

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT SEQUOIA ELEMENTARY SCHOOL

2020-21

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
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Sequoia Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Ryan Kissel, Principal

PHONE: 619-605-1800

FAX: 858-496-8329

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) CSI School

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 checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 9-22-20 |
| <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 type="checkbox"/> Site Governance Team (SGT) | Date of presentation: |
| <input checked="" type="checkbox"/> Other (list): School Site Council | Date of presentation: 9-28-20 |

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: **9-28-20**

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 9/28/20/
Signature of School Principal / Date

Thanisha Totemwongse
Type/Print Name of SSC Chairperson

/Thanisha Totemwongse 9/28/20/
Signature of SSC Chairperson / Date

Maria Arzate
Type/Print Name of ELAC Chairperson

/Maria Arzate 9/22/20/
Signature of ELAC Chairperson / Date

Mitzi Merino
Type/Print Name of Area Superintendent

Mitzi Merino 10/6/2020

Signature of Area Superintendent / Date

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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I school wide program school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

All stakeholder groups were involved in the process of completing this SPSA. On September 28th, the SSC committee had a meeting to discuss this strategic plan for Sequoia. Everybody was given the chance and encouraged to express their opinions about what's best for the students at Sequoia. In addition, on Sept 24th, we had our ELAC meeting. Again, we had an open and thoughtful discussion around the SPSA plan. All parties were shown data about Sequoia that would help drive the conversation. For example, the staff and parents were provided information on the Smarter Balanced Test Scores for Sequoia. The California Healthy Kids survey results were also provided to the groups. Finally, we also shared internal data that Sequoia uses to assess student learning. In summary, we believe that all the stakeholder groups were provided all the necessary information necessary to make an informed decision regarding this year's SPSA goals and plan.

RESOURCE INEQUITIES

At Sequoia Elementary, 53% of our students have not met and/or exceeded standards in literacy. In the 2018-19 school year, the same amount of students didn't reach or exceed grade level standards. In 3rd grade, our students went from 46% to 52% in ELA. In 4th grade, our students increased from 46% to 48%. However, our 5th grade students went from 49% in 4th grade to 43% on their 5th grade SBAC. Furthermore, only 33% of English Learner students have met or exceeded grade level standards on SBAC. Although that is an 8% increase from 2 years ago, far too many of our EL students are not becoming proficient readers. Finally, 39% of our Special Education students were proficient/advanced on the SBAC. Again, that leaves over 50% of our Special Ed. students below grade level standards. Research stats that students who haven't meet grade level standards will be more likely to drop out of school. Therefore, we have hired an In-school resource teacher that will provide RTI support to students that need Tier II and III instruction. These students will be pulled out of the classroom daily to receive small group instruction. Furthermore, we have purchased three Fountas and Pinnell intervention kits that come with lots of writing and reading materials that our resource teacher will be able to use with these small groups.

The stakeholder groups also decided to purchase two new software programs to support our literacy program at Sequoia. We purchased *Learning Upgrade* and *MaxScholar* software. Learning Upgrade won a million dollar prize in Florida for being an outstanding literacy program for English Learners. In addition, this software program is also available for Spanish speaking parents to help them learn English as well. MaxScholar has a rigorous writing component that we thought would be helpful for our upper grade students. This software program teaches the students how to write a great five paragraph essay while referencing evidence to support their claim.

In regards to our math program, Sequoia only has 36% of its students proficient or advanced on the SBAC. Although we did increase from 32% two years ago, we still have to ensure our students become better mathematicians. In 3rd grade, 52% of our students were proficient/advanced on the SBAC. That's up 6% from two years ago when 46% our 3rd graders were proficient/advanced. However, in 4th and 5th grade, we really struggled. In 4th grade, only 28% of our students were proficient/advanced on SBAC. That same group was at 48% proficient/advanced two years ago. In 5th grade, only 27% our students were proficient/advanced in math. Two years ago, that same group was 39% proficient/advanced in mathematics. In addition, all 17 English Learner Students did not exceed or get advanced on the SBAC for math. Two years ago, 9% of EL students were proficient/advanced. Finally, only 17% of our students with learning disabilities were proficient/advanced in math. Our priority focus this year will be to support our EL and African American students. Therefore, Sequoia will provide weekly PLC time devoted to analyzing student data in order to drive instruction.

Furthermore, Sequoia has decided to narrow our focus to students that need the most support. Therefore, each teacher will select 3 students to monitor each week during their PLC time. These "target" students will be EL students, African American students and/or other students that are below grade level. Each week, the teacher will bring assessments for each of these 3 "target" students and brainstorm with their colleagues about best practices and plan lessons around meeting each student's individual goal. For example, if a student is struggling with double digit addition, then they will give that student an exit slip each week to track progress.

At Sequoia, our 5th grade students took the Healthy Kids survey provided by the district. According to the survey, 74% of our 5th graders feel safe at school. It also says that 48% have been hit or pushed before. Next, it says that 65% of the students have had mean rumors spread about them. Finally, 48% state that they have been called bad names or had mean jokes said about them. Obviously, these are the perceptions of 23 5th grade students, that may or may not have understood the question fully, but we must ensure every student feels safe on campus. Therefore, we have an RTI policy for behavior and all of our students will participate in Restorative Practice Circles throughout the year.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Thanisha Totemwongse	Parent - CP
Melissa Vargas	Parent
Shelley Foster	Teacher
Greg Roy	Teacher
Laura Pettit	Teacher
Claudia Wells	Teacher
Ryan Kissel	Principal
Kelly Rachau	Parent
Olivia Tritz	Parent -
Tim Downing	Parent - DAC rep

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order for our students to feel physically safe and emotionally safe, we have to do two things. First, we need to make sure they don't feel threatened from inside the school and outside the school. Second, we need to make sure they feel emotionally safe with peers and staff. We started Restorative Circles in the 2019/20 school year to support students emotionally. We also put cameras and closed down multiple access points to campus to ensure kids felt physically safe. We asked our students this year whether they felt safe on campus. We found out that 77% of our students feel safe. However, that means 13% (20 kids) of our students don't feel safe.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2019/2020, 71% of our students felt safe at school. This year (2020/2021), 77% of our students feel safe on campus. That means we increased by 6% from last year. Even though we're going in the right direction, we need to continue to work on this goal until 100% of kids feel safe. We need to get better with our Restorative circles and we need to make sure our teachers are aware of their biases.

***Changes**

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

This year, all teachers will do Restorative Circles every day of the week. In addition, we will have PD around SEL strategies. Furthermore, our teachers will become more reflective about their own teaching practices to ensure all kid get equal opportunities.

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	1st grade - 5th grade	Feel safe at school (strongly agree) according to student polling.	80%	95%	Other (Describe in Objective)	twice annually	
June 2021	Tk - 5th grade	Decrease overall Chronic Absenteeism	16%	10%	Chronic Absenteeism	annually	
*Identified Need							
<p>According to the California Health Survey for 5th graders at Sequoia Elementary school, 26% of the students don't feel safe. Although almost 2/3 of the 5th grade population feel safe, ALL students need to feel safe to do well at school. In fact, the 5th graders say that 48% of them have been hit or pushed. In addition, 65% have said people have spread mean rumors about them. School safety is our number one priority at Sequoia. This doesn't only apply to physical safety but to emotional and social safety as well. Furthermore, overall only 71% of our students feel safe (strongly agree) in grades 1st -5th grade. Finally, 16% of our students have chronic absenteeism. Chronic absenteeism is missing more than 10% of the school year with absences. In order for kids to learn, they must arrive to school on time, every day.</p>							
*Online Learning Implications							
<ul style="list-style-type: none"> - Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction. - Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected. - Social-Emotional Learning and Restorative Justice Practices 							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk - 5th grade	English Learner	Decrease Chronic Absenteeism according to California Dashboard	17%	10%	Attendance	annually
June 2021	Tk - 5th grade	Hispanic or Latino	Decrease Chronic Absenteeism according to the California Dashboard	15%	8%	Attendance	annually

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Tk - 5th grade	White	Decrease Chronic Absenteeism according to the California Dashboard	24%	16%	Attendance	annually
June 2021	Tk - 5th grade	Homeless/Foster	Decrease Chronic Absenteeism according to the California Dashboard	20%	12%	Attendance	annually
June 2021	TK-5th grade	Black or African American	Decrease referrals to the office	14	7	Other (Describe in Objective)	annually

Strategy/Activity 1 - Restorative Circles

*Students to be served by this Strategy/Activity

All the students will participate in Restorative Practice Circles every morning. They will be able to be reflective with their behaviors and brainstorm better ways to restore damaged relationships with others. All students must feel engaged at school, take ownership in their learning and have a strong sense of belonging in order to attend school on time every day.

*Strategy/Activity - Description

Restorative circles is a strategy that allows kids to have a voice in the classroom and participate in building an inclusive community. The students become more reflective, they brainstorm ways to problem solve with other students and it gives students a different perspective from their own. By actively engaging students in this process, adults are doing things WITH students instead of TO students. These circles are extremely beneficial for building social/emotional intelligence. In addition, our lessons must be engaging for students. Students must take ownership in the classrooms. Our teachers ensure that students are part of the process of building classroom culture, therefore students will want to be at school every day on time.

Strategy/Activity 2 - RTI interventions

*Students to be served by this Strategy/Activity

All students, TK - 5th grade, will be served by this strategy at Sequoia.

*Strategy/Activity - Description

At Sequoia, the teachers must try 3 behavioral interventions in the classroom, before they can receive an office referral. For example, if the student is avoiding completing a task, he/she might try partnering up the student with a peer buddy. One of the interventions must be a behavior contract. Therefore, we have an RTI system in place for academic and behavioral interventions.

