OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To   Board of Education

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

Board Meeting Date   August 26, 2020

Subject   2020-2021 School Plan for Student Achievement (SPSA)

Action   Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Sequoia Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):
- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment   2020-2021 School Plan for Student Achievement (SPSA) for Sequoia Elementary School

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2020-2021 School Plan for Student Achievement (SPSA)

School: Sequoia Elementary School
CDS Code: 1612596002174
Principal: Ada Carter
Date of this revision: 5/12/2020

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2020
The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Sequoia Elementary School   **Site Number:** 151

☐ Title I Schoolwide Program	☐ Additional Targeted Support & Improvement (ATSI)	☐ LCFF Concentration Grant
☐ Title I Targeted Assistance Program	☒ After School Education & Safety Program (ASES)	☐ 21st Century Community Learning Centers
☐ Comprehensive Support & Improvement (CSI)	☒ Local Control Funding Formula (LCFF) Base Grant	☐ School Improvement Grant (SIG)
☐ Targeted Support & Improvement (TSI)	☒ LCFF Supplemental Grant	☒ Low-Performing Students Block Grant (LPSBG)

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: **5/12/2020**

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

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

Signatures:

Ada Carter	*Ada Carter*	5/12/2020
Principal	Signature	Date
Lina Andersen	*Lina Andersen*	5/27/2020
SSC Chairperson	Signature	Date
LaResha Martin	*LaResha Martin*	5/29/2020
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/27/2020
Director, Strategic Resource Planning	Signature	Date

Jody London, President, Board of Education 8/27/2020 Kyla Johnson Trammell, Secretary, Board of Education 8/27/2020

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/31/2020	Staff	PD-discussed strengths and priorities; completed SWAT analysis
2/10	Staff	Faculty meeting-discussed strengths and priorities
2/11/2020	SSC	Discussed strengths and priorities; completed SWAT analysis
2//11	Community	SPTO-discussed strengths and priorities
2/27/2020	ILT	Instructional Leadership Team-Discussed goals
3/9/2020	Staff	Faculty Meeting-discussed and determined goals
3/10/2020	Community	SSC-discussed goals
3/10/2020	Community	SPTO-discussed goals
5/12/2020	Community	Budget, Big Rocks, and SPSA goals finalized

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$239,140.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$26,091.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$98,600.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$114,449.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$0.00	TBD
			Measure G (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$0.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$239,140.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$239,140.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Sequoia Elementary School	**School ID:** 151

School Description

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

School Mission and Vision

Sequoia's school community believes in educating the whole child. We want our children to be able to express themselves with excellence in writing, the visual and performing arts and music. Reading, writing, math and the sciences are our pathways to achievement and to making the world a better place.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	On SBAC ELA, white student performance on SBAC ELA increased by 11.5 points and exceeded state performance by 41.4 points, SWD performance increased by 6.7 points (77.2 below standard) On SBAC Math, white student performance increased by 12.4 (48.9 above standard) and exceeded state performance by 47.5 points. On SRI, students at/above grade level increased by 4.3%.	Consistent data driven PLC time: planning, analyzing student work planned within a cycle of inquiry. Targeted professional development tightly planned to directly support and inform current cycle of inquiry. Coaching: feedback around teaching practices and grade level collaboration. Grade levels plan together and stay paced within the SAME curriculum; this makes reflection more powerful and immediately applicable to practice.
Focal Student Supports	SBAC Math-African American students outperformed the state by 21.1 points. EL Progress is 77.8%; 29.5% better than state and considered "very high".	Consistent data driven PLC time: planning, analyzing student work. Collaboration between coaches and teachers re ELLS and how best to serve them.

Student/Family Supports	Chronic Absenteeism Maintained 0% suspension rate for 18-19 school year. Math night was attended by 40% of student population. Parents have engaged in increasing number by affinity group and provide invaluable feedback to the administration and staff	Held 5 events to foster community. Affinity groups were formed this year and administration hosted 6 events for groups to engage.
Staff Supports	Weekly PLCs focused on data. N4 PLC observation scored 3-sustaining a culture of collaboration. Data Driven Instruction part of weekly PLCs, Data Conferences held triannually, Observation and Feedback provided monthly.	The systems and structures of collaboration around data and teaching practice have been strengthened this year with the introduction of accountability measures. 1. Instead of documenting PLCs with agendas, notes and next steps, we have moved to a more streamlined, robust plan. Every week the PLCs revolve around essential questions and data. Those notes are housed in a shared drive and coaches and admin read and comment on the PLCs they were not part of that week. 2. Student data, both summative and formative, are kept in school wide spreadsheets. This data is monitored weekly by the instructional coaches both for compliance and to check student growth. 3. Data conferences are planned for and held 3 times a year with the teacher, coach and principal. Summative data is analyzed and an action plan is made on the spot for struggling students. 4. Both coaches and the principal observe in classrooms and provide consistent feedback to a caseload of teachers. The feedback is small, actionable and there is an expectation that it is received and acted upon.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

