

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Sequoia Elementary Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Sequoia Elementary School
CDS Code: 1612596002174
Principal: Donald Bertolo
Date of this revision: 6/6/2017

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

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 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"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 5-2-17

- 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:

Donald Bertolo

Donald Bertolo

School Principal

Signature

5-2-17
Date

Amanda Bloch

Amanda Bloch

Print name of SSC Chairperson

Signature

5-2-17
Date

LaResha Martin

LaResha Martin

Network Superintendent

Signature

5/5/17
Date

Marcus Silvi

Marcus Silvi

Coordinator, Office of Accountability Partners

Signature

5/25/17
Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/10/2017	SSC-Instructional Leadership Team	Met as a large group to go over the SPSA and also develop what we wanted to accomplish with Priority #4 Parent Engagement
1/23/2017	Faculty and ILT	Broke into teams during a staff work session and made changes to the SPSA priorities based on data, and grade level team input.
2/7/2017	ILT	Determined Final SPSA structures, and budgetary considerations to put before an SSC vote.
2/28/2017	SSC	Budget Review and vote on Title I budgetary expenditures.
3/14/2017	SSC	Title I Parent Money
5/2/2017	SSC and Parents	SPSA and Budget Approval, signed final assurances page

2017-2018 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	\$72,821.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$107,626.27	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$277,076.10	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$24,586.16	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$823.36	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$25,409.52	\$0.00

PART A: ABOUT THE SCHOOL

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, ethnicity, 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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: **Balanced Literacy**

SCHOOL GOAL for Balanced Literacy:

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. On SBAC we will decrease the number of kids at NOT MET by 10%.

SCHOOL TARGETS for Balanced Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	60.31%	65.31%	70.31%

Other Leading Indicators for Balanced Literacy:

We will monitor SRI and SBAC success through F&P, writing On-Demands, and running records. Students in intervention groups will be monitored every 6 weeks.

NEEDS ASSESSMENT for Balanced Literacy:

STRENGTHS	CHALLENGES
Increased overall students 9% in Meets or Exceeds Standards	Low Income Students only grew 3%.

ROOT CAUSE ANALYSIS

This year was the first year of implementing targeted interventions. This year we no longer pulled RSP children and ELLs during first time instruction. We developed an "intervention/acceleration/ELD block." Our identification of Tier 3 students has become more refined. We now need to be more intentional in how the instructional needs of those students are addressed.

MATHEMATICS PRIORITY: Math Instructional Practices

SCHOOL GOAL for Math Instructional Practices:

65% of students will perform at or above grade level on the SBAC Math Test. We will decrease the number of students at NOT MET by 10%.

SCHOOL TARGETS for Math Instructional Practices:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	52.85%	57.85%	62.85%

Other Leading Indicators for Math Instructional Practices:

Teachers will monitor with SMI, CEOUs, and will use ST Math in small group interventions.

NEEDS ASSESSMENT for Math Instructional Practices:

STRENGTHS	CHALLENGES
Increased overall students 3% in Meets or Exceeds Standards as measured by SBAC	No movement for AA students in math as measured by the SBAC

ROOT CAUSE ANALYSIS

Last year, only a few teachers were engaging in small group instruction in math. Math was whole class and there were no interventions. ST Math was not used schoolwide and was not a priority for some grade levels.

CULTURE & CLIMATE PRIORITY: Social-Emotional Learning

SCHOOL GOAL for Social-Emotional Learning:

ToolBox will be implemented in 100% of all classrooms.

