



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SEQUOIA ELEMENTARY SCHOOL

2018-19

37-68338-6040133

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

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

Principal: Kissel, Ryan

Contact Person: Kissel, Ryan

Position: Principal

Telephone Number: 858-496-8240

Address: 4690 Limerick Ave, Sequoia Elementary, San Diego, CA, 92117-3220,

E-mail Address: rkissel@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.



San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Sequoia Elementary
SITE CONTACT PERSON: Ryan Kissel

DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)

PHONE: 8 496-8240 FAX: (6) 496-8329 E-MAIL ADDRESS: rkissel@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: 4/9/18 |
| <input checked="" type="checkbox"/> Other (list): <u>Staff</u> | Date of presentation: 4/2/18 |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/2/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Ryan Kissel
Type/Print Name of School Principal

Ryan Kissel
Signature of School Principal

4-5-18
Date

Tanya Morrison
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

4-5/18
Date

SOPIA FREIRE
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

4/11/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Data Reports
 - B. Title I Parent Involvement Policy
 - C. Home/School Compact
 - D. Title I/MPP Budget Allocations Summary Grid
 - E. 2018-19 SPSA Assessment and Evaluation

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Sequoia Elementary is a small school of 200 students. Our goal is that all students are confident and critical thinkers when they leave our school and have the capability to actively participate in a diverse world that we have yet to imagine. In order to ensure this happens, we have set up an RTI system that provides equitable services to all our students. First, for Tier I instruction, we have spent our site money to ensure the following program is being implemented at Sequoia. We have aligned our curriculum to the Common Core standards, we have put money aside to send our teachers to multiple trainings, and we hired a health tech to support our kids.

Second, for Tier II intervention, we have spent our site money on teacher hourly to provide an after school reading program for students that need additional interventions in reading instruction.

Lastly, for Tier III intervention, we have spent our site money on a push-in/pull-out teacher that provides small group instruction for 5-10% of our students that still need additional interventions in the general education setting.

SCHOOL VISION AND REALITY

Together with the community, we will create a supportive learning environment, where all students are successful in their social, emotional and academic lives which enables them to communicate and participate in a global society that we have yet to imagine!

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

At Sequoia, we have many ways that we build teacher capacity. First, our teachers meet once a week in their PLC teams to analyze data and plan lessons. Second, we have 1 Professional development training a month where we focus on learning the new literacy and math instructional practices. Third, most of our teachers attend the math and ELA trainings offered by the district. Finally, our teachers visit other classrooms and work with a reading specialist 9 times a year.

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "Together with the community, we will create a supportive learning environment, where all students are successful in their social, emotional and academic lives which enables them to communicate and participate in a global society that we have yet to imagine." The school year is broken into four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet proficient scores. In order to achieve the site goals and ensure that every student reaches their maximum potential (growth mindset) we will implement the following plan. The following expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Sequoia actively seeks input from the community when it comes to decisions about how to spend the school's money. First, the ELAC is informed about the process and given an opportunity to give input about how the money should be spent. Second, all families are given a survey about what services are most important for our school. Third, all families are notified and invited to our SSC budget discussion to provide input to the staff. Finally, with input from the parents, community and staff, the recommendations are taken to the SSC for a final vote on the budget for the upcoming year.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Arnold Tamayo	Parent
Jennifer Arens	Parent
Jeannine Smith	teacher
Michael Vanderhoofven	teacher
Melinda Kelly	Teacher
Katie Stahmer	teacher
Ryan Kissel	Principal
Danielle Rosas	Parent
Tonya Morrison	Parent -CP
Andrea Benitez	parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 42% (approx. 13 of 29 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 36% (approx. 12 of 34 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,.)