Strategy/Activity 3 - Recognizing Characteristics
*Students to be served by this Strategy/Activity
All students benefit from this strategy.
*Strategy/Activity - Description
At the beginning of the year, when the teachers are building community and going over behavior expectations, they define key characteristics (Citizenship, Honesty, Integrity, etc.) that students should exhibit. Each month, we recognize one student from each classroom that demonstrates that characteristic the best.
Strategy/Activity 4 - Circle Discussions around Diversity
*Students to be served by this Strategy/Activity
All Sequoia students will benefit from this strategy.
*Strategy/Activity - Description
All Sequoia student will participate in Restorative Circle time each day. This is an SEL strategy that helps students become more self-aware, build better relationships and help manage their emotions. In order to become more aware of different cultures and learn about tolerance/diversity, the teachers were given additional funds to purchase books about race and diversity. They will use these books to spawn discussions around becoming more aware of current events and people of other cultures.
*Additional Supports for this Strategy/Activity
The PTA will fund the purchase of additional books about cultural diversity in the classroom.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sequoia Elementary school is third highest scoring school in the Madison Cluster in literacy scores on the Smarter Balanced Assessment Scores. Our teachers have made reading engagement and fostering a love of reading a priority for our students. We have received a \$100,000 dollar grant that allows our students to receive new books and materials every year. In addition, we have a software program that measures and monitors reading level growth. Furthermore, the grant pays for 10 days of additional professional development from a reading specialist. Our teachers have become very good at knowing which reading behaviors (power goals) the student needs to in order to reach the next highest reading level. During the Reader's Workshop, the teachers will provide that instruction (power goal) for that student. Lastly, we ensure that our students receive the proper literacy instruction by following our schedule that reflects the gradual release of responsibility to students. All the literacy components are implemented including Read Aloud, Shared Reading, Guided Reading and Word Study.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At Sequoia Elementary school, we have purchased Lexia for our literacy program the last few years. This program allows us to monitor and track student data. We have found that Lexia wasn't a good indicator of SBAC scores for the upper grade students.

We also purchased an in-school resource teacher to facilitate our RTI program. She provides small group (pull instruction) to our Tier 2 and 3 students

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

that need additional support. Our resource teacher is amazing. She gives many assessments (pre and post) to measure student growth. All the students that go get extra support with our In-School resource teacher show reading growth. However, there are still many students (53% not proficient/advanced) that need more support.

*Changes

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

At Sequoia Elementary school, we used the same literacy software program for the last few years and we decided that our students needed a change. Therefore, we purchased Learning Upgrade and MaxScholar instead of Lexia this year. Learning Upgrade is more interactive and engaging for our students, especially with our English Learners. In fact, Learning Upgrade won a million dollar prize in Florida for supporting English Learners and their parents. Furthermore, the MaxScholar program was more rigorous with the writing component for our upper grade students that struggled in that area. We hope these changed in the software programs will help with some of our struggling readers and support our English Learners. Finally, we also made a couple of changes to our RTI program. Our In-School resource teacher will see fewer students. In addition, she will spend more time providing Tier 2 and 3 support. For example, instead of seeing 5 kids for 8 week cycles. She will see 3 kids for 10 weeks RTI cycles. We have also purchased more intervention materials for our upper grade students. We have a lot of materials for our primary grade students, but we need something more for our 3rd graders. So, we purchased a Fountas and Pinnell intervention kit for our 3rd graders. Due to the Covid 19 pandemic, we will adjust our RTI schedule for online learning. Hopefully, we will return to our normal program when we return to campus.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th grade	meet or exceed standards on IRLA	26%	36%	Other (Describe in Objective)	annually
June 2021	Tk - 2nd grade	meet or exceed grade level standards on IRLA	59%	70%	Other (Describe in Objective)	annually

*Identified Need

According to the 2019 CAASPP data results, a majority of our students are below grade level.

*Online Learning Implications

- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Professional development for educators
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th grade	Students with Disabilities	meet or exceed grade level standards on IRLA	14%	24%	Other (Describe in Objective)	annually
June 2021	3rd - 5th grade	English Learner	meet or exceed grade level standard on IRLA	0%	25%	Other (Describe in Objective)	annually
June 2021	3rd - 5th grade	Hispanic or Latino	meet or exceed grade level standards on IRLA	14%	24%	Other (Describe in Objective)	annually
June 2021	TK - 2nd grade	Students with Disabilities	meet or exceed grade level standard on IRLA	36%	46%	Other (Describe in Objective)	annually
June 2021	TK - 2nd grade	English Learner	meet or exceed grade level standards on IRLA	33%	43%	Other (Describe in Objective)	annually
June 2021	TK - 2nd grade	Hispanic or Latino	meet or exceed grade level standards on IRLA	23%	33%	Other (Describe in Objective)	annually
June 2021	Tk-5th grade	Black or African American	Meet or exceed grade level standard on IRLA	20%	40%	Other (Describe in Objective)	annually

Strategy/Activity 1 - Tier I with VAPA services

***Students to be served by this Strategy/Activity**

All students benefit from our Gradual Release of Responsibility Literacy Block and Learning Upgrade.

Only Tier 2 students (kids that are struggling) receive tier 2 support.

*Strategy/Activity - Description									
<p>For Tier I instruction, the teachers will continue to learn about the components of the literacy block and ensure they implement the gradual release of responsibility. The teachers have had extensive training around each of the components of the literacy block including Read Aloud, Shared Reading, Guided Reading, Reader's Workshop and Word Study. The students will learn about reading strategies throughout the course of the year by gradual releasing responsibility of the strategy from teacher to student.</p> <p>Furthermore, for Tier 1 instruction, the students will supplement their literacy instruction with a new software program that is tailored to their reading ability. Learning upgrade and MaxScholar is an engaging program that will support students with their literacy strategies, including phonics.</p> <p>Finally, our students will benefit from our VAPA program. With our LTA program, the students will learn Literacy Through the Arts (LTA). The primary grades and the upper grades will team up with an Art partner in the community and select 1 area of art to enhance their literacy instruction. For example, the upper grades will develop language expression through theater.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02537R	Interprogram Svcs/VAPA		\$4,016.00	\$4,016.00	0253-09800-00-5738-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Research has demonstrated that learning literacy through the arts enhances a student's ability to retain the knowledge.
*Additional Supports for this Strategy/Activity									
Ametek grant Reading Specialist.									
Strategy/Activity 2 - RTI for Tier 2 students									
*Students to be served by this Strategy/Activity									
All Tier 2 students will be given additional small group intervention support by our In -School Resource teacher. She will use our Fountas and Pinnell intervention kits. These groups will include students that are below grade level for reading. In addition, these students may be English Language Learners as well.									
*Strategy/Activity - Description									
<p>During the course of the year, our In-School Resource teacher will provide three 10 week RTI cycles of intervention for our struggling readers. They will receive 45 minutes of rigorous RTI intervention using our Fountas and Pinnell intervention kits that we purchased for our Tier 2 students. This support will help our struggling readers and our English Learners.</p> <p>Due to the Covid 19 pandemic, the RTI cycle will be altered during online learning. We hope to return our regular RTI schedule when we return to onsite learning.</p>									

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F025318	Inschool Resource Tchr	0.15000	\$14,263.05	\$17,522.73	0253-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		To provide RTI Tier II interventions for students that need additional support.

***Additional Supports for this Strategy/Activity**
 Over the last couple of years, we have purchased a few Fountas and Pinnell intervention kits to support our Tier 2 and 3 learners.

Strategy/Activity 3 - After School Reading Program (EDRP)

***Students to be served by this Strategy/Activity**
 At Sequoia, struggling students, TK - 3rd grade, will receive additional literacy support.
 We may need to adjust the EDRP support due to the Covid 19 pandemic.

*Strategy/Activity - Description

At Sequoia, Tk - 3rd grade students that need additional literacy support will be selected to attend the after-school reading program (EDRP). Research has demonstrated that students that receive interventions at an early (before 3rd) are less likely to drop out of school. Therefore, teachers will provide additional instruction/interventions to students that are below grade level after school on Tuesdays and Thursdays.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02537P	Classroom Teacher Hrly		\$7,003.00	\$8,563.96	0253-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To provide RTI tier II interventions to students that need additional support.
N02537S	Supplies		\$232.00	\$232.00	0253-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		In order to support teachers to prepare for the after school reading program, we need to give them supplies and materials to support their instruction.

Strategy/Activity 4- Reader's Workshop with Ametek Grant

***Students to be served by this Strategy/Activity**
 All students are supported with this strategy.
 We may need to adjust our Reader's workshop to fit into our online learning schedule due to the Covid 19 pandemic.

*Strategy/Activity - Description

Sequoia received a \$100,000 grant from Ametek. The grant provides many resources for our students to help them become proficient readers. The grant gives Sequoia books, book bags, medals and folders. In addition, we also have a software program (Schoolpace) to track student reading levels and monitor progress. Finally, the grant provides Sequoia with a Reading Specialist to visit the school 10 times a year to help teachers with Reader's Workshop. The teachers receive training with how to confer with kids and understand reading behaviors.

Strategy/Activity 5 - PLC with data***Students to be served by this Strategy/Activity**

This strategy will help 3 "target" students in each classroom, including English Language Learners and African American students.

***Strategy/Activity - Description**

The teachers will get together weekly to look at student data and brainstorm ideas to support students that need it the most. The teachers selected 3 "target" students to monitor each week. Each student is given a goal to work on, either in math or literacy. The teacher makes an assessment to give to that student each week and monitors his/her progress towards that goal. In addition, the teachers brainstorm lessons that could help this student if they're not progressing towards their goals. The staff will "target" English Language Learners and African Americans.

Goal 3 - Mathematics**Call to Action Belief Statement**

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Over the course of the last few years, our teachers have started to provide instruction based on learning about conceptual understanding as opposed to memorizing rote mathematical methods and completing math worksheets. Our teachers and students embrace the learning tools that we were taught being a "Math Greenhouse" school in the district. We learned how to incorporate Habits of Mind (HOM) and Habits on Interaction (HOI). Research clearly demonstrates that going through the process of what real mathematicians do is extremely beneficial. In addition, students take on more rigorous math problems that are relevant to children. For example, students should be making visual representations of their thinking (habit of mind) and using evidence to explain their thinking (habit of interaction).

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our teachers have started to give students 1-2 problems to work through during the math workshop instead of giving them 20 problems to solve quickly. This allows our students to work with partners, go deeper with their thinking and then allows them time to explain their thinking. If the students are just working through a math problem by themselves the entire math period, then they don't get to use all the Habits of Mind and Interaction that are essential to becoming proficient mathematicians. In addition, we have found that this "new" type of teaching will take time in order to increase SBAC scores. This is cultural revolution in teaching math and we have to be patient in terms of students doing better on state tests. On state tests, students still have to complete many problems and they don't get to work with partners while they do it.

***Changes**

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

In order to prepare our students for the SBAC test, we will allow more time for our students to talk about math. Therefore, this year our teachers will teach these aspects/concepts through a separate math time call "Number Talks." Our 3rd graders implemented "Number Talks" last year and they did very well on the SBAC test. During our professional development this year, the district math resource teachers will support our cluster by helping us learn how to do "Number Talks."

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th grade	meet grade level standard	59%	69%	FAST aMath	twice annually
June 2021	TK - 2nd grade	meet grade level standards on End Of Topic test (collectively)	NA	75%	Other (Describe in Objective)	annually

***Identified Need**

On the Smarter Balanced Assessments, only 36% of our students were proficient/advanced in math. Therefore, 64% of our students are below grade level. We must ensure our students know basic math facts, have a deep conceptual understanding of math and have the confidence to persevere with difficult problems.

