THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SEQUOIA ELEMENTARY SCHOOL

2014-16

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:
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
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Sequoia Elementary School

SITE CONTACT PERSON: Ryan Kissel

> **DUE March 13, 2015**

PHONE: 858 496-8240   FAX: E-MAIL ADDRESS: rKissel @ sandi. net

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

☐ **Quality Education Investment Act (QEIA)**   ☒ **Title 1 Schoolwide Programs (SWP)**   ☒ **Program Improvement (PI)**
☐ Y1 ☒ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

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 PRESENTATION TO SSC:

   ☒ English Learner Advisory Committee (ELAC)   Date of presentation: 2/2/15

   ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

   ☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

   ☒ Site Governance Team (SGT)   Date of presentation: 2/2/15

   ☐ Other (list): _____   Date of presentation: _____

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: _____

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	Ryan Kissel	3-10-15
Type/Print Name of School Principal	Signature of School Principal	Date
Kelli Battle	Kell Battle	3/10/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Sofia Freire		3/13/15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Together with the comunnity, we will cerate 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

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

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

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

HEALTHTECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment   Days Per Week
1-374   1

PROFESSIONAL DEVELOPMENT

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 - "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. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

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 API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and 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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Kayo Morales	Parent
Reyna Olmedo	Parent
Cristina Arias-Martinez	teacher
Shelley Foster	teacher
Claudia Wells	Teacher
Ryan Kissel	Principal
Melissa Vargas	Parent
Kelly Battle	Parent -CP
Raquel Morales	parent
Katie McLaughlin	teacher

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 07/20/2016, 55 % of Sequoia Elementary Students, Grades K-6 will improve performance from their current average percent correct   to a higher percent correct in Interim Assessments , increasing from 45 % to 55 % , a gain of 10.00 %

Closing the Gap SMART Goal:
* By 07/21/2016, 42 % of Sequoia Elementary English Learner, Students, Grades K-6 will improve performance from their current average percent correct   to higher average percent correct in Interim Assessments , increasing from 32 % to 42 % , a gain of 10.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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 2: Mathematics

Mathematics SMART Goal:
* By 07/20/2016, 55 % of Sequoia Elementary Students, Grades K-6 will improve performance from their current average percent correct to increased average percent correct in Interim Assessments , increasing from 45 % to 55 % , a gain of 10.00 %

Closing the Gap SMART Goal:
* By 07/21/2016, 50 % of Sequoia Elementary English Learner, Students, Grades K-6 will improve performance from current average percent correct to increased average percent correct in Interim Assessments , increasing from 40 % to 50 % , a gain of 10.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API   ☐ AYP   ☐ CAHSEE   ☒ CELDT   ☐ Other   ☒ Interim Assessments   ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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. The cycles are:
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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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 3: English Learner

English Learner SMART Goal: * By 07/20/2016, 48 % of Sequoia Elementary English Learner will improve performance from their current level of overall proficiency to one level of proficiency higher in California English Language Development Test , increasing from 38 % to 48 % , a gain of 10.00 %   **Closing the Gap SMART Goal**:

WHAT DATA DID YOU USE TO FORM THESE GOALS?   ☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring: 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. The cycles are: **Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?   **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?   **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?   **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?   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 07/20/2016, 42 % of Sequoia Elementary Grade 03 will improve performance from below grade level to Proficient on IRLA on site-developed/identified common formative assessments , increasing from 32 % to 42 % , a gain of 10.00 %

Closing the Gap SMART Goal:
* By 07/20/2016, 27 % of Sequoia Elementary English Learner, Grade 03, Students will improve performance from below grade level   to Proficient on IRLA on site-developed/identified common formative assessments , increasing from 17 % to 27 % , a gain of 10.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

DRA assessment data

Progress and Growth Monitoring:

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. The cycles are:
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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
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 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: * By 07/20/2015, 70 % of Sequoia Elementary Parents/Guardians will improve performance from no volunteering to volunteering at least once in 2015 in Parent and Community Engagement , increasing from 60 % to 70 % , a gain of 10.00 %
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: The staff, both classified and certificated, will keep a record of parent volunteers. This list will be updated once a month. Each month the Principal and select staff members will review this list based on the student at the site. The staff will then call and invite parents of students that have not come by the site to volunteer in two months and encourage them to do so.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout 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, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

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. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

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 and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading 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

ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	$119.00	0253-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Supplies for PD, PLC and parent involvement activities to promote student achievement
Prof&Curriclm Dev Vist Tchr	-	$16,500.00	0253-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.
Classroom Teacher Hrly	-	$12,000.00	0253-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 03, LCFF 1	Classroom teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Classroom teacher will also provide push-in support for targeted students in ELA (as allocated budget permits).
Inservice supplies	-	$200.00	0253-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1, LCFF 2	Inservice supplies for parent involvement activities that promote strategies for student achievement
Interprogram Svcs/Postage	-	$100.00	0253-30103-00-5726-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1, LCFF 2	Postage to support home/school communication to provide parents with educational opportunities that support learning at home and parent involvement in school.
Clerical OTBS Hrly	-	$518.00	0253-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	03, 05, LCFF 1, LCFF 2	Provide additional translation services for student and parents to support the educational program afterschool and during evening activities

Local Control Funding Formula Goals

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?

Intervention Support Goal:
The students that need additional help in reading will receive 3 hours of after-school instruction in literacy.
Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards.Support will be provided as part of library services and targeted support in the classroom.
Provide Health and emotional support to student to increase attendance that will help promote student achievement
Identified Need:
The students that are below grade level in reading will be identified and considered for the EDRP program.
Target Group:
Each grade level will select 10 students that are reading below grade level to receive additional literacy support.
Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards.
Monitoring:
The teachers will monitoring their reading progress with pre and post IRLA (formative assessment) scores.
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

Goal 2: Classroom Supports
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:
We will provide the necessary classroom materials to implement the common core curriculum. Furthermore, we have purchased literacy and math software program that will supplement the common core curriculum and provide data to drive student instruction.
Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards.Support will be provided as part of library services and targeted support in the classroom
Provide Health and emotional support to student to increase attendance that will help promote student achievement
Identified Need:
Students 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 is tailored to individual students needs.
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 utilized a literacy and math software program that is tailored to their individual needs.

Direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards.

Monitoring:

The literacy and math software programs have the ability to monitor student progress.

Personnel Responsible:

Principal and classroom staff will use assessments to monitor results

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

PD and PLC that focuses on Common Core Standards for struggling students and ELs needing additional help in reading and instruction in literacy.

Identified Need:

PD and PLC that focuses on Common Core Standards for struggling students and ELs needing additional help in reading and instruction in literacy.

Target Group:

Struggling students and ELs needing additional help in reading and instruction in literacy.

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	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.3000	$10,033.50	0253-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide Health and emotional support to student to increase attendance that will help promote student achievement
Position Library Asst,	0.4000	$10,044.40	0253-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. .Support will be provided as part of library services and targeted support in the classroom.

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. Title I Parent Involvement Policy

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
(Provided by the School Site)

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

Sequoia Elementary School
TITLE I PARENT INVOLVEMENT POLICY

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

Sequoia Elementary School has developed a written Title I parental involvement policy with input from Title I parents. ***In the fall, the parents are asked to attend numerous meetings, including the SSC committee to offer input and provide feedback to the school in regards to the Title I parent Involvement policy.***

It has distributed the policy to parents of Title I students.
Every fall, a copy of the Title I Parent Involvement Policy is sent home to all parents.

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 Elementary**, 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.
  - *p*arents attend many meetings to obtain Title I information about Sequoia
  -parents provide input and give feedback to the school

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  -Parents have the opportunity to participate in the discussion of the Title I parent Involvement policy at many meetings including the SGT and SSC meetings. These meetings are held at different times to accommodate the parents.