Subgroup: English Learners students

By June 2019, 14% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 16% (approx. 6 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 25% (approx. 7 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 36% (approx. 12 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 14% (approx. 4 students out of 13) will meet or exceed standards in ELA on the SBAC exam for the 3rd, 4th and 5th grade students with disabilities.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze IRLA and interim assessments 2 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 56% (approx. 16 of 29 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 9 of 34 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: English Learners students

By June 2019, 20% (approx. 6 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (approx. 7 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 3 of 13) will meet or exceed standards in Math on the SBAC exam for 3rd, 4th and 5th grade students with disabilities.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments and math interim assessments twice per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 56% (approx. 16 of 29 3rd graders) will meet or exceed grade level as measured by IRLA.

By June 2019, at least 75% (approx. 25 of 34 5th graders) will meet or exceed grade level as measured by IRLA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Independent Reading Level Assessment (IRLA)

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level to analyze IRLA and SRI twice per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 200 families) will receive information regarding the academic progress of their child at least twice this school year.
By June 2019, at least 50% (approx. 100 families) will attend at least 1 training for the Madison Cluster to increase the milestones necessary for meaningful graduation.

Targeted Population:

- All K-6 student groups
- EL and Hispanic/Latino parents
- Special Education parent groups
- Sequoia Partnerships
- Community businesses

What data did you use to form these goals?:

Research shows that there is a direct correlation of student achievement to parent involvement, especially with students at risk of not meeting grade level standards. Our goals were based on current research in conjunction with an analysis of sign in sheets to determine patterns and frequency of parent involvement at our school.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

The Madison Cluster of schools meets once a month to allow parents to give input and make decisions about school operations. Parents are encouraged to attend these meetings. In addition, the Cluster is trying to set up parent meetings/trainings to provide support in the home.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- Teachers will immerse ELD strategies throughout the course of the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, IRLA assessments, and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze the Lucy Calkins writing units and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use scaffolds to ensure everyone can access the content.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor will do classrooms presentations
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact (i.e. progress report, phone call, home visit) to discuss the progress of their at-risk student.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide "Power Hour" for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Push-in/Pull-out teacher will provide supplemental small group instruction to Tier III students.
- Counselor will provide check in with at-risk students and do home visits
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Principal will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Sequoia will provide high quality Tier I instruction by implementing the Lucy Calkins Reading and writing curriculum. Also, we have a schedule that allows our Ed Specialist to assist our Special Education students. All of teachers have received and will continue to receive training with implementing the Common Core curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$869.00	\$869.00	0253-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Students need supplies to ensure they receive the best education possible. Supplies supplement the core instructional program and include pencils, journals, charts, batteries, etc.

How will you monitor these strategies/activities?:

We will monitor student progress by analyzing a variety of different assessment for literacy and math. For literacy, will monitor student reading levels with IRLA (formative assessment), common formative assessments and exit slips. For math, we will use common formative assessments, end of topic tests and exit slips.

In addition, our upper grade students will use the interim assessments twice a year.

Overall, we will also use the Smarter Balanced end of year exams.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

In order to provide high quality Tier II instruction for students that need additional support, we will pay teachers hourly to provide an after school reading program.

Furthermore, we will also pay a teacher to push-in and pull-out Tier III students that need additional support in our RTI process.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.3000	\$26,681.40	\$32,411.22	0253-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03	This is for students that need additional Tier II and Tier III support in a small group setting.

How will you monitor these strategies/activities?:

We will use the Pre and Post assessment data for Reading with Phonics to monitor the progress of our Tier II and III students.

Overall, we will also use the Smarter Balanced end of year exams.

Sequoia Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
Our teachers will attend the district trainings offered for the ELA/math instruction, they will participate in a math lesson design study with a district resource teacher and they will visit other classrooms to improve their instruction in the classroom.

How will you monitor these strategies/activities?:
Our teachers will attend district trainings and engage in PLC trainings throughout the year (2017/18)

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
Sequoia will continue its reading program that strives to ensure that all students are proficient readers by the end of the 3rd grade. Research states that students that are proficient by the end of 3rd grade will have a higher chance of graduating and going to college. Furthermore, we will pay for a nurse tech. that supports our students in physical wellness.