College/Career Readiness	SBAC Math	Tier 1 Instruction. Alignment across classrooms.
Focal Student Supports	African American students disproportionately exceeded the expected student maximum by: 12% SPED, 10% office referrals, 15% SPED students with office referrals. On SBAC ELA, African American student performance decreased by 4.8 (48.9 points below standard), Latino performance decreased by 5.3 (3.7 below standard). On SBAC Math, African American performance decreased by 4.1(66.8 points below standard) , Latino performance decreased by 7 points (25 below standard), SWD performance decreased by .7 points (103.9 below standard)	Although we have come a long way in addressing the achievement gap with formative assessment to track progress, it will take a transformation both in mindset, teaching practice and intervention measures to close the gap. Things that can be improved: -Tier 1 instruction
Student/Family Supports	19-20 school year, 100% of suspensions assigned were to SPED students. Students who need wrap around services/coordinated care are not receiving it and this contributes to a lack of success.	Adequate staffing to support students with high behavior needs. Need for a community outreach/caseworker
Staff Supports	N4 PLC observation scored 2.5-developing to sustaining culture that ensures that students learn and a focus on results.	Shifting culture to becoming more data driven-regularly collecting formative assessments (and all sorts of data points) and inputing onto tracker.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)					
School Goal for May 2023:	Increase by 10 % the percentage of students scoring proficient or advanced on the ELA and Math portions of the SBAC				
Instructional Focus Goal:	*All students experience success in the early years.*				
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
K at or above Benchmark	All Kindergarten Students	+5pp	67.2%	n/a	43.0%

1st Grade at or above Benchmark	All Grade 1 Students	+5pp	83.8%	n/a	88.0%
Instructional Focus Goal:		*All students continuously grow towards meeting or exceeding standards in Language Arts.*			
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
SBAC ELA	All Students	+15 points DF3	14.6	n/a	24.6
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	45.0%	n/a	55.0%
Instructional Focus Goal:		*All students continuously grow towards meeting or exceeding standards in Math and Science.*			
SBAC Math	All Students	+15 points DF3	-6.0	n/a	16.0
CAST (Science)	All Students	TBD	41.4%	n/a	51.4%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		Increase by 15% the percentage of African American Students who are scoring at proficient or advanced on the ELA and Math protions of the SBAC			
Instructional Focus Goal:		*All students continuously grow towards meeting or exceeding standards in Language Arts.*			
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
SBAC ELA	Students with Disabilities	+20 points DF3	-75.9	n/a	-31.6
SBAC ELA	African-American Students	+20 points DF3	-48.5	n/a	0.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	16.5%	n/a	5.0
Instructional Focus Goal:		*All students continuously grow towards meeting or exceeding standards in Math and Science.*			
SBAC Math	Students with Disabilities	+20 points DF3	-98.5	n/a	-47.0
SBAC Math	African-American Students	+20 points DF3	-66.8	n/a	-10.0

Instructional Focus Goal:		English Learner students continuously develop their language, reaching English fluency in six years or less.			
ELL Reclassification	English Learners	Reclassify 16%	32.0%	n/a	45.4%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	n/a

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	Increase the percentage of parents and students who feel connected to the school (CHKS) by 10 percent.

Instructional Focus Goal:	All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	74.0%	n/a	95.0%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	8.9%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	19.1%	n/a	10.0%
Chronic Absence	African-American Students	-2pp	26.0%	n/a	3.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:	Increase our school score on our PLC rubric from a 2.67 to a 3.

Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
PLC Rubric	All Teachers	TBD	2.5%	2.7%	3.0%
Teachers Responses on CHCKS Survey	All Teachers	TBD	n/a	30.0%	50.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.
To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?
Students have equitable access to funding. For students with greater need, resources are being adjusted to fill the gap.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE

School: Sequoia Elementary School	**SPSA Year Reviewed:** 2019-20	**SPSA Link:** <u>19-20 SPSA</u>

2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)

19-20 Language & Literacy Priority:	**Balanced Literacy**
Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
Related School Goal:	All 3-5 Grade students will make +15 points DF3 growth as measured by SBAC ELA

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The intervention block has been targeted for SIPPS and Words Their Way Interventions. All students were assessed using the SIPPS pre-assessment. Students were divided into SIPPS groups based on that assessment. During the intervention block, staff were flooded into those grade-level groups. Students were placed in various SIPPS groups, or if they did not need the support were placed in a Words Their Way group.