SCHOOL TARGETS for Social-Emotional Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Percent of classrooms implementing ToolBox	All Students	n/a	n/a	100.00%

Other Leading Indicators for Social-Emotional Learning:

CHKS survey, PBIS data collection, and MTSS data

NEEDS ASSESSMENT for Social-Emotional Learning:

STRENGTHS	CHALLENGES
Increased Positive responses 3% on the CHKS Survey for CHKS Survey for students.	Suspensions increased 3% from 2015-2016

ROOT CAUSE ANALYSIS
The number of students taking the CHKS survey was only 74%. Increasing the number of students taking the survey from 74% to 85%. Ensuring 100% of classrooms use ToolBox tools.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement
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SCHOOL GOAL for Family Engagement:

Engage parents in academically focused workshops through the lens of equity and closing the achievement gap. Additionally, engaging parents in monthly opportunities for walkthroughs to observe and engage in instructional practices related to ToolBox, PBIS, Reading and Writing Workshop, and small group math instruction.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	All Students	52.85%	55.00%	60.00%

Other Leading Indicators for Family Engagement:

CHKS Parent Survey results, workshop attendance, school-based survey results

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
Went up 28% of of Parents of satisfied on CHKS survey.	Only 58% return rate for CHKS Survey.

ROOT CAUSE ANALYSIS
Most of our parent engagement has focused on social, and fundraising events. Increasing the number of opportunities for parents to learn, inquire and engage in the curriculum.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Balanced Literacy:	If we define our intervention/acceleration block and allow teachers the ability to name intervention or acceleration strategies from a selected menu of options, then we will be able to differentiate small group, targeted interventions to meet the needs of our ELL and and struggling students. If we utilize a focal 5 approach to interventions, then we can develop strategies and instructional practices to meet the needs of those focus students. If teachers meet regularly in PLCs to analyze focal student writing then teachers will be able to set writing goals and differentiate writing instruction for small group and individual conferring to support progress towards grade level Writing CCSS.
SCHOOL THEORY OF ACTION for Math Instructional Practices:	If we define our math intervention/acceleration block and allow teachers the ability to name math intervention or acceleration strategies from a selected menu of options, then we will be able to differentiate small group, targeted interventions to meet the needs of our ELL and and struggling students. If we utilize a focal 5 approach to interventions, then we can develop strategies and instructional practices to meet the needs of those focus students. If teacher teams regularly plan and implement lessons based on grade-level standards that focus on building procedural fluency through conceptual understanding, and provide on-going opportunities for application, then rigor will increase and all students (including low-income students, English learners, and foster youth) will improve their conceptual foundation for the procedural fluencies, and we will experience growth on the SBAC Concepts and Procedures claim in grades 3-5.
SCHOOL THEORY OF ACTION for Social-Emotional Learning:	If we continue Year 1 implementation of PBIS supports by focusing on classroom management, procedures, and routines, then we should see increased engagement of struggling students within the content blocks. If we continuing refining the SST process and work with teachers on developing accommodations and modifications, then we can develop MTSS structures for Tier 2 and Tier 3 students.
SCHOOL THEORY OF ACTION for Family Engagement:	If we regularly engage parents through workshops, home visits, and conferences, while focusing on engaging our parents of color and Title 1 parents, then we will see an increase in achievement as measured on SBAC, and a decrease in chronic absences and suspensions.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Teachers will implement key components of Balanced Literacy aligned to Common Core Standards to increase achievement for all students while decreasing the achievement gap.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Refinement of the Intervention/Acceleration Block	Identification of key students, strategies, modifications and accommodations in small group formation.	Regular meetings with instructional development team including Coaches, ITLs, principal and Special Education teachers to help during PLCs to refine structures of supports.

1-2	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 instructional walkthroughs.	Principal, Grade Level PLCs, TSA, SpEd teacher, alternate observers
1-3	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
1-4	Form reading intervention/acceleration groups based on F&P data	Structure calendar to allow for assessments in the first 2 weeks of school. Provide STIP sub for Interventions.	Provide LLI training for STIP sub.
1-5	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
1-6	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.
1-7	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 ensure student access to online academic supports: ST Math, Typing Club
1-8	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
1-9	Daily lessons will have clearly defined essential understandings and questions	Lead PD on Essential Understandings and Questions	TSA and Principal will lead PD on developing EQs and EUs and best practices around those practices
1-10	ELL students will be given comprehensive instruction in a designated ELD/Differentiation/Acceleration Block	Instruction will be targeted during the Designated Intervention/ELD/Acceleration Block	TSAs, classroom teachers, STIP sub, SpED teachers
1-11	ELL Newcomer students will be assessed and will receive targeted instruction with our ELD Coach	Students will receive targeted instruction with ELD Coach in small groups using Systematic ELD, students will also be organized into small groups during Intervention/ELD block.	ELD Coach, classroom teacher