How will you monitor these strategies/activities?:
We will use our IRLA assessments (formative reading scores) for our 3rd graders.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
We will have clerical hourly available to our staff to help with the ELPAC testing for our EL students and to be available to support our parents, especially our English Learner parents.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$500.00	\$500.00	0253-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	03, 05	This for light refreshments to help with parent engagement.
Supplies		\$85.00	\$85.00	0253-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	03, 05	This is for supplies that help parents support their children.
Tech Professional OTBS Hrly		\$200.00	\$256.82	0253-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	03, 05	This is used to pay for hourly that helps assess students, especially EL students.

How will you monitor these strategies/activities?:
Every EL student will be assessed using the ELPAC exam.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: The students that need additional help in reading will receive 3 hours of after-school instruction in literacy. Each teacher will select 3 target students to receive extra support with the push-in/pull-out teacher in a 1-1 setting or small group setting.</p> <p>Identified Need:: The students that are below grade level in reading will be identified and considered for the EDRP program and will receive intervention help with the push-in/pull-out teacher.</p> <p>Target Group:: Each teacher will select 3 target students to provide addition support in the classroom.</p> <p>Monitoring:: The teacher will monitoring their reading progress with pre and post IRLA (formative assessment) scores.</p> <p>Personnel Responsible:: One teacher from each grade level will be responsible for implementing the after-school reading program. Principal and classroom staff will use assessments to monitor results</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: We will provide the necessary classroom materials to implement the common core curriculum. Furthermore, we have purchased a literacy program that will supplement the common core curriculum and provide data to drive student instruction. In school resource teacher will provide math instruction in the classroom.</p> <p>Identified Need:: Teachers must have the necessary classroom materials to provide rigorous classroom instruction. In order to differentiate student learning, students will have access to various literacy and software programs that are tailored to individual student's needs.</p> <p>Target Group:: Every student on campus will have the necessary classroom materials to master the common core curriculum. In addition, every student on campus will have the opportunity to reach their maximum potential by utilizing a literacy program that is tailored to their individual needs.</p> <p>Monitoring:: The literacy and math software programs have the ability to monitor student progress.</p> <p>Personnel Responsible:: Principal and classroom staff will use assessments to monitor results</p>

Goal 3: Professional Development
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
 Our teachers will participate in PD and PLC meetings that strengthen their instructional practice in literacy, writing and math.

Identified Need::
 All of our students, especially our EL population, need additional support in the area of literacy and math.

Target Group::
 Struggling students and ELs needing additional help in reading.

Monitoring::
 The teachers will monitor their reading progress with pre and post IRLA (formative assessment) scores.

Personnel Responsible::
 Principal and classroom staff will use assessments to monitor results

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician -	0.2000	\$6,823.60	\$14,633.31	0253-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	The nurse Tech ensures are students are healthy so they can receive a quality academic education. Health Tech will provide direct support to our students and families by monitoring their health needs, and connecting them to community resources.
Supplies		\$6,017.00	\$6,017.00	0253-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Students need supplies to ensure they receive the best education possible. Supplies supplement the core instructional program and include pencils, journals, charts, batteries, etc.
Classroom Teacher Hrly		\$4,000.00	\$4,815.60	0253-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1	Students that need additional support will receive Tier II and III intervention instruction from our in-school resource teacher.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate

CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sequoia
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	140	25.7	103	32.0	97	27.8	2.1	-4.2	143	21.7	103	31.1	96	20.8	-0.9	-10.3
Female	63	28.6	45	46.7	43	27.9	-0.7	-18.8	65	18.5	45	28.9	43	20.9	2.4	-8.0
Male	77	23.4	58	20.7	54	27.8	4.4	7.1	78	24.4	58	32.8	53	20.8	-3.6	-12.0
African American	5	-	3	-	1	-	-	-	5	-	3	-	1	-	-	-
Asian	6	-	3	-	1	-	-	-	6	-	3	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	81	13.6	70	25.7	67	20.9	7.3	-4.8	84	9.5	70	25.7	66	12.1	2.6	-13.6
Indochinese	6	-	4	-	3	-	-	-	6	-	4	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	19	42.1	12	58.3	10	40.0	-2.1	-18.3	19	52.6	12	58.3	10	40.0	-12.6	-18.3
Multiracial	23	39.1	11	27.3	14	50.0	10.9	22.7	23	30.4	11	36.4	14	42.9	12.5	6.5
English Learner	47	0.0	37	10.8	25	4.0	4.0	-6.8	50	0.0	37	10.8	24	0.0	0.0	-10.8
English-Speaking	93	38.7	66	43.9	72	36.1	-2.6	-7.8	93	33.3	66	42.4	72	27.8	-5.5	-14.6
Reclassified†	20	35.0	16	37.5	24	16.7	-18.3	-20.8	20	20.0	16	25.0	24	12.5	-7.5	-12.5
Initially Eng. Speaking	73	39.7	50	46.0	48	45.8	6.1	-0.2	73	37.0	50	48.0	48	35.4	-1.6	-12.6
Econ. Disadv.*	94	16.0	74	28.4	67	23.9	7.9	-4.5	97	11.3	74	23.0	67	14.9	3.6	-8.1
Non-Econ. Disadv.	46	45.7	29	41.4	30	36.7	-9.0	-4.7	46	43.5	29	51.7	29	34.5	-9.0	-17.2
Gifted	40	32.5	32	50.0	17	52.9	20.4	2.9	40	37.5	32	50.0	17	47.1	9.6	-2.9
Not Gifted	100	23.0	71	23.9	80	22.5	-0.5	-1.4	103	15.5	71	22.5	79	15.2	-0.3	-7.3
With Disabilities	16	6.3	12	8.3	0	-	-	-	16	6.3	0	-	11	9.1	2.8	-
WO Disabilities	124	28.2	91	35.2	85	31.8	3.6	-3.4	127	23.6	91	35.2	85	22.4	-1.2	-12.8
Homeless	6	-	0	-	0	-	-	-	7	-	0	-	10	10.0	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	0	-	0	-	4	-	-	-	0	-	0	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sequoia
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	35	5.7	31	25.8	32	34.4	28.7	8.6	35	8.6	31	32.3	32	46.9	38.3	14.6
Female	11	9.1	18	27.8	14	35.7	26.6	7.9	11	18.2	18	16.7	15	46.7	28.5	30.0
Male	24	4.2	13	23.1	18	33.3	29.1	10.2	24	4.2	13	53.8	17	47.1	42.9	-6.7
African American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	24	0.0	25	20.0	21	14.3	14.3	-5.7	24	4.2	25	32.0	20	25.0	20.8	-7.0
Indochinese	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	2	-	3	-	3	-	-	-	2	-	3	-	4	-	-	-
Multiracial	6	-	1	-	7	-	-	-	6	-	1	-	7	-	-	-
English Learner	22	0.0	16	6.3	12	8.3	8.3	2.0	22	0.0	16	18.8	11	0.0	0.0	-18.8
English-Speaking	13	15.4	15	46.7	20	50.0	34.6	3.3	13	23.1	15	46.7	21	71.4	48.3	24.7
Reclassified†	0	-	3	-	0	-	-	-	0	-	3	-	2	-	-	-
Initially Eng. Speaking	13	15.4	12	41.7	18	55.6	40.2	13.9	13	23.1	12	41.7	19	68.4	45.3	26.7
Econ. Disadv.*	25	4.0	23	21.7	20	25.0	21.0	3.3	25	4.0	23	26.1	21	33.3	29.3	7.2
Non-Econ. Disadv.	10	10.0	8	-	12	50.0	40.0	-	10	20.0	8	-	11	72.7	52.7	-
Gifted	8	-	6	-	7	-	-	-	8	-	6	-	7	-	-	-
Not Gifted	27	3.7	25	20.0	25	28.0	24.3	8.0	27	3.7	25	36.0	25	36.0	32.3	0.0
With Disabilities	5	-	12	8.3	0	-	-	-	5	-	0	-	3	-	-	-
WO Disabilities	30	3.3	28	28.6	29	37.9	34.6	9.3	30	6.7	28	35.7	29	48.3	41.6	12.6
