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our practices are effective in that a student survey found most students feel safe and don't experience many negative interactions with other students and adults. We have had minimal URFs and suspensions.

What evidence do you see that your practices are effective?

Increase support and interventions for SPED students exhibiting Tier 3 behaviors.

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

Focus Seneca, Healthy Start and RJ STIP sub support on targeting social groups for identified students with higher need.,

20-21 Conditions for Adult Professional Learning Priority: All staff are high quality, providing optimal instruction to our students

Theory of Change: If teachers utilize protocols for collaboration, we will strengthen our ability to analyze student work and improve instruction.

Related School Goal: We will increase our school on our PLC rubric from a 2.67 to a 3.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

ELD practices are being implemented in the classroom with success.

What evidence do you see that your practices are effective?

Reclassification remains high. By focusing on ELD practices in the lower grades this year, we anticipate a continued growth in our reclassification rates.

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

n/a

20-21 Conditions for English Language Learners Priority:		ELL Reclassification
Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.	
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
n/a		
What evidence do you see that your practices are effective?		
continued growth/success rate in reclassification		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
n/a		
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET		
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?		
n/a		

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Sequoia Elementary School

School ID: 151

3: SCHOOL STRATEGIES & ACTIONS

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

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"):	Social Emotional Learning
School Theory of Change:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers implement Caring School Community curriculum on a daily basis through morning and closing check-in meetings. Teachers implement research-based mindfulness curriculum on a daily basis to supplement adopted SEL curriculum and meet diverse social/emotional needs of students.	Site Leadership and PBIS Team observe and PBIS Team strengthen staff knowledge of SEL standards, instructional strategies to meet them, and instructional tools to utilize in order to meet the social/emotional needs of all students.	We will decrease the number of URFs by 25%. We will also begin monitoring the number of students needing RJ, grade levels, and categories of support utilized by RJ support team.		Tier 1

1-2	<p>Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.</p>	<p>Site Leadership and PBIS team will allocate time for strategic teacher-parent engagement and ensure a minimum of two family engagement workshops focused on parenting and SEL competencies particularly as they affect student academic success.</p>	<p>COST Tracker, PBIS 2-5 Student Survey, and SRSS data. SPTO Parent Engagement Survey data collection will determine the need of parents.</p>		Tier 1
1-3	<p>Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will also create a system of engagement to support homeless families and our foster youth, through mental health services, connecting with our extensive network of families who have businesses and county and state connections.</p>	<p>Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>100% participation either through attendance or phone calls for Fall Parent-Teacher Conferences. 100% of parents of at-risk youth will participate in Spring Parent-Teacher Conferences, as well as parents who request an additional conference.</p>		Tier 1

1-4	Teachers engage families in transitioning of students from Pre-K to TK or Kindergarten using Pre-K, TK, Kinderviews to assess students and engage parents.	Principal and Leadership Team allocates time for strategic teacher-parent engagement specifically for transition for 5th to 6th and Pre-K to TK or Kindergarten, and ensures a minimum of two family engagement workshops specifically.	Increased attendance and academic outcomes for TK and K students. Increased participation of TK and K families in school-wide structures (SSC, SELLS, Affinity Groups, Kinderviews) and attendance at school-wide events (Back to School Night, Family Reading Night).		Tier 1
1-5	EBAC Healthy Start School program will create a system of transition between school systems and afterschool program for EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities focusing on Social and Emotional supports.	Principal and Leadership team will meet monthly focusing on the students in our subgroups: EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Afterschool staff will be trained in all structures supporting social and emotional learning: ToolBox, RJ, Caring School Communities, 4 Core Values.	Number of office referrals from the afterschool program will decrease. Increased family participation in afterschool program supports.		Tier 1
1-6	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	Monthly SEL goal aligned to Toolbox. Teachers will have a cross grade level SEL buddy class and will have a monthly session with this class. The PBIS team will monitor ongoing needs of the school and identify goals for school as they arise.		Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Math Instructional Practices
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School Theory of Change:		If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC.			
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	<p>Teachers differentiate instruction in the following ways for the following student-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement</p>	<p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Teachers will choose focal students from data that will be monitored throughout the year.</p>		Tier 1
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2-2	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will have weekly 60 min. PD in 6-12 week cycles aligned to content areas with a year long theme of academic language and discourse. Teachers will have 3 weekly 50 min. PLC times to collaborate around standards based curriculum and assessments.		
2-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will have weekly 60 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language. Plan will be created in June of 2019 and will be monitored by the ILT team at bi-monthly ILT meetings.		
2-4	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Grade level and instructional plans for the year will be developed by June of 2020. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.		
2-5	Focused PD for teachers on meeting the differentiated needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	Principal and Leadership team will develop a cycle of instruction and PD around meeting the specific intervention needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	Teachers will be trained in math workshop practices and assessment tools which support specific interventions in Number Sense, and CGI supports for problem solving.		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Balanced Literacy
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.		

