



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT SEQUOIA ELEMENTARY SCHOOL

2019-20

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:

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Contact Person: Kissel, Ryan

Position: Principal

Telephone Number:

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The following items are included:

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

Board Approval: *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

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.*

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

This School Plan for Student Achievement fulfills the requirements of a Title I schoolwide 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 9th, the PTA, Staff and the SSC 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 16th and 19th, we had our SGT and ELAC meeting, respectively. 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 of English Learner students have met or exceeded grade level standards on SBAC. Although that is a 8% increase from the year before, 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% last year, 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 last year 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 the year before. In 5th grade, only 27% our students were proficient/advanced in math. Last year, 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. Last year, 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 students with disabilities in mathematics. Therefore, Sequoia will provide weekly PLC time devoted to analyzing student data around math scores in order to drive instruction. Each week, every teacher will give an exit slip to the students and use this information to ascertain which students understand the concept and which students need additional support. The teachers will input those scores into a Google Doc for the principal to oversee.

Furthermore, the Madison Cluster schools have requested support from the math district support teachers to provide professional development to our staff. Therefore, our teachers will receive training around 3 important math concepts this year - number sense, equivalence and place value. In addition, the teachers will still continue to use the math instructional strategies they learned being a Math Green House school. The students will still engage practice good Habits of Mind and Habits of Interaction.

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
Angeles Barradas	Parent
Shelley Foster	teacher
Greg Roy	teacher
Teresa DeJurnett	Teacher
Claudia Wells	teacher
Ryan Kissel	Principal
Megan Steele	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.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	1st grade - 5th grade	Feel safe at school (strongly agree). Sequoia Survey	71%	81%	Other (Describe in Objective)	twice annually
June 2020	Tk - 5th grade	Decrease overall Chronic Absenteeism	16%	10%	Chronic Absenteeism	annually
June 2020	5th grade	feel safe at school	74%	85%	CAL-SCHLS (CHKS)	annually

***Identified Need**

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.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	Tk - 5th grade	English Learner	Decrease Chronic Absenteeism according to	17%	10%	Attendance	annually

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			California Dashboard				
June 2020	Tk - 5th grade	Hispanic or Latino	Decrease Chronic Absenteeism according to the California Dashboard	15%	8%	Attendance	annually
June 2020	Tk - 5th grade	White	Decrease Chronic Absenteeism according to the California Dashboard	24%	16%	Attendance	annually
June 2020	Tk - 5th grade	Homeless/Foster	Decrease Chronic Absenteeism according to the California Dashboard	20%	12%	Attendance	annually

Strategy/Activity 1 - Restorative Circles

*Students to be served by this Strategy/Activity

All the students, especially the 5th graders, will participate in Restorative Practice Circles every morning. They will be able to be reflective with their behaviors and brain storm 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 everyday on time.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

*Additional Supports for this Strategy/Activity

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 students is avoiding completed 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.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

***Additional Supports for this Strategy/Activity**

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.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

***Additional Supports for this Strategy/Activity**

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 2018-19***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.

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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 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.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd - 5th grade	meet or exceed standards	47%	57%	CAASPP ELA	annually
June 2020	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.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd - 5th grade	Students with Disabilities	meet or exceed grade level standards	39%	49%	CAASPP ELA	annually

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June 2020	3rd - 5th grade	English Learner	meet or exceed grade level standard	33%	43%	CAASPP ELA	annually
June 2020	3rd - 5th grade	Hispanic or Latino	meet or exceed grade level standards	36%	46%	CAASPP ELA	annually
June 2020	TK - 2nd grade	Students with Disabilities	meet or exceed grade level standard on IRLA	36%	46%	Other (Describe in Objective)	annually
June 2020	TK - 2nd grade	English Learner	meet or exceed grade level standards on IRLA	33%	43%	Other (Describe in Objective)	annually
June 2020	TK - 2nd grade	Hispanic or Latino	meet or exceed grade level standards on IRLA	23%	33%	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

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. With our AEP (Arts Education Project), teachers get time with their PLC teams to look at data and plan lessons around student needs. Furthermore, 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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
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N02536J	Services & Other Operating		\$20,500.00	\$20,500.00	0253-30106-00-5000-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt		Research shows that kids that learn about the "Arts" including music, dance and theater will be more successful and achieve better results on standardized tests.
N02536D	Software Purchase		\$2,000.00	\$2,000.00	0253-09800-00-4310-1000-1110-01000-0000	LCFF Intervention Support		This software program will provide intervention support to our struggling readers and challenge our high achievers.

***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**

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.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
F0253U	Inschool Resource Tchr - NEW POSN, SBB2511854	0.20000	\$18,465.00	\$22,698.09	0253-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		The In-school resource teacher provides Tier 2 and 3 intervention for struggling readers below grade level.

***Additional Supports for this Strategy/Activity**

Over the last couple of year, 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.

***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. Our resource teacher salary is less than average. We plan to redirect these surplus dollars to fund after school tutoring.