***Online Learning Implications**

- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery\
- Standards based grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th grade	English Learner	grade level standard	0%	25%	FAST aMath	twice annually

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd - 5th grade	Students with Disabilities	grade level standard	35%	45%	FAST aMath	twice annually
June 2021	3rd - 5th grade	Hispanic or Latino	grade level standard	43%	53%	FAST aMath	twice annually
June 2021	3rd-5th grade	Black or African American	grade level standard	50%	60%	FAST aMath	twice annually

Strategy/Activity 1- Weekly PLC with Data

*Students to be served by this Strategy/Activity

This strategy will help 3 "target" students in each classroom, including English Language Learners and African American students.

*Strategy/Activity - Description

The teachers will get together weekly to look at student data and brainstorm ideas to support students that need it the most. The teachers selected 3 "target" students to monitor each week. Each student is given a goal to work on, either in math or literacy. The teacher makes an assessment to give to that student each week and monitors his/her progress towards that goal. In addition, the teachers brainstorm lessons that could help this student if they're not progressing towards their goals. The staff will "target" English Language Learners and African Americans.

Strategy/Activity 2 - ST Math

*Students to be served by this Strategy/Activity

All students have access to ST Math.

*Strategy/Activity - Description

All students at Sequoia will supplement their core math instruction with ST math. This is a software game that allows kids to explore deep conceptual math concepts.

Strategy/Activity 3 - Habits of Mind and Interaction

*Students to be served by this Strategy/Activity

All students will be served by this strategy

*Strategy/Activity - Description

At Sequoia, we participated in a training that teaches our students to think about math more deeply and conceptually. We are a "Green House" school that encourages our students to engage in Habits of Mind (HOM) and Habits of Interaction (HOI) that dive into mathematics more deeply. Instead of just memorizing methods and algorithms, students will use practices that true mathematicians use while solving problems.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At Sequoia Elementary school, we integrate all content areas with SDAIE strategies that differentiate the instruction to suit the needs of the English Learner population. In addition, we have a designated block of time (35 minutes) dedicated to the implicit instruction of developing the language skills of our English Learner students. In addition, our students are asked to do many activities that will help with their English language development, including participating in VAPA programs like theater and doing listening/speaking tasks with partners in small groups.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although we have provided rigorous integrated instruction to ensure our EL students have access to the content areas, only 33% of English Learners were proficient/advanced on the SBAC literacy exam. We had some professional development around using the ELD Bundles last year, but that wasn't enough to ensure more kids became proficient readers. Therefore, we will receive more professional development around Designated ELD instruction with the Benchmark curriculum.

***Changes**

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

In order for our English Learner population to excel and make substantial growth with the SBAC results, we plan to implement a better ELD curriculum this year. Our teachers plan to use Benchmark designated ELD curriculum for all EL students. Furthermore, we plan to monitor student progress with our EL students that struggle and need additional support. Finally, we have changed our literacy software program from Lexia to Learning Upgrade. Learning Upgrade won a million dollar prize in Florida for being one of the best programs for English Learner students.

***Integrated English Language Development**

At Sequoia, we plan to use the Benchmark curriculum to implement a better Designated ELD program and to integrate SDAIE strategies throughout the day.

***Designated English Language Development**

At Sequoia, our teachers will have designated ELD on their daily schedule in the classroom. They will use the district provided curriculum to teach English Learner students for at least 35 minutes every day. Furthermore, the principal will monitor the designated ELD time and track EL student's academic progress (reading level).

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th grade	English Learner	Meet or exceed grade level standard on IRLA	0%	25%	Other (Describe in Objective)	annually
June 2021	3rd - 5th grade	English Learner	meet or exceed grade level standard in math on FAST	0%	25%	Other (Describe in Objective)	twice annually
June 2021	TK - 2nd grade	English Learner	meet or exceed grade level standards on IRLA	33%	43%	Other (Describe in Objective)	annually

***Identified Need**

CAASPP results for 2018-19 school year show that our EL students need to improve in Literacy and Math.

*Online Learning Implications									
<ul style="list-style-type: none"> - The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. - Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD - Formative assessment data will be collected, analyzed and feedback given to students. - The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families. - This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise 									
*Annual Measurable Outcomes (Closing the Equity Gap)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	K- 5th grade	RFEP	Reclassify English Learners	75%	95%	Other (Describe in Objective)	annually		
Strategy/Activity 1- Designated, Integrated and VAPA instruction									
*Students to be served by this Strategy/Activity									
At Sequoia, all of our English Learners will be supported with Integrated English Instruction, Designated English Instruction, the VAPA curriculum and Learning Upgrade.									
*Strategy/Activity - Description									
<p>At Sequoia, all English Learner students will be supported by teachers that integrate the core content areas using SDAIE strategies and the district bundles. By using these resources, our English learner population will be able to access the content.</p> <p>In addition, the teacher will dedicate 35 minutes of the literacy block to designated ELD instruction. During this time, the student will develop their English language skills. Furthermore, the teachers at Sequoia will receive professional development around teaching ELD lessons with the new curriculum provided by the district.</p> <p>Finally, our EL students will also have many opportunities to develop their language/vocabulary and practice their listening/speaking skills while receiving instruction in our VAPA programs. These programs include theater, music, dance and art.</p> <p>In conclusion, the EL students at Sequoia will receive both integrated and designated ELD instruction throughout the course of the day.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N025318	Interprogram Svcs/VAPA		\$4,500.00	\$4,500.00	0253-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	[no data]		Research has demonstrated that English Learners improve their academic progress when their incorporate the arts in their literacy instruction.

Strategy/Activity 2 - Learning Upgrade

***Students to be served by this Strategy/Activity**

At Sequoia, our English Learner population will get extra support on our literacy software program Learning Upgrade.

***Strategy/Activity - Description**

Sequoia purchased Learning Upgrade because this software program is extremely beneficial for English Learner students and their parents. Learning Upgrade won a million dollar prize in Florida for its ability to support EL students and their families. This is a very engaging program that teaches English to the students and their parents. The students and their parents have their own password and can be grouped by their ability level. In addition, it's very accessible on all devices including the free app you can get on your phone.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02537W	Software License		\$5,500.00	\$5,500.00	0253-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		This software program has proved to increase English Language Learners knowledge in literacy.

Strategy/Activity 3- Tier 2 Interventions

***Students to be served by this Strategy/Activity**

English Learners that are struggling readers will receive additional support.

***Strategy/Activity - Description**

At Sequoia, students that are struggling with reading can receive additional Tier 2 interventions with our In-School Resource teacher and our after-school reading program. Therefore, struggling English Learner students will receive 10 weeks of small group interventions with our Fountas and Pinnell intervention kits. In addition, our EL students in the primary grades (TK - 3rd) will get additional instruction after-school for 2 days a week for 3 months.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F025319	Inschool Resource Tchr	0.20000	\$19,017.40	\$23,363.64	0253-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		In order to support our EL Learners, we provide RTI Tier II instruction to EL students that need additional support in literacy.

Strategy/Activity 4 - Weekly PLC with data

***Students to be served by this Strategy/Activity**

This activity will help 3 student in each classroom that needs additional support. These students will included our EL children.

***Strategy/Activity - Description**

The teachers will get together weekly to look at student data and brainstorm ideas to support students that need it the most. The teachers selected 3 "target" students to monitor each week. Each student is given a goal to work on, either in math or literacy. The teacher makes an assessment to give to that student each week and monitors his/her progress towards that goal. In addition, the teachers brainstorm lessons that could help this student if they're not progressing towards their goals. The staff will "target" English Language Learners and African Americans.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year, we will try to implement a better co-teaching model with our SWD. Our teachers will have 1-2 para-educators work beside them all the time for consistency. They will plan and co-teacher together.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In the past, the para-educators would bounce around from room to room to support students, but did really develop a relationship with the teacher. Therefore, they didn't really plan or co-teach with the teacher.

*Changes

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

This year, the teacher and the para-educators will plan lessons together and teach the lessons together. The teacher and the special ed. staff will build relationships with one another and have more consistency with 1-2 classrooms instead of moving around to multiple classrooms.

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3rd - 5th grade	meet or exceed grade on SBAC level standard on IRLA	39%	50%	Other (Describe in Objective)	annually	
June 2021	3rd - 5th grade	meet or exceed grade level standard in math on FAST	35%	45%	Other (Describe in Objective)	twice annually	
*Identified Need							
<p>At Sequoia Elementary school, only 39% of our Students with Disabilities were proficient or advanced on the SBAC in ELA. That means 61% of our SPED students are below grade level. In addition, only 17% our Students with Disabilities were proficient or advanced on the SBAC in Math. That means 83% of our Students with Disabilities aren't meeting grade level standards in math.</p>							
*Online Learning Implications							
<ul style="list-style-type: none"> - Implementation of IEP Services in Online Learning Setting - Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). - All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes - The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators. <p>All staff will be working as a team to support all students to accelerate their learning.</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd grade	Students with Disabilities	meet or exceed grade level standard on ELA on IRLA	11%	21%	Other (Describe in Objective)	annually
June 2021	4th grade	Students with Disabilities	meet or exceed grade level standards in ELA on IRLA	0%	25%	Other (Describe in Objective)	annually
June 2021	5th grade	Students with Disabilities	meet or exceed grade level standard in ELA on IRLA	13%	23%	Other (Describe in Objective)	annually

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd grade	Students with Disabilities	meet or exceed grade level standard in math on FAST	55%	65%	Other (Describe in Objective)	twice annually
June 2021	4th grade	Students with Disabilities	meet or exceed grade level standards in math on FAST	1%	25%	Other (Describe in Objective)	twice annually
June 2021	5th grade	Students with Disabilities	meet or exceed grade level standard in math on FAST	50%	60%	Other (Describe in Objective)	twice annually

Strategy/Activity 1 -Differentiation, Classified Training and VAPA

*Students to be served by this Strategy/Activity

All students at Sequoia will benefit from teachers getting training at differentiating instruction in their classrooms, but this is especially true for Special Education students.

*Strategy/Activity - Description

In order to ensure our Special Education students are able to access the content and be given the opportunity to meet grade level standards, our focus this year at Sequoia Elementary is to support our teachers with differentiation in the classroom. In order to support our teachers in the classroom, they will have to demonstrate how they have used differentiation in the classroom with their target students during monthly monitoring meetings.