- 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.
  -We have a monthly SSC meeting where data is shared with the program relating to Title I funds.

- The school provides parents of Title I students with timely information about Title I programs.
  -Parents are always informed about Title I programs through email, flyers, phone calls and newsletters.

- 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.

  -Student data is shared with Title I parents every month. In addition, the assessments we use are accessible to students, as well as the curriculum we use at school.

- 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.
-We have an open door policy at Sequoia where parents may always ask for a meeting to acquire information relating to their student's education.

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

**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)]

School-Parent Compact
Sequoia Elementary School 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

The SSC works with the principal to develop this policy.

Building Capacity for Involvement
Sequoia Elementary School 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. *Academic standards and current achievement data is discussed monthly at SSC meetings.*

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *The site has an annual Title I parent meeting where this material is distribute.*

- 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.
Parent suggestions and feedback are collected monthly at Principal's chats, SSC and other parent events.

- 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. ***Parents have numerous opportunities to attend site events and received resources they can use at home with their students.***

- 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. ***School information is posted at the school, updated regularly on the web site, sent home with the students and by School Messenger (phone calls)***

- The school provides support for parental involvement activities requested by Title I parents. ***The site also provides parents with opportunities outside of the campus that they can participate in.***

Accessibility
Sequoia Elementary School 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. ***Parent suggestions and feedback are collected monthly at Principal's chats, SSC and other parent events.***

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

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 2015/16 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 Units of Study 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 3 times a year for each reporting period.

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 benchmarks are sent home 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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

	30100 Title I Basic		30103 Title I	
San Diego Unified School District				
Site: 0253 Sequoia Elementary				
As of Date 04-24-2015				
Extended Summary				
	30100 Title I Basic		**30103 Title I**	
Name	**FTE**	**TOTAL**	**FTE**	**TOTAL**
		32,959.00		**939.00**
		32,959.55		**938.70**
		(0.55)		**0.30**
1157 Classroom Teacher Hrly		12,000.00		-
1192 Prof&Curriclm Dev Vist Tchr		16,500.00		-
2451 Clerical OTBS Hrly		-		518.00
Employee Benefits		4,340.55		120.70
4301 Supplies		119.00		-
4304 Inservice supplies		-		200.00
5726 Interprogram Svcs/Postage		-		100.00

APPENDIX D

2014-15 SPSA ADDENDUM

Sequoia

Area Goals for 2014-15 SY	
English Language Arts:	By July 2015, 55% of K-6th grade Sequoia students will improve from 45% average score correct, which is an 10% increase.
Mathematics	By July 2015, 5% of K-6th grade Sequoia students will improve from 45% average percent correct, which is an 10% increase.
English Language Development	By 07/20/2015, 48 % of Sequoia Elementary English Learner Students, Grades K-6 will improve performance from their current level to one level higher on the CELDT, increasing from 38 % to 48 % , a gain of 10.00 %
Graduation/Promotion Rate	By July 2015, 42% will score proficient on IRLA, increasing from 32%, which is a 10% increase.
Parent Involvement and Community Engagement	By July 2015, 70% of parent will volunteer once in parent engagement, increasing to 80%, which is a 10% increase.

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.**

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		30,766.00		**744.00**	
2605 School Counselor	0.20	15,422.20	-	-	The couselor supports low income families with presentations and counseling.
1192 Prof&Curriclm Dev Vist Tchr		8,000.00		-	Teachers attend trainings to improve in their practice and help low income families.
Employee Benefits		6,041.09		-	
4301 Supplies		1,302.71		744.00	Materials and resources are purchased to support low income families.

APPENDIX E

PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

APPENDIX E

School Name: Sequoia

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	$32,959.00
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$32,959.00
10% allocation needed for PD	$3,295.90

Please check one: ☐ Watch List ☐ Year 1 ☑ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5 ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106		Teachers will have money for substitutes to attend conferences, trainings, and have time to plan with their PLCs.	$16,500.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$16,500.00
		10 % allocation has been met	**YES**