Homeless	2	-	0	-	0	-	-	-	2	-	0	-	10	10.0	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sequoia
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	37	29.7	33	12.1	31	22.6	-7.1	10.5	39	30.8	33	12.1	31	6.5	-24.3	-5.6
Female	16	31.3	10	40.0	17	17.6	-13.7	-22.4	17	29.4	10	20.0	17	0.0	-29.4	-20.0
Male	21	28.6	23	0.0	14	28.6	0.0	28.6	22	31.8	23	8.7	14	14.3	-17.5	5.6
African American	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Asian	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	20	15.0	23	13.0	23	21.7	6.7	8.7	22	18.2	23	4.3	23	4.3	-13.9	0.0
Indochinese	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	8	-	1	-	5	-	-	-	8	-	1	-	5	-	-	-
Multiracial	4	-	6	-	1	-	-	-	4	-	6	-	1	-	-	-
English Learner	10	0.0	16	6.3	7	-	-	-	12	0.0	16	0.0	7	-	-	-
English-Speaking	27	40.7	17	17.6	24	29.2	-11.5	11.6	27	44.4	17	23.5	24	8.3	-36.1	-15.2
Reclassified†	2	-	0	-	8	-	-	-	2	-	0	-	8	-	-	-
Initially Eng. Speaking	25	40.0	12	25.0	16	31.3	-8.7	6.3	25	44.0	12	33.3	16	6.3	-37.7	-27.0
Econ. Disadv.*	24	16.7	25	12.0	23	21.7	5.0	9.7	26	15.4	25	4.0	23	4.3	-11.1	0.3
Non-Econ. Disadv.	13	53.8	8	-	8	-	-	-	13	61.5	8	-	8	-	-	-
Gifted	13	30.8	8	-	4	-	-	-	13	53.8	8	-	17	47.1	-6.7	-
Not Gifted	24	29.2	25	8.0	27	18.5	-10.7	10.5	26	19.2	25	8.0	27	7.4	-11.8	-0.6
With Disabilities	3	-	12	8.3	0	-	-	-	3	-	0	-	11	9.1	-	-
WO Disabilities	34	32.4	29	13.8	26	26.9	-5.5	13.1	36	33.3	29	13.8	26	7.7	-25.6	-6.1
Homeless	0	-	0	-	0	-	-	-	1	-	0	-	6	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sequoia
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	34	41.2	39	53.8	34	26.5	-14.7	-27.3	35	22.9	39	46.2	33	9.1	-13.8	-37.1
Female	16	37.5	17	70.6	12	33.3	-4.2	-37.3	17	5.9	17	47.1	11	18.2	12.3	-28.9
Male	18	44.4	22	40.9	22	22.7	-21.7	-18.2	18	38.9	22	45.5	22	4.5	-34.4	-41.0
African American	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Asian	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	19	21.1	22	45.5	23	26.1	5.0	-19.4	20	5.0	22	40.9	23	8.7	3.7	-32.2
Indochinese	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	5	-	8	-	2	-	-	-	5	-	8	-	1	-	-	-
Multiracial	7	-	4	-	6	-	-	-	7	-	4	-	6	-	-	-
English Learner	8	-	5	-	6	-	-	-	9	-	5	-	6	-	-	-
English-Speaking	26	53.8	34	55.9	28	32.1	-21.7	-23.8	26	30.8	34	50.0	27	11.1	-19.7	-38.9
Reclassified†	6	-	8	-	14	14.3	-	-	6	-	8	-	0	-	-	-
Initially Eng. Speaking	20	55.0	26	57.7	14	50.0	-5.0	-7.7	20	35.0	26	57.7	13	23.1	-11.9	-34.6
Econ. Disadv.*	21	19.0	26	50.0	24	25.0	6.0	-25.0	22	4.5	26	38.5	23	8.7	4.2	-29.8
Non-Econ. Disadv.	13	76.9	13	61.5	10	30.0	-46.9	-31.5	13	53.8	13	61.5	10	10.0	-43.8	-51.5
Gifted	9	-	18	61.1	6	-	-	-	9	-	18	72.2	6	-	-	-
Not Gifted	25	36.0	21	47.6	28	21.4	-14.6	-26.2	26	19.2	21	23.8	27	3.7	-15.5	-20.1
With Disabilities	3	-	5	-	0	-	-	-	3	-	0	-	11	9.1	-	-
WO Disabilities	31	45.2	34	58.8	30	30.0	-15.2	-28.8	32	25.0	34	52.9	30	10.0	-15.0	-42.9
Homeless	2	-	0	-	0	-	-	-	2	-	0	-	10	10.0	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Sequoia Elementary
TITLE I PARENT INVOLVEMENT POLICY 2017-18