Improvement Strategy #2:	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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	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
2-2	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
2-3	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
2-4	Continue refining PBIS structures for the 4 selected common areas, and begin developing schoolwide classroom management structures.	PBIS team will develop and implement PD on Year 1 PBIS structures during the first two weeks of school.	Structure PD at beginning of the year and periodically to allow for planning and reflection on positive school climate
2-5	Use qualified parents and staff to nurture and maintain school climate during lunch recess	Hire and train noon supervisors, IAs and office staff on PBIS.	Time during the month to meet as a team to be trained by PBIS team.
2-6	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 Values by publicly recognizing exemplary students and teaching practices	Partner with parent group to allocate \$5,000 for School Culture Song Leader work
2-7	Choose "Super Squirrels" (students who demonstrate Core Values) monthly in class meetings.	Recognize "Super Squirrels" in classrooms and during monthly Sequoia Sings.	Post Super Squirrel notices
2-8	Refer students to School Psychologist based on classroom behaviors.	Purchase an additional day with our School-based psychologist to develop and run social groups in 6 weeks cycles based on the needs of individual grade level experiences.	Use Title I funding to purchase an additional day with our school-based psychologist.
2-9	Beginning of the year COST to determine potential students in need, focusing on Title I students, Foster Youth and Students in Housing Crisis.	Connect families of Foster Youth and Students in Housing Crisis with School Counselor, Alameda County resources, and provide a list of available resources within the community.	Develop and update list of all current resources in Alameda and surrounding counties related to Foster Youth and Students in Transitional Housing.
2-10	Provide leadership opportunities for students through Buddies program, Student Council, Safety Patrol and other leadership structures.	Provide real opportunities for students to solve real school problems	Classroom teachers, Safety Patrol Team, student council sponsors

2-11	Beginning of the year COST meeting to Identify upper grade level students new to Sequoia for possible SST referrals	All students in upper grades should have an SST in the first month of school to uncover any learning or SEL issues	Schedule new student SSTs within the first month of school
2-12	Beginning of the year PD for teachers to understand the COST team and MTSS Process. In the second week of school, teachers will fill out the SRSS tool to begin determining students who need an SST.	Teachers will use assessment data and SRSS data to make a data driven decision to determine if a student requires an SST. SRSS will be completed 3 times a year.	COST Team, general education teachers.

Improvement Strategy #3:	During Math PLCs teachers will develop and analyze intervention and acceleration strategies for struggling students.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will analyze ST Math data to set goals for intervention.	Provide PD in questioning students as an intervention strategy during ST Math lessons.	Math TL will lead classroom teachers to help students set goals for participation and completion.
3-2	Teachers will unpack math units with the focus on essential understanding and key learning experiences.	Provide PLC time with Math Lead.	Math TL, Principal and ILT will support the deepening of teacher professional knowledge through weekly Math PD
3-3	Develop targeted math intervention groups using Assessing Math Content	Provide materials and PD on Assessing Math Content	Provide teachers with PD, PLC time, and coaching support.
3-4	Teachers will engage in two 6-week cycles of inquiry related to developing a math workshop model.	Math Teacher Leader	Teachers will meet weekly to engage in development and reflection of workshop structures, diagnostic assessments and planning.
3-5	Teachers will analyze student misconceptions and partial understandings to develop interventions needed for all students with a focus on ELL and SpED students.	PLC time specifically for intervention and data with support from the Teacher Leader.	Schedule weekly PLC time.