<p>3-2</p>	<p>Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals and instructor will accelerate their learning using specific strategies developed from GATE curriculum); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give increased extended learning opportunities), based on evidence, regardless of current level of achievement</p>	<p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Teachers will choose focus students and identify benchmark data that will be monitored throughout the year.</p>		
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3-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will have weekly 60 min. PD in 6 week cycles aligned to content areas with a year long them of academic language. Plan will be created in June of 2019 and will be monitored by the ILT team at bi-monthly ILT meetings.		
3-4	Teachers lead data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Instructors in grades 3-5 will additionally focus on SBAC data, to determine next steps in core language arts instruction. Instructional strategies will focus on those students who are both behind and those students who are advanced.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. For grades 3-5 an additional focus will be on SBAC Reading and Writing data to analyze, set goals, and determine next steps for students who are behind and those who need additional acceleration supports.	Grade level and instructional plans for the year will be developed by June of 2020. Teams will monitor, update and share with admin for feedback throughout the year.		

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING	
School Priority ("Big Rock"):	All staff are high quality, providing optimal instruction to our students
School Theory of Change:	If teachers utilize protocols for collaboration, we will strengthen our ability to analyze student work and improve instruction.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Build constructive relationships and social-emotional safety through culturally responsive practices and a focus on equity.	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	We will reflect upon our practices and show growth on Part 2 of the PLC Rubric, "Culture of Collaboration."		
4-2	Teach shared and consistent positive expectations and norms across contexts and use restorative practices to respond to conflict.	Coaching-- Model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL.	We will create and adhere to a set of established PLC Norms.		
4-3	Teach and reinforce relevant SEL competencies that build academic skills	Leading Teams-- Practice and lead collaborative inquiry to build a culture of public learning and improve learning for students from underserved groups.	Planning tools will be uploaded onto tracked folder and we will use our end of unit reflection to get feedback on our culture of professional learning.		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	ELL Reclassification				
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation. ILT Professional Development planning, PLC and PD time, aligning resources for outside trainers as needed	Teachers are consistently providing small group instruction for English Language Learners.		
5-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Instructional walkthroughs will seek evidence of scaffolds for English Language Learners including sentence frames, posted vocabulary, academic supports, and oral language structural supports.		
5-3	Teachers will be trained in GLAD and EL strategies to support any potential Newcomers. ELD Coach will be giving PD to instructional staff on newcomer supports. To enable screen reader support, press Ctrl+Alt+Z To learn about keyboard shortcuts, press Ctrl+slash	Principal, Leadership Team, and ELD Coach will develop instructional support and family outreach structures to work with our EL families and specifically our newcomer families.	ELD Coach will lead outreach to newcomer families to help support instruction and behavioral supports.		

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 151

School: Sequoia Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Maintenance Agreement	\$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.	151-1
Postage	\$200	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Principal, Leadership Team, and ELD Coach will develop instructional support and family outreach structures to work with our EL families and specifically our newcomer families.	151-2
Supplies	\$7,360	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.	151-3
Technology Subscriptions	\$10,000	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.	151-4
increase of .05 to make EEIP 1.0 FTE	\$6,900	General Purpose Discretionary	1105	Certificated Teachers' Salaries	1218	Teacher Education Enhancement	0.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	151-5
Noon Supervisor	\$6,604	General Purpose Discretionary	2905	Other Classified Salaries	7667	Noon Supervisor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teach shared and consistent positive expectations and norms across contexts and use restorative practices to respond to conflict.	151-6
TSA Salary and Benefits-Julie	\$95,169	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8087	10-Month Classroom TSA	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.	151-7

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 151

School: Sequoia Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
TSA Salary and Benefits-Kara	\$38,241	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8086	10-Month Classroom TSA	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.	151-8
Teacher Extended Contract	\$2,550	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement	151-9
Stip Teacher	\$12,062	LCFF Supplemental	1105	Certificated Teachers' Salaries	4876	STIP Teacher	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers lead data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Instructors in grades 3-5 will additionally focus on SBAC data, to determine next steps in core language arts instruction. Instructional strategies will focus on those students who are both behind and those students who are advanced.	151-10
Stip Teacher	\$48,249	Parent Group Donations	1105	Certificated Teachers' Salaries	4876	STIP Teacher	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers lead data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Instructors in grades 3-5 will additionally focus on SBAC data, to determine next steps in core language arts instruction. Instructional strategies will focus on those students who are both behind and those students who are advanced.	151-11
Prep Teachers for Enrichment Classes	\$107,000	Parent Group Donations	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	151-12
External Work Order Services	\$10,000	Parent Group Donations	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-13
Contract for afterschool provider	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teach and reinforce relevant SEL competencies that build academic skills	151-14



Sequoia Elementary School School Site Council Membership Roster 2020-2021

SSC - Officers

Chairperson:	Lina Andersen
Vice Chairperson:	Jeselle Miura
Secretary:	Joanne Tateishi

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Ada Carter	X			
Jessica O'Toole		X		
Susan Chiodo		X		
Rebecca Nordquist		X		
Tracey Kelp			X	
Jesselle Miura				X
Lynell Lacey				X
Heather Rehner				X
Lina Andersen				X
Joanne Tateishi				X

SSC Meeting Schedule: (Day/Month/Time)	Moved to Tuesday's.
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SSC Legal Requirements (EC Sections 65000-65001):

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

