

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

June 27, 2018

Legislative File ID No: 18-1424
Introduction Date: 6/27/18
Enactment No.: 18-1149
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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).

- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Sequoia Elementary Academy.



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

Legislative File ID No: 18-1424
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Sequoia Elementary School
CDS Code: 1612596002174
Principal: Donald Bertolo
Date of this revision: 5/10/2018

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	Position: Principal
Address: 3730 Lincoln Avenue Oakland, CA 94602	Telephone: 510-531-6696 Email: donald.bertolojr@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Sequoia Elementary School

Site Number: 151

- | | | |
|--|---|---|
| <input 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:

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

Date(s) plan was approved: May 8, 2018

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:

Donald Bertolo
Donald Bertolo, School Principal

[Signature]
Signature

5-16-18
Date

Amanda Bloch
Print name of SSC Chairperson

[Signature]
Signature

5-16-18
Date

LaResha Martin
LaResha Martin, Network Superintendent

[Signature]
Signature

5/18/18
Date

Maria Williams
Maria Williams, Officer, State and Federal Programs

[Signature]
Signature

5/24/18
Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/3/2017	Faculty	Reviewed current site plan and discussed engagement strategies and goals
11/14/2017	SSC and ILT	Reviewed parent engagement for this year, alignment of goals based on SBAC Data, and the SEL needs of students from the SRSS data.
12/13/2017	ILT	What is working, not working, needed moving forward for the second half of the year and moving forward.
1/16/2018	SSC	Reviewed budget priorities for next year
2/13/2018	SSC & SELLS	Engaged SELLS committee and SSC about LCFF Priorities for SPED, SEL and ELLs. Voted on LCFF expenditures.

2018-2019 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	\$75,600.02	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$119,015.48	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$300,134.19	\$0.00

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

2018-19 SINGLE 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.

Family & Student Engagement

Family engagement for 2018-2019 will be engaged in studying implicit bias and beginning race and equity work with a focus on academic achievement.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	Increased overall students 6% in Meets or Exceeds Standards	Low Income Students only grew 3%.	This year was the first year of implementing targeted, researched based interventions (e.g. Number Sense Screener, LLI, SIPPS). This is our second year of no longer pulling 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.
STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)	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	This year 100% of classroom instruction in math was based on the workshop model or small group instructional model. We now need to focus on determining the correct research based intervention model for math instruction.

<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p><i>(CULTURE & CLIMATE)</i></p>	<p>Increased Positive responses 6% on the CHKS Survey for CHKS Survey for students.</p>	<p>Suspensions increased 5% from the 2016-2017 school year.</p>	<p>The number of students taking the CHKS survey was only 74%. Increasing the number of students taking the survey 83%. Ensuring 100% of classrooms use ToolBox tools.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p> <p><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>Teachers are becoming more proficient at monitoring our ELL students. We are providing more supports, and gathering more evidence before reclassifying a student. We also have a team of teachers and instructional coaches who meet to look at our students who are eligible for reclassification.</p>	<p>Our current reclassification rate is 22%. This is an increase from 2016-2017 which was at 16%.</p>	<p>Reclassification is becoming more thoughtful and based on a body of evidence. Our ELD Coach is meeting with teachers and all providers to developing a strategic plan for reclassification and monitoring.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Sequoia Elementary School

School ID: 151

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Balanced Literacy	We will increase the number of students meeting or exceeding standards as measured on the SBAC by 20%			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-3.1	4.4	11.9

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?
 As a school we progress monitor using F&P, SRI, writing, and student performance on common formative assessments

Theory of Action for Language & Literacy Priority:
 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).

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	T1: 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.	L1: 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.
1-2	T2: Teachers differentiate instruction for all low performing, EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities and based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose focus students from subgroups and identify benchmark data that will be monitored throughout the year.

1-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice and when needed specifically related to homeless and foster youth and their SEL development.</p>	<p>L3: 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</p>	<p>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.</p>
1-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic, social emotional learning, and also creating a family centered approach to foster and homeless students.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>Committed Parent Engagement Times: Kindergarten Orientation/Meet and Greet, Fall Back to School Night, Family Reading Night, Science Night, and Spring Open House. In addition, teachers will meet with 100% of parents for Fall conferences and with all parents of at-risk students for the Spring Conferences.</p>
1-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>Teachers will have weekly 60 min. PD in 6 week cycles aligned to content areas with a year long them of academic language and discourse. Teachers will have 3 weekly 50 min. PLC times to collaborate around standards based curriculum and assessments.</p>
1-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>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 2018 and will be monitored by the ILT team at bi-monthly ILT meetings.</p>

1-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: 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.</p>	<p>Grade level and instructional plans for the year will be developed by June of 2018. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.</p>
1-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students</p>	<p>Teachers will meet with students regularly in conferences to guide and monitor progress in all content areas. 5th Grade teachers will meet with outgoing 5th graders to develop a transition to middle school plan, including a plan to present and monitor their instructional goals through middle school. Incoming TK and Kindergarten students will transition into Kindergarten through a series of Kinderviews. These data gathering opportunities will give TK-K teachers an opportunity to assess students, and provide an additional opportunity for parents to provide more information about their child's learning strengths and growth areas.</p>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Math Instructional Practices	We will increase students meeting or exceeding standards in math as measured by the SBAC by 20%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-5.2	4.8	14.8
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor using common formative assessments, math curriculum embedded assessments and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:	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).				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
2-1	T1: 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.	L1: 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.	
2-2	T2: Teachers differentiate instruction for all low performing, EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed		Teachers will choose focus students from sub-groups and identify benchmark data that will be monitored throughout the year.	