What evidence do you see that your practices are effective?

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

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

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

19-20 Standards-Based Instruction Priority:	**Math Instructional Practices**
Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.
Related School Goal:	All students will make +15 points DF3 growth as measured by SBAC Math

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

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

What evidence do you see that your practices are effective?

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

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

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

19-20 Conditions for Student & Adult Learning Priority:	**Social-Emotional Learning**
Theory of Change:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal:	95% of all students will have a staff member who will engage in a daily Check-In Check-Out process.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

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

What evidence do you see that your practices are effective?

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

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

Focus Senecca partnership and RJ STIP sub support on targeting social groups for identified students with higher need.

19-20 Conditions for English Language Learners Priority:	**ELL Reclassification**
Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal:	There will be a 10% increase in the number of ELL students reclassified as measured by the ELPAC assessment.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

ELD practices are being implemented in the classroom with success.

What evidence do you see that your practices are effective?

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

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

n/a

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

n/a

School:	Sequoia Elementary School	School ID: 151

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

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

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

1-2	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.	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.	
1-3	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.	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 particpate in Spring Parent-Teacher Conferences, as well as parents who request an additional conference.	

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

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority ("Big Rock"):	Math Instructional Practices

School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.	
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.	
Students to be served by these actions:	*All Students*	

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Teachers will choose focal students from data that will be monitored throughout the year.	

2-2	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will have weekly 60 min. PD in 6-12 week cycles aligned to content areas with a year long them of academic language and discourse. Teachers will have 3 weekly 50 min. PLC times to collaborate around standards based curriculum and assessments.	
2-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will have weekly 60 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language. Plan will be created in June of 2019 and will be monitored by the ILT team at bi-monthly ILT meetings.	
2-4	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Grade level and instructional plans for the year will be developed by June of 2020. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.	
2-5	Focused PD for teachers on meeting the differentiated needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	Principal and Leadership team will develop a cycle of instruction and PD around meeting the specific intervention needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	Teachers will be trained in math workshop practices and assessment tools which support specific interventions in Number Sense, and CGI supports for problem solving.	

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum				
School Priority ("Big Rock"):	Balanced Literacy				
School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	*All Students*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?**
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.	

3-2	Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals and instructor will accelate their learning using specific strategies developed from GATE curriculum); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give increased extended learning opportunities), based on evidence, regardless of current level of achievemen	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 and identify benchmark data that will be monitored throughout the year.	

#				
3-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will have weekly 60 min. PD in 6 week cycles aligned to content areas with a year long them of academic language. Plan will be created in June of 2019 and will be monitored by the ILT team at bi-monthly ILT meetings.	
3-4	Teachers lead data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Instructors in grades 3-5 will additionally focus on SBAC data, to determine next steps in core language arts instruction. Instructional strategies will focus on those students who are both behind and those students who are advanced.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. For grades 3-5 an additional focus will be on SBAC Reading and Writing data to analyze, set goals, and determine next steps for students who are behind and those who need additional acceleration supports.	Grade level and instructional plans for the year will be developed by June of 2020. Teams will monitor, update and share with admin for feedback throughout the year.	

District Strategy: Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**				
School Priority ("Big Rock"):	All staff are high quality, providing optimal instruction to our students			
School Theory of Change:	If teachers utilize protocols for collaboration, we will strengthen our ability to analyze student work and improve instruction.			
Related Goal(s):	We will increase our school on our PLC rubric from a 2.67 to a 3.			
Students to be served by these actions:	*All Students*			
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?**

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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	ELL Reclassification
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

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

PROPOSED 2020-21 SCHOOL SITE BUDGET   Site Number: 151   School: Sequoia Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Tutoring, mentorship and care to support social emotional health and readiness to learn	$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	151-1
paper, ink, for student learning	$14,934	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	All classroom teachers will provide targeted support and diffferentiation for accelerating English Language Learners	151-2
maintenance of copy machine for student learning materials	$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	All classroom teachers will provide targeted support and diffferentiation for accelerating English Language Learners	151-3
for communication	$200	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-4
recess and lunchroom supervision	$8,382	General Purpose Discretionary	2905	Other Classified Salaries	7667	Noon Supervisor	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-5
TSA, mental health and stip sub	$98,600	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Coaching-- Model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL.	151-6
technology subscriptions	$12,950	Low-Performing Students Block Grant	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	151-7

2019-2020
School Site Council Membership Roster – Elementary

School Name: _____

Chairperson :	
Vice Chairperson:	
Secretary:	

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	

SSC Legal Requirements (*EC* Sections 65000-65001):

1. Members MUST be selected/elected by peer groups;

2. There MUST be an equal number of school staff and parent/ community/student members;

3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and

4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community Members