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Sequoia has developed a written Title I parental involvement policy with input from Title I parents. ***During the first SSC meeting, the staff, parents and the principal discuss what should be the parent responsibilities. We work on a draft from the previous year and then we complete the final revision to distribute to parents.***

It has distributed the policy to parents of Title I students.

After the first SSC meeting where we complete the final revision of the Parent Involvement Policy, it is sent home to all families.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at **Sequoia**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
At our first SSC meeting, we discuss parent rights in the Title I program.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
We hold SSC/Title I meetings the first Monday of every month.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy.
**Improving communications between the school and home.
Discussing current student assessment data and student progress.
Providing information about the school and district resources for student academic improvement.
Evaluating the effectiveness of the Title I program and the budget that goes with it.**
- The school provides parents of Title I students with timely information about Title I programs.
The parents are informed about student progress during each reporting period (3X a year).
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
Parents are given information about the curriculum, assessments and expectations at Back to School Night each year.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
Parents are encouraged to attend our SSC/Title I meetings every month.

**** It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).***

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

Home School-Parent Compact:

Sequoia Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

At the first SSC meeting, the parents and the staff revise and complete the Title I policy each year.

Building Capacity for Involvement:

Sequoia Elementary engages Title I 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, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

We provide information about the standards at Back to School night.

We also have 3 reporting periods where we discuss student progress.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

We have many parent meetings/trainings throughout the course of the year.

We send home "take home" books with every child with "tip cards" for parents.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

In our mission statement, we express our desire to work with families and help them assist their child.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

We have an ELAC and a SGT that gives parents information about our Title I program and allows parents to voice their concerns about our program.

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

We send home flyers all the time to parents with important information. We also use Peachjar, the marquee and the monthly newsletter for communication with families.

- The school provides support for parental involvement activities requested by Title I parents.

Parents are welcome to visit our campus anytime to volunteer.

In addition, we offer many opportunities throughout the year for parent involvement, such as our family nights and our carnival.

Accessibility

Sequoia Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All communication send home to families is also sent home in Spanish.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District

Office of the Deputy Superintendent
Federal and Special Programs Division
Program Monitoring Department

HOME/SCHOOL COMPACT

Sequoia Elementary School 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 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 California's high standards.

This Home/School Compact is in effect during school year 2016/17 school year.