2-3	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	L3: 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.
2-4	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops	Committed Parent Engagement Times: Kindergarten Orientation/Meet and Greet, Fall Back to School Night, Family Reading Night, Science Night, and Spring Open House. In addition, teachers will meet with 100% of parents for Fall conferences and with parents of students who are "at-risk" during Spring Conferences.
2-5	T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L5: 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 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.
2-6	T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L6: 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 2018 and will be monitored by the ILT team at bi-monthly ILT meetings.
2-7	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: 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 2018. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.

2-8	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Teachers will meet with students regularly in conferences to guide and monitor progress in all content areas. 5th Grade teachers will meet with outgoing 5th graders to develop a transition to middle school plan, including a plan to present and monitor their instructional goals through middle school. Incoming Pre-K, TK and Kindergarten students will transition into Kindergarten through a series of Kinderviews. These data gathering opportunities will give TK-K teachers an opportunity to assess students, and provide an additional opportunity for parents to provide more information about their child's learning strengths and growth areas.
2-9	T9: 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.	L9: 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.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Social-Emotional Learning	We will continue decreasing suspensions of AA and Special Education students to 0% through developing RJ structures, SEL supports, and therapeutic structures.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Suspension Rate	All Students	1.1%	1.0%	0.89%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities, with a focus on targeting AA students, who had a 3.9% suspension rate in 16-17, and students with disabilities, who were at 7.9%.				

Theory of Action for Conditions for Student & Adult Learning Priority:		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.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	T1: Teachers implement Caring School Community curriculum on a daily basis through morning circles, check-in meetings, and closing circles. Teachers implement research-based mindfulness curriculum on a daily basis to supplement adopted SEL curriculum and meet diverse social/emotional needs of students.	L1: 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 supported utilized by RJ support team.
3-2	T2: 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.	L2: 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.	COST Tracker, PBIS 2-5 Student Survey, and SRSS data. SPTO Parent Engagement Survey data collection will determine the need of parents.

3-3	T3: 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.	L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	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.
3-4	T4: 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.	L4: 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).
3-5	T5: 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.	L5: 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.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	ELL Reclassification	We will increase reclassification of ELLs to 30%.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	17.0%	20.0%	23.0%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor LPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.		
Theory of Action for English Language Learners Priority:	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.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	T1: All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	L1: 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.
4-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: 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.
4-3	T3: 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.	L3: 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 2018-19 SCHOOL SITE BUDGET

Site Number: 151

School: Sequoia Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Social-Emotional Learning	A1.6 After School Programs	5825				151-1
\$45,286.40	General Purpose Discretionary	STIP sub	Social-Emotional Learning	A2.2 Social Emotional Learning	1105	TEACHER STIP	TCSTIP0694	1.00	151-2
\$6,811.04	General Purpose Discretionary	Extended contracts	Math Instructional Practices	A2.10 Extended Time for Teachers	1120				151-3
\$4,334.30	General Purpose Discretionary	Sub coverage	Balanced Literacy	A2.9 Targeted School Improvement Support	1150				151-4
\$6,731.80	General Purpose Discretionary	Supplies	Balanced Literacy	A3.4 Teacher Professional Development focused on Literacy	4310				151-5
\$5,000.00	General Purpose Discretionary	Copier maintenance agreements	Balanced Literacy	A3.2 Reading Intervention	5610				151-6
\$915.37	General Purpose Discretionary	Noon supervision	Social-Emotional Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV9999	0.02	151-7
\$6,521.11	General Purpose Discretionary	TSA for math support	Math Instructional Practices	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.07	151-8
\$30,742.35	LCFF Supplemental	TSA for math support	Math Instructional Practices	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.33	151-9
\$38,473.94	LCFF Supplemental	TSA for ELA support	Balanced Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA0159	0.50	151-10
\$49,626.46	LCFF Supplemental	TSA for ELD support	ELL Reclassification	A4.1 English Learner Reclassification	1119	10 MONTH CLASSROOM TSA	C10TSA0247	0.50	151-11

\$172.73	LCFF Supplemental	Surplus	n/a	n/a	4399				151-12
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Title I School Parental Involvement Policy 2017-2018

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 will be 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-on-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

This policy was adopted by the (Name of School) Sequoia School Site Council on (Date) 2-13-18 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Sequoia Elementary Schools'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.



2-13-18

Principal's Signature

Date

SEQUOIA SCHOOL-PARENT COMPACT 2017-2018

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

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



2017-2018
School Site Council Membership Roster – Elementary

School Name: Sequoia Elementary

Chairperson : Amanda Bloch
Vice Chairperson: Kristin Nelson
Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Donald Bertolo	X			
Tontra Love		X		
Lisa Rasler		X		
Karen Loeser		X		
Amanda Bloch				X
Tracy Kelp				X
Kristin Nelson				X
Lina Anderson				X
Reka Lal			X	
Hilary Bunlert				X

Meeting Schedule (day/month/time) 2nd Tuesday of each month, from 5 to 6 pm

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 at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community