Improvement Strategy #4:	Sequoia Staff will work regularly to engage with parents focusing on equity and academic content.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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4-1	TK-K teachers will conduct "Kinderviews" with students in May to balance classes and assess kindergarten readiness. The principal will use this time to meet with parents and discuss the transition to Sequoia.	Engage incoming kindergarten parents with kindergarten readiness standards in May	Assessment Support, Kindergarten Orientation
4-2	Summer "playdates" for incoming TK-K students.	Engaging parents and students with their peers, to provide information, education and support around the transition to Sequoia.	Principal, classroom teachers, parent volunteers, parent leadership.
4-3	Monthly "Breakfast with the Principal" Meetings to discuss current issues, as well as engage in walkthroughs for content, data analysis, and provide a community forum.	As a forum for addressing concerns, help parents develop an understanding of structures, systems, and develop supports.	Principal
4-4	The staff will hold quarterly parent seminars covering a range of topics and designed to provide parents with tools for success.	Topics will cover reading levels, reading strategies, types of writing and support, understanding math, SEL supports, and developing home school connections.	Principal, PBIS Team, General Education Teachers, SpED Team
4-5	The principal will hold Affinity Group Forums to determine the needs of our disenfranchised parents.	The groups will meet to discuss the needs of those parents who are not normally represented in our parent partnerships, volunteers etc.	Principal
4-6	The staff will be trained in the PTHV Project model in order to conduct at least 5 home visits during the year.	Staff will be trained using the Parent Teacher Home Visit Model to begin reaching out to our families who do not attend school functions regularly.	All staff
4-7	Families who are well established at Sequoia will be asked to mentor a new family and work with that family to support their transition to Sequoia.	Parent group will work to generate a list of families from the incoming TK-K group and students in other grades who are new to Sequoia. They will match families who have volunteered to mentor another family, by becoming their "Buddy Family."	Parent Group, Principal, Teachers

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

151

School:

Sequoia Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	After School programming with Sequoia Healthy Start through EBAC	Partner with after school program to ensure student access to online academic supports: ST Math, Typing Club	A1.6: After School Programs	5825				151-1
\$11,280.00	General Purpose Discretionary	Extended Contracts for ILT and Summer Training	Lead PD on Essential Understandings and Questions	A2.9: Targeted School Improvement Support	1122				151-2
\$8,300.00	General Purpose Discretionary	Sub coverage to support peer walkthroughs and PLC work.	Engage in professional development in Reader's and Writer's workshop in a cycle of continuous improvement based on student level data	A3.4: Teacher Professional Development focused on Literacy	1150				151-3
\$9,087.88	General Purpose Discretionary	Supplies	Form and run daily guided reading groups that include a scope and sequence of teaching points for each group	A2.9: Targeted School Improvement Support	4310				151-4
\$1,500.00	General Purpose Discretionary	Refreshments	The staff will hold quarterly parent seminars covering a range of topics and designed to provide parents with tools for success.	A6.5: Academic Parent-Teacher Communication & Workshops	4311				151-5
\$15,000.00	General Purpose Discretionary	Purchasing a copier for school use.	Provide materials and PD on Assessing Math Content	A5.1: School Culture & Climate (Safe & Supportive Schools)	4425				151-6
\$8,500.00	General Purpose Discretionary	Math Consultant	Provide materials and PD on Assessing Math Content	A2.5: Teacher Professional Development for CCSS & NGSS	5825				151-7
\$5,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Provide materials and PD on Assessing Math Content	A5.1: School Culture & Climate (Safe & Supportive Schools)	5826				151-8
\$200.00	General Purpose Discretionary	Postage	Engaging parents and students with their peers, to provide information, education and support around the transition to Sequoia.	A6.5: Academic Parent-Teacher Communication & Workshops	5910				151-9
\$13,953.12	General Purpose Discretionary	Noon Supervisor	Use qualified parents and staff to nurture and maintain school climate during lunch recess	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0094	0.27	151-10
\$24,679.19	LCFF Supplemental	STIP Sub to provide intervention support.	Form reading intervention/acceleration groups based on F&P data	A3.2: Reading Intervention	2400	TEACHER STIP	TCSTIP9999	0.48	151-11
\$152.64	LCFF Supplemental	Supplies to support academic acceleration	Form reading intervention/acceleration groups based on F&P data	A3.2: Reading Intervention	4310				151-12
\$37,039.40	LCFF Supplemental	ELA TSA to provide Professional Development and PLC instruction in reader's and writer's workshop.	Have weekly planning, data review and professional conversation time with grade level colleagues and ELA coach	A3.4: Teacher Professional Development focused on Literacy		10 MONTH CLASSROOM TSA	C10TSA0159	0.50	151-13
\$45,755.04	LCFF Supplemental	.5 ELD TSA to provide ELD support for ELLs and Professional Development for teachers in English Language Development	ELL students will be given comprehensive instruction in a designated ELD/Differentiation/Acceleration Block	A4.4: Teacher Professional Development focused on English Learners		10 MONTH CLASSROOM TSA	C10TSA9999	0.50	151-14