REQUIRED HOME-SCHOOL COMPACT PROVISIONS

School Responsibilities

Sequoia Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

Teachers will provide rigorous standard based instruction following the Lucy Calkins Unit guides provided by the district. In addition, teachers will assess students and tailor their instruction to meet the needs of all learners. Therefore, small group instruction occurs on a daily basis to target specific areas of need. Furthermore, teachers will provide ELD instruction that correlates to their language proficiency level. Finally, the classroom environment will be supportive and safe for all learners.

- 2. 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.**

Teachers and parents will have the opportunity to meet formally 2 times a year for each reporting period.

The dates are as follows: November 14-18, and March 21-24

- 3. Provide parents with frequent reports on their child's progress.**

Many teachers provide weekly/monthly newsletters to parents updating them about their child's progress. Standards Based Report cards are sent home 3 times during the course of the year. Literacy and math assessments are discussed with parents twice a year to update their student's progress in these content areas. Some teachers also have their own classroom websites.

4. Provide parents reasonable access to staff

Teachers have an “open door” policy of encouraging parents to visit the class at anytime to discuss their child’s progress. Also, teachers make frequent contacts with parents by phone and email to keep good communication lines available.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

Parents are invited to come to school and assist with projects that teachers and staff members need completed. In addition, parents are welcome to volunteer in the classroom at any time. There will also be many other volunteer opportunities with the ASB and PTA throughout the year.

Parent Responsibilities

We, as parents, will support our child’s learning by:

- *We ensure that our child will be prepared and on-time to school everyday.*
- *We will monitor and assist our child with their homework everyday.*
- *We will monitor not only the amount of TV that is viewed, but also the content of the show as well.*
- *We will try to volunteer at least once during the school year either in class or for a school event.*
- *We will be an informed parent that knows that decisions are made during SSC/ Governance meetings and will give input when it’s needed or required.*
- *I will expose my child to extracurricular activities that will enhance/supplement school learning.*
- *Staying 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.*

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards.

- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school time.*
- *Try my very best in all endeavors such as completing class work, working well with others and displaying a positive attitude towards learning.*

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount	
Sequoia Elementary	09800	1157	Classroom Teacher Hrly			\$ 4,000.00	
		2236	Health Prsnl PARAS	Health Technician	0.2000	\$ 6,823.60	
		3000	Employee Benefits			\$ 8,625.31	
		4301	Supplies			\$ 6,017.00	
	09800 Total					0.2000	\$ 25,465.91
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.3000	\$ 26,681.40	
		3000	Employee Benefits			\$ 5,729.82	
		4301	Supplies			\$ 869.00	
	30100 Total					0.3000	\$ 33,280.22
	30103	2455	Tech Professional OTBS Hrly			\$ 200.00	
3000		Employee Benefits			\$ 56.82		
4301		Supplies			\$ 85.00		
4304		Inservice supplies			\$ 500.00		
30103 Total						\$ 841.82	

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Sequoia Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The teachers follow a daily schedule that ensures that we maximize the instructional minutes. Mr. Kissel provides feedback to teachers as to whether they're on schedule or not.
CLOSING THE ACHIEVEMENT GAP	We have an RTI plan in place that provides Tier II and Tier III instruction to students that need extra interventions to close the achievement gap between Latino and White students. In addition, we receive feedback from the ELAC committee about supporting Latino students.
PROFESSIONAL DEVELOPMENT	The teachers participate in Professional Development meetings every month for nine months. In addition, many teachers attend professional development trainings offered by the district. Finally, Sequoia receives support from a reading specialist 10 times throughout the school year.
GRADUATION/PROMOTION	We set high expectations for our 3 rd grade students to become proficient readers by the end the year. We understand it is critical for reading at grade level by the end of 3 rd grade in order to graduate high school. We also participated in the Student Centered Coaching cycle offered to 3 rd graders by the district.
PARENT ENGAGEMENT	We provide many opportunities for parents to volunteer throughout the course of the year. Parents are always welcome to visit the school at any time. In addition, there are numerous committees where parents are members or board members including PTA, SGT and SSC.