Furthermore, the classified staff, including the PARA educators took three trainings last year to help them support the students with disabilities on their caseloads. Those trainings focused on 3 main areas -

1. Support/Don't rescue
2. Differentiation
3. Behavior Management

Finally, all students with disabilities will be able to participate in same curriculum as the rest of the general education population, including the VAPA programs that feature Art, Music, Dance and Theater.

Strategy/Activity 2 - Time to Plan

*Students to be served by this Strategy/Activity

All SWD will benefit from this strategy.

*Strategy/Activity - Description

In order for teachers to effectively reach students with disabilities, they must have time to work and plan with the Special Education teachers. This year, during out PLC time, the Ed. Specialist will be given time to plan with the General Education teachers. In addition, our para-educators have been paired with teachers and will act as co-teachers in the classroom to support SWD.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK -5th grade	African American	met or exceed grade level standards on IRLA	20%	40%	Grades	annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Sequoia Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Sequoia Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Sequoia Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Sequoia Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Sequoia Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Sequoia Elementary is to maintain or increase the percentage of diverse educators from current year to the following school year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

African American students are not meeting grade level standards in literacy. Only 50% of African American kids were at grade level in reading on the IRLA.

***Online Learning Implications**

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1 - Weekly PLC with data***Students to be served by this Strategy/Activity**

African American students that need additional support.

***Strategy/Activity - Description**

Our teachers will get together with their colleagues each week to brainstorm ideas about how to best support our African American students. The teacher and the student will develop goals together and monitor that goal each week. During the PLC, the teachers will determine student strengths and next steps for success.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At Sequoia Elementary school, we understand that our job is to serve the community, which includes students and parents. Furthermore, we understand that in order to achieve great student success, the parents must be part of the team that educates our students. Therefore, the parents must feel that we welcome their contributions that we encourage them to be an active partner, that we seek their input making important decisions and that they feel welcome to participate at Sequoia.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At Sequoia, in order to ensure our parents feel welcome, that they become an active partner and help make important decisions, we ensure we have great communication with our families. In order for parents to get involved and help educate our students, they must be informed of all activities and meetings that involve our students. Furthermore, we must ensure these communication lines are available in different languages. We communicate with our families through various mediums including Peachjar, Facebook, Dojo, Email, School Messenger, our Newsletter, the marquee and our website. In addition, all of our families are encouraged and invited to participate in our decision making committees including our School Site Council (SSC), our Governance Team (SGT), our English Language Advisory Committee (ELAC) and our Parent Teacher Association (PTA). Finally, we must establish a culture where parents "feel" welcome to come on campus, make their voice heard and contribute. The Principal and the staff must be available and accommodating to the needs of the family.

***Changes**

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

At Sequoia, we value the feedback we receive from our families about making improvements to our communication system. Our families have stated that we need to communicate more through Dojo because it is more accessible to all parents and it translates the message into many different languages. Furthermore, the parent would also like the opportunity to voice their concerns or feedback in an anonymous fashion. Therefore, we have provided a comment box to be placed in the office for all parent/family feedback to be given at the school. At our SGT meetings, the anonymous comments will be read and discussed with the staff and parents.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents feel welcome to participate	55%	75%	CAL - SCHLS (CSPS)

***Identified Need**

According to the California Healthy Kids survey, many parents don't feel welcomed enough by the school.

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
 - All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
 - Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
 - District is also supplying families with training on SEL, Wellness, Health and Safety.
 - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
 - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
 - For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
 - This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
- Training for parents and other caregivers
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase percentage of parents that feel we welcome input and contributions on CSPS	52%	62%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase percentage of parents that feel we encourage them to be active partners on the CSPS	52%	62%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase percentage of parents the feels we actively seek input on decisions on the CSPS	35%	45%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase percentage of parents that feel welcome to participate at school on CSPS	55%	65%	Other - Describe in Objective

Strategy/Activity 1 - Communication and Training

***Families to be served by this Strategy/Activity**

All families will be supported with this strategy.

***Strategy/Activity - Description**

At Sequoia, in order to communicate with parents to make sure they are informed about the events and activities of the school, we need to make sure they have all the necessary materials and supplies. Furthermore, to make sure they feel like they belong to the community, they need have to be well informed. Finally, when we provide parent training to our families, we have to have the materials and resources that make the training meaningful.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02536G	Inservice supplies		\$400.00	\$400.00	0253-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		In order to support communication with families and ensure they are properly informed, we need to purchase supplies.

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N02537N	Interprogram Svcs/Duplicating		\$100.00	\$100.00	0253-30103-00-5721-2495-1110-01000-0000	Title I Parent Involvement	[no data]		In order to ensure great communication with our families, we need to make copies to disperse to parents.
---------	-------------------------------	--	----------	----------	---	----------------------------	-----------	--	--

Strategy/Activity 2 - Family Voice

***Families to be served by this Strategy/Activity**

All families are welcome to participate in all committees.

***Strategy/Activity - Description**

At Sequoia, we want to ensure our families have a voice in the activities and procedures on campus. Therefore, we encourage all families to become a member or participate in the various committees we have on campus including SSC (School Site Committee), SGT (School Governance Team), ELAC (English Advisory Committee) and PTA (Parent Teacher Association).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N025326	Supplies		\$275.00	\$275.00	0253-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		In order to ensure our parents have a strong voice in our community, we need to provide supplies for meetings and to our families if necessary.

Strategy/Activity 3 - Family Involvement

***Families to be served by this Strategy/Activity**

All families are welcome and encouraged to organize and participate in all community events on campus.

***Strategy/Activity - Description**

At Sequoia, we like to build community with our families and neighbors by having many school events during the course of the school year. Some examples of events include the Color Run, Carnival, Jogathon, Dr. Seuss Night, VAPA night, Back to School Night and Family Nights. These events are important because it shows the neighborhood that Sequoia is a place where we can come together to learn, volunteer and fun.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02537T	Postage Expense		\$44.00	\$44.00	0253-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		In order to promote family involvement, we need to send valuable information home in the mail and use postage.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At Sequoia, we ensure our 3rd graders are reading at grade level. Research indicates that students who aren't at grade level for reading by the time they finish 3rd grade, are more likely to drop out of school. Therefore, we do a few things to make sure they reach grade level by the end of the year. First, we make sure our kids are engaged in the reading process and that their reading volume (reading a lot of books) is very high. Second, we make sure our teachers provide excellent Tier 1 instruction in the classroom by doing small group work and conferring with students. In addition, our teachers get time to analyze data and plan instruction during our PLC time, when our VAPA teachers take the students once a month for Art, Dance, Theater and Music. Finally, we have an In-School Resource teacher that provides Tier II instruction to struggling students in 3rd grade. We purchased a Fountas and Pinnell intervention kit for our 3rd grades that are struggling.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At Sequoia, we had a lot of teachers referring students to our RTI team last year. Our In-School Resource teacher supported many students with 6 week cycles of RTI interventions. Research states that students need at least 6-8 weeks of interventions to see positive results with their reading levels. We had 5 students in each group. The In-School Resource teacher used two Fountas and Pinnell Intervention kits that are primary used with K- 2nd grade students. However, this year we changed the duration and teacher/student ratio.

***Changes**

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

At Sequoia, we changed the process for our RTI program. Our In-School Resource Teacher will see less kids and for longer amounts of time this year. This year the RTI cycle will last 10 weeks and there will be a limit of 3 students per group. Furthermore, we purchased another Fountas and Pinnell intervention kit that is geared toward 3rd graders. Finally, we also purchased a new literacy software program for our 3rd graders to use as a supplemental support. We purchased MaxScholar that provides a rigorous reading and writing component.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
February 2021	3rd grade	meet or exceed grade level standard on the IRLA	15%	25%	Grade 3 ELA Reading	annually
February 2021	3rd grade	meet or exceed grade level standard on FAST	58%	68%	Other (Describe in Objective)	annually

***Identified Need**

According to the CAASPP results, almost 50% of our 3rd graders aren't proficient or advanced.

***Online Learning Implications**

- The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd grade	English Learner	meet or exceed grade level standard on IRLA	5%	25%	Other (Describe in Objective)	annually
June 2020	3rd grade	Hispanic or Latino	meet or exceed grade level standard on the IRLA	24%	34%	Other (Describe in Objective)	annually
June 2020	3rd grade	Students with Disabilities	meet or exceed grade level standard on IRLA	22%	32%	Other (Describe in Objective)	annually

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	3rd grade	English Learner	meet or exceed grade level standard on FAST	15%	25%	Other (Describe in Objective)	annually
June 2020	3rd grade	Hispanic or Latino	meet or exceed grade level standard on FAST	52%	62%	Other (Describe in Objective)	annually
June 2020	3rd grade	Students with Disabilities	meet or exceed grade level standards in FAST	55%	65%	Other (Describe in Objective)	annually

Strategy/Activity 1 - Tier I Instruction

*Students to be served by this Strategy/Activity

At Sequoia, all of our students will be supported by this strategy, but our 3rd grade students will also benefit from this activity.

*Strategy/Activity - Description

At Sequoia, our 3rd grade students are taught to love reading and to be engaged in the reading process. Furthermore, our teachers provide excellent Tier 1 instruction. They also work with students in small groups and confer with children. Every student at Sequoia will have a "Power Goal" that helps them focus on 1 reading behavior they need in order to advance to the next level. Finally, our teachers are able analyze data and plan lessons with other teachers during our PLC time. They get a half day each month because our students receive Art, Dance, Theater and Music through the Art Education Project (VAPA) program.

Strategy/Activity 2 - Tier 2 Instruction

*Students to be served by this Strategy/Activity

At Sequoia, all students will be supported with our In-School Resource teacher, but our 3rd graders will benefit as well. In addition, we purchased a Fountas and Pinnell intervention kit for our 3rd grade students.

*Strategy/Activity - Description

At Sequoia, our In-School Resource Teacher provides Tier II interventions to all students, including our 3rd graders. We have purchased Fountas and Pinnell intervention kits specifically for our 3rd grade students. These struggling students will receive a 10 week RTI cycle of intervention with reading and writing. There will only be 3 students maximum in each group. Therefore, with a better student-teacher ratio and with more time to improve, we believe our students will reach grade level standards.

At Sequoia, students in the primary grades that struggle with reading will get extra instruction in our after-school reading program. Students will get extra support in literacy with our teachers twice a week.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02531A	Inschool Resource Tchr	0.05000	\$4,754.35	\$5,840.92	0253-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		In order to ensure our 3rd grade students are at grade level, they need additional Tier 2 support.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Sequoia Elementary to meet or exceed the SPSA goals.