\$2,943.00	Measure G: TGDS	Stipends (Extended Contracts) for Alternate Observers.	TGDS Alternate Observers	A2.6: Teacher Evaluation	1122				151-15
\$18,453.03	Measure G: TGDS	STIP Sub to support TGDS	TGDS Alternate Observers	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0694	0.50	151-16
\$4,621.98	Supplemental Program Investment	Supplies and materials for math assessment program.	Develop targeted math intervention groups using Assessing Math Content	A2.3: Standards-Aligned Learning Materials	4310				151-17
\$8,971.70	Supplemental Program Investment	Conferences costs for math PD.	Teachers will unpack math units with the focus on essential understanding and key learning experiences.	A2.5: Teacher Professional Development for CCSS & NGSS	5220				151-18
\$1,028.30	Supplemental Program Investment	STIP Sub to provide intervention support.	Form reading intervention/acceleration groups based on F&P data	A3.2: Reading Intervention		TEACHER STIP	TCSTIP9999	0.02	151-19
\$18,453.03	Supplemental Program Investment	STIP Sub to provide intervention support.	Form reading intervention/acceleration groups based on F&P data	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0694	0.50	151-20
\$326.16	Title I Basic	Supplies for Parent Nights	Monthly "Breakfast with the Principal" Meetings to discuss current issues, as well as engage in walkthroughs for content, data analysis, and provide a community forum.	A6.5: Academic Parent-Teacher Communication & Workshops	4310				151-21
\$24,260.00	Title I Basic	Purchase additional day with school psychologist.	Refer students to School Psychologist based on classroom behaviors.	A2.2: Social Emotional Learning	5734				151-22
\$823.36	Title I Parent Participation	Supplies for Parent Nights	Monthly "Breakfast with the Principal" Meetings to discuss current issues, as well as engage in walkthroughs for content, data analysis, and provide a community forum.	A6.5: Academic Parent-Teacher Communication & Workshops	4310				151-23



School Site Council Membership Roster - Elementary School

School Name: Sequoia

School Year: 2016-2017

Chairperson: Amanda Bloch		Vice Chairperson:	
Email:	Phone:	Email:	Phone:
Secretary: Joe Hayes		LCAP Parent Advisory Nominee:	
Email:	Phone:	Email:	Phone:
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Joe Hayes					X	
Donald Bertolo		X				
Tontra Love			X			
Ashunda Williams			X			
Karen Loeser			X			
Amanda Blonch					X	
Tracy Kelp					X	
Kristin Nelson					X	
Stephanie Pepitone					X	
Reka Lal				X		

Meeting Schedule (day/month/time)	2 nd Tuesday of each month from 5 to 6 PM
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SSC Legal Requirements: (Ed. Code 52852)

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees

1-Principal
3-ClassroomTeachers
1-Other Staff

AND

5-Parent /Community

Revised 8/22/2016

Title I School Parental Involvement Policy 2016-2017

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. Conferences are held 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-on-one during 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 into 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 2016 meetings.

This policy was adopted by the Sequoia School Site Council on 10/4/16 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, 2016. It will be made available to the local community on or before December 11, 2016. 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

10-4-16

Date

SEQUOIA SCHOOL-PARENT COMPACT

Sequoia and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2016-2017.

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 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.
- 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:

- 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