Online Learning:

- We will ensure that all students are engaged and have a "voice" this year.
- Our Focus for the year is SEL.
- We will implement Restorative Circles with our students every day.
- We will monitor student progress weekly with our PLC time. Students will have goals to meet and teachers will give assessments weekly to monitor progress and drive instruction.
- The principal will be a co-teacher in every classroom and monitor teacher practice with online teaching. Feedback will be given to teachers daily.
- Students, parents and teachers know the importance of attendance and that it will be taken daily.

Monitoring Instructional Content, Pedagogy and Student Engagement

The site administrator will work alongside all members of the ILT team to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.

- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.

-All staff knows students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- Develop and fine tune a comprehensive assessment system.
- Implement Monthly Monitor meetings to ensure student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator along with the ILT team will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

- Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community

- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, and support parents/community.

- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.

Leading for Second Order Change

- Strengthen and fine-tune current instructional practices.
- Study our instructional practices publicly. Participate in lesson studies.
- Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).
- Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for ALL STUDENTS.
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:**Professional Learning Outcomes:**

Teachers will have the following:

- Strong knowledge of the standards.
- Deeper understanding of the vertical alignment of critical concepts between grade levels.
- Application of teaching practices that impact student achievement.

Teaching Outcomes:

Teachers will do the following:

- Daily monitoring of student progress towards a learning goal as well as specific targets on Schoolpace.
- Naming instruction in the moment based on what students are controlling and approximating
- Team analysis of student work and next steps on a monthly PLC.

Planning Outcomes:

During the PLCs, the teachers will:

- Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.

Professional Development Plan and Progression of Learning:**Progression of Learning**

- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality exit slips to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring student progress

- Developing systems for monitoring.

Professional Development Goals

- Becoming more knowledgeable about Benchmark and Designated ELD
- Improving our instruction with HOM and HOI (possibly with the support of the district and Patrick Callahan)
- Reader's Workshop (work with Lacey Pelham from American Reading Company)
- Focus on SEL for the 20/21 school year (incorporating UDL strategies)

Professional Development Structures:

Monthly PLCs

Weekly PLCs with analyzing student work for At-Risk students

PLC Guiding Questions:

- What do we want students to learn (target)?
- How will we know they have learned it (common exit slip)?
- What will we do if they don't learn it?
- What will we do if they do learn it?

PLC Process:

- Bring student work
- Analyze student work
- Reflect on student progress towards student goals
- Think of next steps

Lesson Study**Focus:**

The District math resource teachers will look at data, plan lesson and co-teach the lesson. The focus is on students doing the work, with the teacher facilitating and asking questions. Students will use Habits of Mind (HOM) and Habits of Interaction (HOI) during the lesson.

Process:

- The district resource teacher, along with Patrick Callahan, will observe math lessons. The teachers will use observation rubrics to support their learning with math instruction.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Sequoia Elementary

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 29,914.64
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 70,358.25

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$18,904.88

Subtotal of additional federal funds included for this school (30106): \$18,904.88

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$21,538.73

Subtotal of state or local funds included for this school (09800): \$ 21,538.73

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$70,358.25

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



Sequoia Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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.

Sequoia 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].

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents in the Title I, Part A programs, the following practices have been established:

- ***We hold SSC/Title I meetings the first Monday of every month.***

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- ***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, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- **We have surveyed our parents and it was determined that the best time to meet is the first Monday of every month at 3:30.**

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- **At our SSC/Title 1 meetings, we review student data and come up with a strategic plan to ensure students success.**

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- **We ensure we have great communication with parents through email, newsletters, the marquee, Dojo and sending home flyers. In addition, parents are always welcome on campus to discuss concerns.**
- **We discuss student progress and monitor student data at our monthly SSC meetings.**
- **We review the Title I program throughout the school year at SSC meetings.**

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- ***Parents are given information about the curriculum, assessments and expectations at Back to School Night each year.***

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- ***Parents are encouraged to attend our SSC/Title 1 meetings every month.***

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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 parents are informed about student progress during each reporting period (3X a year).***
- ***Teachers communicate with parents through emails and Dojo.***

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **San Diego Unified website has many links with information about Common core standards for parents. In addition, we explain and show our parents the different assessments we use to monitor students including Schoolpace.**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **We have a training meeting every year to help our parents understand how to read with their students every night. In addition, we supply take home books and monitor their progress.**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **At Sequoia, we understand the importance of having a partnership with our parents. They are welcomed to visit our school any day and we encourage them to provide us with feedback when they feel it is necessary.**

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- **The Title 1 program works closely with the PTA, SGT, and ELAC committees to ensure success for our students.**

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **A majority of our parent population speaks Spanish and we ensure that all communication that goes home, either verbally or written, is done in both Spanish and/or English when necessary.**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **Our parents are recommended and provided with support and resources at the school site. If necessary, the parents are recommended to outside agencies and resources.**

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

This policy was adopted by Sequoia Elementary on September 28th, 2020 and will be in effect for the period for the 2020-2021 school year.

*During an emergency, like the Covid 19 Pandemic, Sequoia Elementary will implement this Engagement Policy to the best of its abilities with regards to online learning.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 5th, 2020

Ryan Kissel, principal Sequoia Elementary

September, 28th, 2020

APPENDIX C

SCHOOL PARENT COMPACT



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

SEQUOIA ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Sequoia distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

- **At the first SSC meeting, the parents and the staff revise and complete the Title 1 Family and Engagement policy each year.**

Sequoia Elementary engages Title I parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- **We ensure we have great communication between the school and the parents.**

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- *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, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **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, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **In our mission statement, we express our desire to work with families and to support them with raising of their child.**
- **The teachers and the parents work together on committees such as PTA, SSC and SGT.**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **We have an ELAC and a SGT committee that gives parents information about our Title 1 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, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **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.**
- **In addition, all teachers communicate with parents through Dojo which allows parents to translate the messages in many different languages.**

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **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.**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **All communication sent home to families is also sent home in Spanish.**
- **In addition, all teachers communicate with parents through Dojo which allows parents to translate the messages in many different languages.**

This Compact was adopted by the Sequoia Elementary on September 28th, and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 5th, 2020

Ryan Kissel, principal of Sequoia Elementary School

Ryan Kissel

September 22nd, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

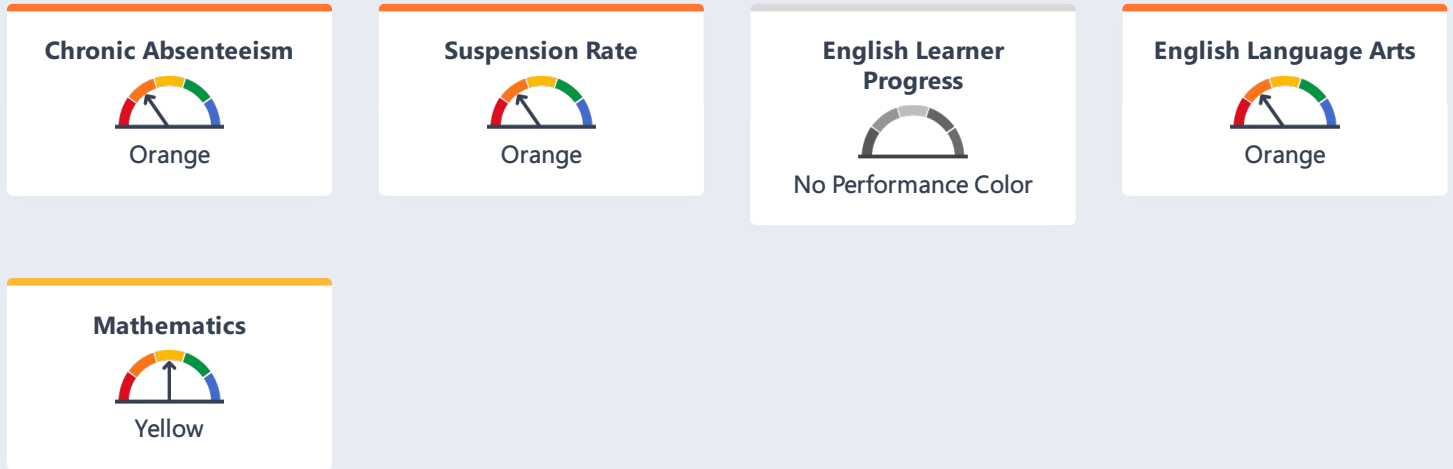
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Sequoia Elementary

Explore the performance of Sequoia Elementary under California's Accountability System.

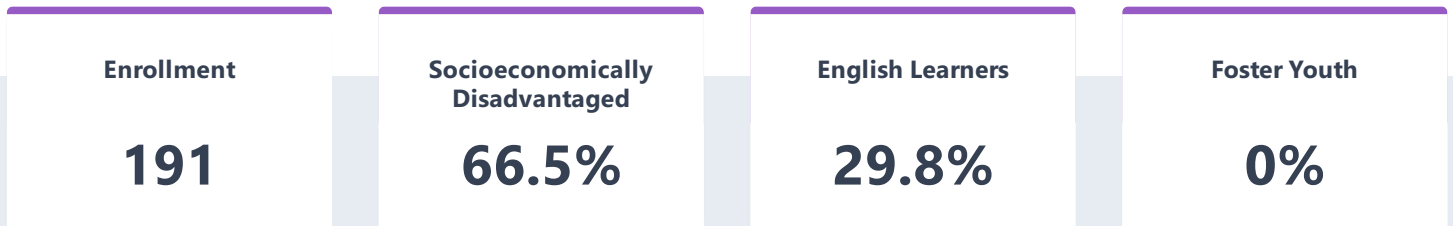


School Details

NAME Sequoia Elementary	ADDRESS 4690 Limerick Avenue San Diego, CA 92117-3220	WEBSITE http://new.sandi.net/sch...	GRADES SERVED K-6
-----------------------------------	--	---	-----------------------------

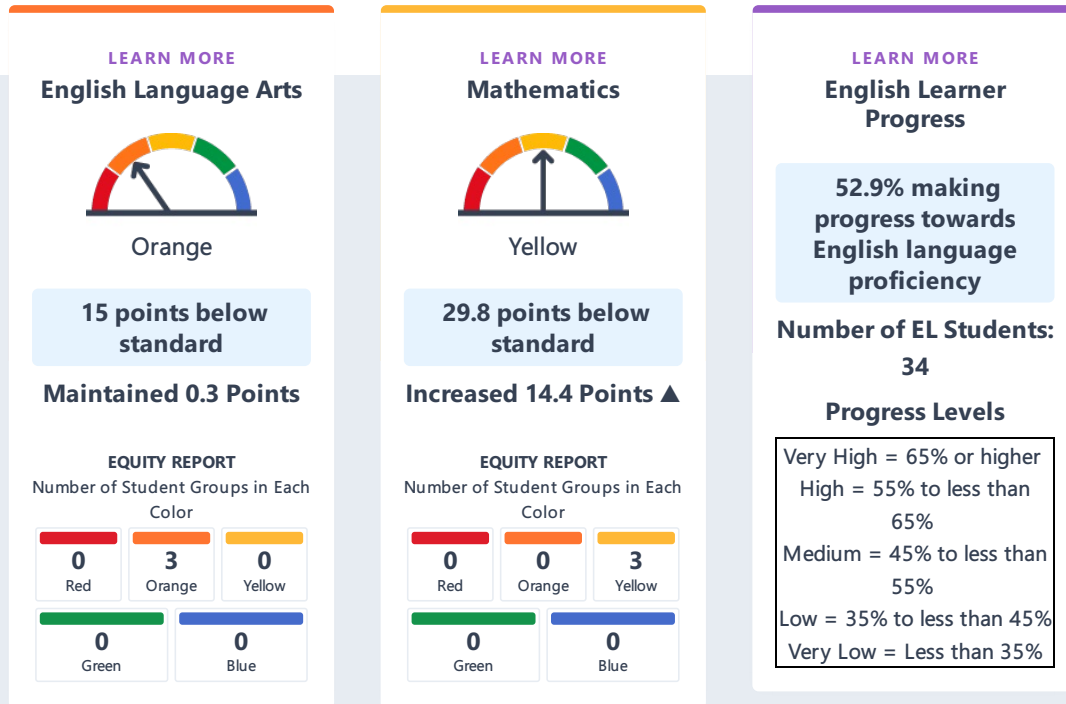
Student Population

Explore information about this school's student population.



Academic Performance

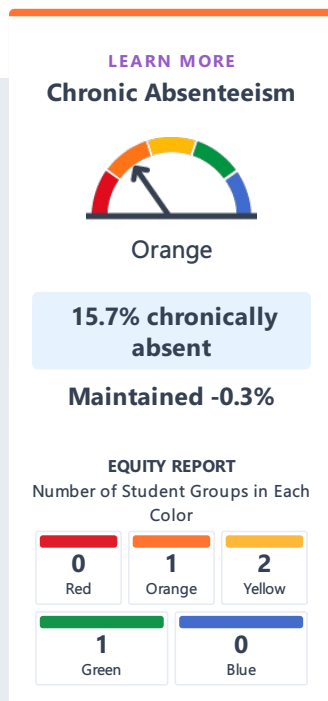
View Student Assessment Results and other aspects of school performance.



SEQUOIA ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Orange

2.5% suspended at least once

Increased 1% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
0 Green	2 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

15 points below standard

Maintained 0.3 Points

Number of Students: 81

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

52.1 points below standard

No Data

Number of Students: 11

Two or More Races



No Performance Color

38.9 points above standard

No Data

Number of Students: 12

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

72.8 points below standard

Declined 4.4 Points ▼

Number of Students: 12

White



No Performance Color

36.6 points above standard

Increased 26.1 Points ▲

Number of Students: 13

English Learners



Orange

66.5 points below standard

Declined 23.1 Points ▼

Number of Students: 32

Hispanic



Orange

41.5 points below standard

Declined 7.8 Points ▼

Number of Students: 47

Socioeconomically Disadvantaged



Orange

33 points below standard

Declined 3.6 Points ▼

Number of Students: 57

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 45.9 points below standard

15.3 points below standard

15 points below standard

English Language Arts Data Comparisons: English Learners

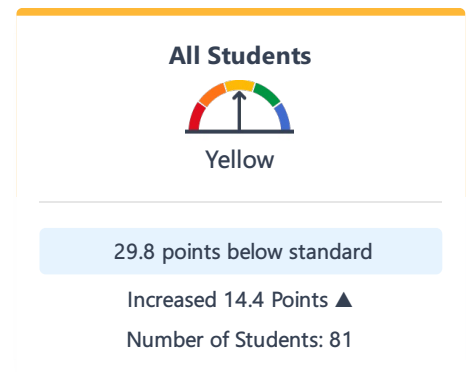
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
100 points below standard	24.6 points below standard	16.1 points above standard
Declined 30.9 Points ▼	Declined 14.8 Points ▼	Increased 12.9 Points ▲
Number of Students: 18	Number of Students: 14	Number of Students: 48

Mathematics

All Students







Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>
 <p>Green</p> <p>No Students</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>Filipino</p>

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

57.8 points below standard

No Data

Number of Students: 11

Two or More Races



No Performance Color

4 points below standard

No Data

Number of Students: 12

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

93.3 points below standard

Increased 13.8 Points ▲

Number of Students: 12

White



No Performance Color

7.6 points above standard

Maintained 1.9 Points

Number of Students: 13

English Learners



Yellow

65.7 points below standard

Increased 7.6 Points ▲

Number of Students: 32

Hispanic



Yellow

48 points below standard

Increased 21.6 Points ▲

Number of Students: 47

Socioeconomically Disadvantaged



Yellow

38.2 points below standard

Increased 22.5 Points ▲

Number of Students: 57

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	58.3 points below standard	44.3 points below standard	29.8 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
107.8 points below standard	12.4 points below standard	10.6 points below standard
Declined 7.3 Points ▼	Increased 24.4 Points ▲	Increased 12.5 Points ▲
Number of Students: 18	Number of Students: 14	Number of Students: 48

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

52.9% making progress towards English language proficiency

Number of EL Students: 34

Performance Level
Medium

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	8.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	38.2%
ELs who Maintained ELPI Level 4	2.9%
ELs Who Progressed at Least One ELPI Level	50%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Orange

15.7% chronically absent

Maintained -0.3%

Number of Students: 198

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

Socioeconomically Disadvantaged

White



Green

English Learners



Blue

No Students



No Performance Color

American Indian

Asian

African American

Students with Disabilities

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

23.1% chronically absent

Increased 4.9% ▲

Number of Students: 13

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



No Performance Color

28.1% chronically absent

Increased 12.7% ▲

Number of Students: 32

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

22.2% chronically absent

Increased 2.2% ▲

Number of Students: 27

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

8% chronically absent

Maintained -0.3%

Number of Students: 25

Hispanic



Orange

15.5% chronically absent

Increased 0.5% ▲

Number of Students: 110

Socioeconomically Disadvantaged



Yellow

16.4% chronically absent

Declined 1.9% ▼

Number of Students: 134

White



Yellow

18.4% chronically absent

Declined 5.3% ▼

Number of Students: 38

English Learners



Green

8.5% chronically absent

Declined 8.7% ▼

Number of Students: 59

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Orange

2.5% suspended at least once

Increased 1% ▲

Number of Students: 199

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged

White



Yellow

No Students



Green

No Students



Blue

English Learners

Hispanic



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 13

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

3.7% suspended at least once

Increased 3.7% ▲

Number of Students: 27

Two or More Races



No Performance Color

8% suspended at least once

Increased 8% ▲

Number of Students: 25

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

9.4% suspended at least once

Increased 5.5% ▲

Number of Students: 32

Socioeconomically Disadvantaged



Orange

2.2% suspended at least once

Increased 0.9% ▲

Number of Students: 135

White



Orange

5.3% suspended at least once

Increased 2.6% ▲

Number of Students: 38

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 60

Hispanic



Blue

0% suspended at least once

Declined 1.6% ▼

Number of Students: 111



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	140	25.7	103	32.0	97	27.8	81	46.9	81	46.9	21.2	0.0	143	21.7	103	31.1	96	20.8	83	32.5	81	35.8	14.1	3.3
Female	63	28.6	45	46.7	43	27.9	39	53.8	40	57.5	28.9	3.7	65	18.5	45	28.9	43	20.9	39	25.6	40	27.5	9.0	1.9
Male	77	23.4	58	20.7	54	27.8	42	40.5	41	36.6	13.2	-3.9	78	24.4	58	32.8	53	20.8	44	38.6	41	43.9	19.5	5.3
African American	5	-	3	-	1	-	1	-	1	-	-	-	5	-	3	-	1	-	1	-	1	-	-	-
Asian**	6	-	3	-	1	-	2	-	4	-	-	-	6	-	3	-	1	-	2	-	4	-	-	-
Filipino	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Hispanic	81	13.6	70	25.7	67	20.9	55	40.0	47	34.0	20.4	-6.0	84	9.5	70	25.7	66	12.1	56	19.6	47	29.8	20.3	10.2
Indochinese**	6	-	4	-	3	-	0	-	-	-	-	-	6	-	4	-	3	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
White	19	42.1	12	58.3	10	40.0	11	54.5	13	76.9	34.8	22.4	19	52.6	12	58.3	10	40.0	11	54.5	13	53.8	1.2	-0.7
Multiracial	23	39.1	11	27.3	14	50.0	10	80.0	13	61.5	22.4	-18.5	23	30.4	11	36.4	14	42.9	11	63.6	13	38.5	8.1	-25.1
English Learner	47	0.0	37	10.8	25	4.0	20	25.0	18	11.1	11.1	-13.9	50	0.0	37	10.8	24	0.0	22	9.1	18	0.0	0.0	-9.1
English-Speaking	93	38.7	66	43.9	72	36.1	61	54.1	63	57.1	18.4	3.0	93	33.3	66	42.4	72	27.8	61	41.0	63	46.0	12.7	5.0
Reclassified†	20	35.0	16	37.5	24	16.7	14	42.9	14	42.9	7.9	0.0	20	20.0	16	25.0	24	12.5	14	35.7	14	42.9	22.9	7.2
Initially Eng. Speaking	73	39.7	50	46.0	48	45.8	47	57.4	49	61.2	21.5	3.8	73	37.0	50	48.0	48	35.4	47	42.6	49	46.9	9.9	4.3
Econ. Disadv.*	94	16.0	74	28.4	67	23.9	59	40.7	57	36.8	20.8	-3.9	97	11.3	74	23.0	67	14.9	61	23.0	57	29.8	18.5	6.8
Non-Econ. Disadv.	46	45.7	29	41.4	30	36.7	22	63.6	24	70.8	25.1	7.2	46	43.5	29	51.7	29	34.5	22	59.1	24	50.0	6.5	-9.1
Gifted	40	32.5	32	50.0	17	52.9	10	80.0	7	-	-	-	40	37.5	32	50.0	17	47.1	10	70.0	7	-	-	-
Not Gifted	100	23.0	71	23.9	80	22.5	71	42.3	74	43.2	20.2	0.9	103	15.5	71	22.5	79	15.2	73	27.4	74	29.7	14.2	2.3
With Disabilities	16	6.3	12	8.3	0	-	11	9.1	11	27.3	21.0	18.2	16	6.3	12	0.0	11	9.1	11	18.2	11	9.1	2.8	-9.1
WO Disabilities	124	28.2	91	35.2	85	31.8	70	52.9	70	50.0	21.8	-2.9	127	23.6	91	35.2	85	22.4	72	34.7	70	40.0	16.4	5.3
Homeless	6	-	0	-	0	-	5	-	11	36.4	-	-	7	-	2	-	10	10.0	5	-	11	9.1	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	4	-	1	-	1	-	-	-	0	-	0	-	4	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	35	5.7	31	25.8	32	34.4	24	45.8	29	51.7	46.0	5.9	35	8.6	31	32.3	32	46.9	24	41.7	29	51.7	43.1	10.0
Female	11	9.1	18	27.8	14	35.7	10	60.0	15	46.7	37.6	-13.3	11	18.2	18	16.7	15	46.7	10	30.0	15	40.0	21.8	10.0
Male	24	4.2	13	23.1	18	33.3	14	35.7	14	57.1	52.9	21.4	24	4.2	13	53.8	17	47.1	14	50.0	14	64.3	60.1	14.3
African American	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Asian**	0	-	1	-	0	-	1	-	4	-	-	-	0	-	1	-	0	-	1	-	4	-	-	-
Filipino	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Hispanic	24	0.0	25	20.0	21	14.3	14	42.9	12	41.7	41.7	-1.2	24	4.2	25	32.0	20	25.0	14	28.6	12	58.3	54.1	29.7
Indochinese**	2	-	1	-	0	-	0	-	-	-	-	-	2	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	2	-	3	-	3	-	5	-	8	-	-	-	2	-	3	-	4	-	5	-	8	-	-	-
Multiracial	6	-	1	-	7	-	2	-	4	-	-	-	6	-	1	-	7	-	2	-	4	-	-	-
English Learner	22	0.0	16	6.3	12	8.3	6	-	4	-	-	-	22	0.0	16	18.8	11	0.0	6	-	4	-	-	-
English-Speaking	13	15.4	15	46.7	20	50.0	18	50.0	25	60.0	44.6	10.0	13	23.1	15	46.7	21	71.4	18	50.0	25	60.0	36.9	10.0
Reclassified†	0	-	3	-	0	-	3	-	8	-	-	-	0	-	3	-	2	-	3	-	8	-	-	-
Initially Eng. Speaking	13	15.4	12	41.7	18	55.6	15	53.3	17	58.8	43.4	5.5	13	23.1	12	41.7	19	68.4	15	46.7	17	58.8	35.7	12.1
Econ. Disadv.*	25	4.0	23	21.7	20	25.0	16	37.5	21	42.9	38.9	5.4	25	4.0	23	26.1	21	33.3	16	18.8	21	47.6	43.6	28.8
Non-Econ. Disadv.	10	10.0	8	-	12	50.0	8	-	8	-	-	-	10	20.0	8	-	11	72.7	8	-	8	-	-	-
Gifted	8	-	6	-	7	-	1	-	7	-	-	-	8	-	6	-	7	-	1	-	7	-	-	-
Not Gifted	27	3.7	25	20.0	25	28.0	23	43.5	29	51.7	48.0	8.2	27	3.7	25	36.0	25	36.0	23	39.1	29	51.7	48.0	12.6
With Disabilities	5	-	12	8.3	0	-	2	-	2	-	-	-	5	-	3	-	3	-	2	-	2	-	-	-
WO Disabilities	30	3.3	28	28.6	29	37.9	22	45.5	27	51.9	48.6	6.4	30	6.7	28	35.7	29	48.3	22	40.9	27	55.6	48.9	14.7
Homeless	2	-	0	-	0	-	1	-	1	-	-	-	2	-	2	-	10	10.0	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	37	29.7	33	12.1	31	22.6	31	48.4	22	45.5	15.8	-2.9	39	30.8	33	12.1	31	6.5	33	39.4	22	27.3	-3.5	-12.1
Female	16	31.3	10	40.0	17	17.6	14	57.1	12	58.3	27.0	1.2	17	29.4	10	20.0	17	0.0	14	50.0	12	8.3	-21.1	-41.7
Male	21	28.6	23	0.0	14	28.6	17	41.2	10	30.0	1.4	-11.2	22	31.8	23	8.7	14	14.3	19	31.6	10	50.0	18.2	18.4
African American	2	-	1	-	0	-	0	-	1	-	-	-	2	-	1	-	0	-	0	-	1	-	-	-
Asian**	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	20	15.0	23	13.0	23	21.7	20	40.0	16	37.5	22.5	-2.5	22	18.2	23	4.3	23	4.3	21	23.8	16	31.3	13.1	7.5
Indochinese**	1	-	2	-	1	-	0	-	-	-	-	-	1	-	2	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	8	-	1	-	5	-	3	-	2	-	-	-	8	-	1	-	5	-	3	-	2	-	-	-
Multiracial	4	-	6	-	1	-	7	-	2	-	-	-	4	-	6	-	1	-	8	-	2	-	-	-
English Learner	10	0.0	16	6.3	7	-	9	-	7	-	-	-	12	0.0	16	0.0	7	-	11	9.1	7	-	-	-
English-Speaking	27	40.7	17	17.6	24	29.2	22	59.1	15	53.3	12.6	-5.8	27	44.4	17	23.5	24	8.3	22	54.5	15	40.0	-4.4	-14.5
Reclassified†	2	-	0	-	8	-	3	-	1	-	-	-	2	-	5	-	8	-	3	-	1	-	-	-
Initially Eng. Speaking	25	40.0	12	25.0	16	31.3	19	63.2	14	57.1	17.1	-6.1	25	44.0	12	33.3	16	6.3	19	57.9	14	35.7	-8.3	-22.2
Econ. Disadv.*	24	16.7	25	12.0	23	21.7	22	45.5	16	37.5	20.8	-8.0	26	15.4	25	4.0	23	4.3	24	33.3	16	18.8	3.4	-14.5
Non-Econ. Disadv.	13	53.8	8	-	8	-	9	-	6	-	-	-	13	61.5	8	-	8	-	9	-	6	-	-	-
Gifted	13	30.8	8	-	4	-	7	-	1	-	-	-	13	53.8	8	-	17	47.1	7	-	1	-	-	-
Not Gifted	24	29.2	25	8.0	27	18.5	24	37.5	21	42.9	13.7	5.4	26	19.2	25	8.0	27	7.4	26	26.9	21	23.8	4.6	-3.1
With Disabilities	3	-	12	8.3	0	-	3	-	2	-	-	-	3	-	4	-	11	9.1	3	-	2	-	-	-
WO Disabilities	34	32.4	29	13.8	26	26.9	28	53.6	20	45.0	12.6	-8.6	36	33.3	29	13.8	26	7.7	30	40.0	20	25.0	-8.3	-15.0
Homeless	0	-	0	-	0	-	2	-	5	-	-	-	1	-	0	-	6	-	2	-	5	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	34	41.2	39	53.8	34	26.5	26	46.2	30	43.3	2.1	-2.9	35	22.9	39	46.2	33	9.1	26	15.4	30	26.7	3.8	11.3
Female	16	37.5	17	70.6	12	33.3	15	46.7	13	69.2	31.7	22.5	17	5.9	17	47.1	11	18.2	15	0.0	13	30.8	24.9	30.8
Male	18	44.4	22	40.9	22	22.7	11	45.5	17	23.5	-20.9	-22.0	18	38.9	22	45.5	22	4.5	11	36.4	17	23.5	-15.4	-12.9
African American	1	-	2	-	1	-	0	-	0	-	-	-	1	-	2	-	1	-	0	-	0	-	-	-
Asian**	1	-	2	-	0	-	1	-	0	-	-	-	1	-	2	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	19	21.1	22	45.5	23	26.1	21	38.1	19	26.3	5.2	-11.8	20	5.0	22	40.9	23	8.7	21	9.5	19	10.5	5.5	1.0
Indochinese**	1	-	1	-	2	-	0	-	-	-	-	-	1	-	1	-	2	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	5	-	8	-	2	-	3	-	3	-	-	-	5	-	8	-	1	-	3	-	3	-	-	-
Multiracial	7	-	4	-	6	-	1	-	7	-	-	-	7	-	4	-	6	-	1	-	7	-	-	-
English Learner	8	-	5	-	6	-	5	-	7	-	-	-	9	-	5	-	6	-	5	-	7	-	-	-
English-Speaking	26	53.8	34	55.9	28	32.1	21	52.4	23	56.5	2.7	4.1	26	30.8	34	50.0	27	11.1	21	19.0	23	34.8	4.0	15.8
Reclassified†	6	-	8	-	14	14.3	8	-	5	-	-	-	6	-	8	-	0	-	8	-	5	-	-	-
Initially Eng. Speaking	20	55.0	26	57.7	14	50.0	13	53.8	18	66.7	11.7	12.9	20	35.0	26	57.7	13	23.1	13	15.4	18	44.4	9.4	29.0
Econ. Disadv.*	21	19.0	26	50.0	24	25.0	21	38.1	20	30.0	11.0	-8.1	22	4.5	26	38.5	23	8.7	21	14.3	20	20.0	15.5	5.7
Non-Econ. Disadv.	13	76.9	13	61.5	10	30.0	5	-	10	70.0	-6.9	-	13	53.8	13	61.5	10	10.0	5	-	10	40.0	-13.8	-
Gifted	9	-	18	61.1	6	-	2	-	6	-	-	-	9	-	18	72.2	6	-	2	-	6	-	-	-
Not Gifted	25	36.0	21	47.6	28	21.4	24	45.8	24	33.3	-2.7	-12.5	26	19.2	21	23.8	27	3.7	24	16.7	24	8.3	-10.9	-8.4
With Disabilities	3	-	5	-	0	-	6	-	7	-	-	-	3	-	5	-	11	9.1	6	-	7	-	-	-
WO Disabilities	31	45.2	34	58.8	30	30.0	20	60.0	23	52.2	7.0	-7.8	32	25.0	34	52.9	30	10.0	20	20.0	23	34.8	9.8	14.8
Homeless	2	-	0	-	0	-	2	-	5	-	-	-	2	-	0	-	10	10.0	2	-	5	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

SCHOOL NAME: SEQUOIA ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1 - Tier I with VAPA services

***Strategy/Activity - Description**

For Tier I instruction, the teachers will continue to learn about the components of the literacy block and ensure they implement the gradual release of responsibility. The teachers have had extensive training around each of the components of the literacy block including Read Aloud, Shared Reading, Guided Reading, Reader's Workshop and Word Study. The students will learn about reading strategies throughout the course of the year by gradual releasing responsibility of the strategy from teacher to student.

Furthermore, for Tier 1 instruction, the students will supplement their literacy instruction with a new software program that is tailored to their reading ability. Learning upgrade and MaxScholar is an engaging program that will support students with their literacy strategies, including phonics.

Finally, our students will benefit from our VAPA programs. Our LTA (Learning Through the Arts) programs integrate literacy with art, which makes the content more accessible to the students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Maxscholar supplements our Tier 1 instruction for our upper grade students in literacy.

Description:

MaxScholar is a software program that provides reading and writing support for upper grade students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software Purchase		\$2,000.00	09800-4310	This software program will provide intervention support to our struggling readers and challenge our high achievers.	MaxScholar is valuable because it incorporates a writing component for our upper grade students that allows them to	However, it might be too challenging for kids. A lot of students are having a hard time with highlighting the text. The	The teachers need to start highlighting and modeling how to annotate the text the same way the software program asks the kids

Sequoia Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					become better writers.	teachers need to start highlighting and modeling how to annotate the text the same way the software program asks the kids	

Goal 4- English Learners

Strategy/Activity 3- Tier 2 Interventions

***Strategy/Activity - Description**

At Sequoia, students that are struggling with reading can receive additional Tier 2 interventions with our In-School Resource teacher and our after-school reading program. Therefore, struggling English Learner students will receive 10 weeks of small group interventions with our Fountas and Pinnell intervention kits. In addition, our EL students in the primary grades (TK - 3rd) will get additional instruction after-school for 2 days a week for 3 months.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Our EL learners need extra support in literacy when Tier 2 instruction doesn't reach them.

Description:

Our RTI teacher provides intense small group instruction for our EL students. This will be modified this year for online learning until we return to campus.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.2	\$20,000	09800-1109	Struggling English Learner students will receive 10 weeks of small group interventions.	The EL students need additional small group instruction with interventions that target areas of concern. The RTI program use intervention kits to target areas of need.	The RTI teacher needs to adjust the small groups more often to meet the needs of the learners.	The RTI teacher will have the freedom to adjust the groups in order to ensure their needs are being met.

Goal 6 - Family Engagement

Strategy/Activity 1 - Communication and Training

***Strategy/Activity - Description**

At Sequoia, in order to communicate with parents to make sure they are informed about the events and activities of the school, we need to make sure they have all the necessary materials and supplies. Furthermore, to make sure they feel like they belong to the community, they need have to be well informed. Finally, when we provide parent training to our families, we have to have the materials and resources that make the training meaningful.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

In order to ensure our students are successful, we have to ensure our parents/families are engaged and informed.

Description:

We need to be able to communicate with our families at any time and any place.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Telephone Svc - Additional		\$53.00	09800-5915	In order to make sure we communicate well with parents, we put some money into telephone costs.	There are times were parents go out of state and we need to contact them.	We don't' need much money in this budget.	Next year we might abandon this budget.

Goal 7- Graduation/Promotion Rate

Strategy/Activity 2 - Tier 2 Instruction

***Strategy/Activity - Description**

At Sequoia, our In-School Resource Teacher provides Tier II interventions to all students, including our 3rd graders. We have purchased Fountas and Pinnell intervention kits specifically for our 3rd grade students. These struggling students will receive a 10 week RTI cycle of intervention with reading and writing. There will only be 3 students maximum in each group. Therefore, with a better student-teacher ratio and with more time to improve, we believe our students will reach grade level standards.

At Sequoia, students in the primary grades that struggle with reading will get extra instruction in our after-school reading program. Students will get extra support in literacy with our teachers twice a week.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

In order for our 3rd grader to reach grade level standards, they need to receive RTI support if they're following behind.

Description:

Our RTI teacher provides intensive small group interventions to 3rd graders that need additional support. We will adjust our RTI program this year to meet the needs of students online until we return to campus.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2511854	0.20000	\$22,698.09	09800-1109	Our In-School Resource teacher will provide Tier II interventions to struggling students in 3rd grade. Research indicates that 3rd graders must be at grade level by the time they leave 3rd grade.	The student reading scores have increased when they work with our RTI teacher.	We found that we need to adjust the groups more to meet the needs of the students.	The RTI teacher has the freedom to adjust the small groups.

SCHOOL NAME: SEQUOIA ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2020-21

Goal 2 - English Language Arts

Strategy/Activity 1 - Tier I with VAPA services

***Strategy/Activity - Description**

For Tier I instruction, the teachers will continue to learn about the components of the literacy block and ensure they implement the gradual release of responsibility. The teachers have had extensive training around each of the components of the literacy block including Read Aloud, Shared Reading, Guided Reading, Reader's Workshop and Word Study. The students will learn about reading strategies throughout the course of the year by gradual releasing responsibility of the strategy from teacher to student.

Furthermore, for Tier 1 instruction, the students will supplement their literacy instruction with a new software program that is tailored to their reading ability. Learning upgrade and MaxScholar is an engaging program that will support students with their literacy strategies, including phonics.

Finally, our students will benefit from our VAPA programs. Our LTA (Learning Through the Arts) programs integrate literacy with art, which makes the content more accessible to the students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

To ensure our students get quality Tier 1 instruction, they will get the gradual release of responsibility from our teachers, they will have quality software programs at their disposal and they will receive quality VAPA instruction.

Description:

The major difference this year is that our VAPA program will no longer have the AEP program.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Services & Other Operating	This was LTA	\$20,500.00	30106-5000	Research shows that kids that learn about the "Arts" including music, dance and theater will be more successful and	The LTA program makes the content more accessible to all students, especially for our EL students.	The LTA program works only if the lessons are centered around content standards.	The teachers and the LTA partners will ensure the lessons meet the Common Core standards.

Sequoia Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				achieve better results on standardized tests.			
Strategy/Activity 2 - RTI for Tier 2 students							
*Strategy/Activity - Description							
<p>During the course of the year, our In-School Resource teacher will provide three 10 week RTI cycles of intervention for our struggling readers. They will receive 45 minutes of rigorous RTI intervention using our Fountas and Pinnell intervention kits that we purchased for our Tier 2 students. This support will help our struggling readers and our English Learners.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Students that need additional support, especially our African American and EL learners, will get intensive small group instruction with our RTI teacher.</p> <p><u>Description:</u> The RTI program will have to be adjusted to meet the needs of the learner online until we return to campus.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.20000	\$22,698.09	30100-1109	The In-school resource teacher provides Tier 2 and 3 intervention for struggling readers below grade level.	The In-school resource teacher is invaluable. She provides excellent interventions and data.	The RTI teacher has demonstrated that students make good gains with their reading levels with the interventions we provide for our Tier 2 students. The only modification is to adjust the groups more often to meet their needs.	The RTI teacher will have more freedom to adjust the groups to meet the needs of the students.

Goal 4- English Learners

Strategy/Activity 2 - Learning Upgrade

***Strategy/Activity - Description**

Sequoia purchased Learning Upgrade this year because this software program is extremely beneficial for English Learner students and their parents. Learning Upgrade won a million dollar prize in Florida for it's ability to support EL students and their families. This is a very engaging program that teaches English to the students and their parents. The students and their parents have their own password and can be grouped by their ability level. In addition, it's very accessible on all devices including the free app you can get on your phone.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Learning Upgrade supplements our literacy instruction with our EL students. In addition, it helps support the parents learn English at home.

Description:

This software program adapts to the level of the learner and helps parents learn English..

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software Purchase		\$1,000.00	30100-4310	This software program will teach English Learners how to read and speak English.	We bought Learning Upgrade to help with EL students and their families. Supplies for teachers help students. Learning Upgrade is more engaging for students and it good for EL parents because it allows them the	The software program is working because it adjust the difficulty level to match the student's ability. No adjust need to be made.	NA

Sequoia Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					chance to learn English too.		
Strategy/Activity 3- Tier 2 Interventions							
*Strategy/Activity - Description							
<p>At Sequoia, students that are struggling with reading can receive additional Tier 2 interventions with our In-School Resource teacher and our after-school reading program. Therefore, struggling English Learner students will receive 10 weeks of small group interventions with our Fountas and Pinnell intervention kits. In addition, our EL students in the primary grades (TK - 3rd) will get additional instruction after-school for 2 days a week for 3 months.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Our EL students will receive intensive Tier 2 interventions with our RTI teacher.</p> <p><u>Description:</u> The RTI program will have to be adjusted to meet the needs of the learner online until we return to campus.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	30100-1109	Struggling English Learner students will receive 10 weeks of small group interventions.	Our EL students get extra support in small groups with our RTI teacher and the intervention kits we purchased. The data shows they make improvement in their reading skills with our RTI program.	The RTI teacher has demonstrated that students make good gains with their reading levels with the interventions we provide for our Tier 2 students. The only modification is to adjust the groups more often to meet their needs.	The RTI teacher will have more freedom to adjust the groups to meet the needs of the students.

Goal 6 - Family Engagement

Strategy/Activity 1 - Communication and Training

***Strategy/Activity - Description**

At Sequoia, in order to communicate with parents to make sure they are informed about the events and activities of the school, we need to make sure they have all the necessary materials and supplies. Furthermore, to make sure they feel like they belong to the community, they need have to be well informed. Finally, when we provide parent training to our families, we have to have the materials and resources that make the training meaningful.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

In order to make sure our families have all the necessary materials and information, we need to have enough money to provide them with supplies.

Description:

We will ensure our parents have access to information and supplies with meeting, trainings and communication.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$275.00	30103-4301	In order to support students at home with homework or other tasks, we need to have supplies to train the parents and provide them with important information.	When we have meetings, the parents get the essential materials that will help them support their children at home.	We need more parents to participate in the families meetings and school committees.	We need to find ways to get parents to participate more in our community meetings.
Inservice supplies		\$300.00	30103-4304	In order to ensure that parents are informed about all the events happening at Sequoia, we need to distribute flyers and information to parents weekly.	The parents are getting all the necessary information necessary to keep them informed of school events and activities.	NA	NA

Sequoia Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Duplicating		\$250.00	30103-5721	In order to send home large volumes of information to parents and to keep them informed of all events, protocols and procedures, we need support from printing services.	The printing services budget allows us to make the materials going home to families more appealing.	We need to make more flyers and brochures appealing to parents.	We will use printing services cheaper rates this year to make more materials for parents.
----------------------------------	--	----------	------------	--	---	---	---