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

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ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
*Additional Supports for this Strategy/Activity								
Strategy/Activity 4- Reader's Workshop with Ametek Grant								
*Students to be served by this Strategy/Activity								
All students are supported with this strategy.								
*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.								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
*Additional Supports for this Strategy/Activity								

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 2018-19***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**

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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 2020	3rd - 5th grade	meet grade level standard	36%	46%	CAASPP Math	annually
June 2020	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.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd - 5th grade	English Learner	grade level standard	0%	25%	CAASPP Math	annually
June 2020	3rd - 5th grade	Students with Disabilities	grade level standard	17%	27%	CAASPP Math	annually
June 2020	3rd - 5th grade	Hispanic or Latino	grade level standard	34%	44%	CAASPP Math	annually

Strategy/Activity 1- VAPA PLC and Integration

*Students to be served by this Strategy/Activity

All Sequoia students will benefit from using Habits of Mind and Interaction during the math workshop. All students will benefit from AEP teachers giving us time to plan together. Finally, the LTA program supports all students.

*Strategy/Activity - Description

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All students will benefit from our VAPA (Visual and Performing Arts) programs. For example, AEP (Arts Education Project) allows teachers to look at data and plan lessons with their PLC teams. Every month, our teachers get a half-day to look at student test results and plan lessons together for students. Research shows that teachers that work collaboratively have shown gains with student proficiency scores. Furthermore, our LTA (Learning Through the Arts) programs will integrate math within an area in VAPA. Incorporating math with the VAPA program will make it more accessible to our students and it will make it more engaging.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N025361	Services & Other Operating		\$7,176.00	\$7,176.00	0253-30100-00-5000-1000-1110-01000-0000	Title I Basic Program		Teachers that are provided additional time to look and student work and data and inform their instruction will help students reach grade level standards.

***Additional Supports for this Strategy/Activity**

The district has provided our Madison Cluster with math resource teachers that will provide professional development around HOM and HOI. In addition, they will help teachers with instruction in the areas of equivalence, number sense and place value.

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 district provided ST math. This is a software game that allows kids to explore deep conceptual math concepts.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

***Additional Supports for this Strategy/Activity**

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.

Sequoia Elementary

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*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Goal 4- 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 2018-19***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 and dedicate at least 2 professional development days to enhancing our ELD instruction in the classroom. 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 will continue to use SDAIE strategies and the ELD Bundles to integrate the core content areas of literacy, math and science. We had some professional development with using the ELD Bundles last year, but we will continue to use our PD time to perfect our instruction.

***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 2020	3rd - 5th grade	English Learner	Meet or exceed grade level standard	33%	43%	CAASPP ELA	annually
June 2020	3rd - 5th grade	English Learner	meet or exceed grade level standard in math on CAASPP	0%	25%	CAASPP Math	annually
June 2020	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.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	K- 5th grade	RFEP	Reclassify English Learners	75%	95%	Other (Describe in Objective)	annually
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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

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. 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. 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. In conclusion, the EL students at Sequoia will receive both integrated and designated ELD instruction throughout the course of the day.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

*Additional Supports for this Strategy/Activity

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 new literacy software program 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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N02536F	Software Purchase		\$1,000.00	\$1,000.00	0253-30100-00-4310-1000-1110-01000-0000	Title I Basic Program	This software program will teach English Learners how to read and speak English.
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***Additional Supports for this Strategy/Activity**

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	Reference	Rationale
	Inschool Resource Tchr - NEW POSN, SBB2511854				0253-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	Goal 2 - English Language Arts Ref Id : F0253U	Struggling English Learner students will receive 10 weeks of small group interventions.
	Inschool Resource Tchr - NEW POSN, SBB2511854				0253-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	Goal 7- Graduation/Promotion Rate Ref Id : F0253V	Struggling English Learner students will receive 10 weeks of small group interventions.

***Additional Supports for this Strategy/Activity**

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Goal 5 - 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

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd - 5th grade	meet or exceed grade on SBAC level standard on IRLA	39%	50%	Other (Describe in Objective)	annually
June 2020	3rd - 5th grade	meet or exceed grade level standard in math on SBAC	17%	27%	Other (Describe in Objective)	annually

***Identified Need**

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 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.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd grade	Students with Disabilities	meet or exceed grade level standard on ELA on SBAC	50%	60%	Other (Describe in Objective)	annually

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	4th grade	Students with Disabilities	meet or exceed grade level standards in ELA on SBAC	50%	60%	Other (Describe in Objective)	annually
June 2020	5th grade	Students with Disabilities	meet or exceed grade level standard in ELA on SBAC	17%	27%	Other (Describe in Objective)	annually
June 2020	3rd grade	Students with Disabilities	meet or exceed grade level standard in math on SBAC	0%	25%	Other (Describe in Objective)	annually
June 2020	4th grade	Students with Disabilities	meet or exceed grade level standards in math on SBAC	50%	60%	Other (Describe in Objective)	annually
June 2020	5th grade	Students with Disabilities	meet or exceed grade level standard in math on SBAC	0%	25%	Other (Describe in Objective)	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 will be required to take three trainings throughout the course of the year to help them support the students with disabilities on their caseloads. Those trainings will focus 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.

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

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ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
*Additional Supports for this Strategy/Activity								
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 our PLC time, the Ed. Specialist will be given time to plan with the General Education teachers.								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
*Additional Supports for this Strategy/Activity								

Goal 6 - 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 2018-19

*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.

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 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 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	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.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase percentage of parents that feel we welcome input and contributions on CSPS	52%	62%	Other - Describe in Objective
June 2020	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 2020	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 2020	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

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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	Reference	Rationale
N025330	Supplies		\$275.00	\$275.00	0253-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement		In order to support their students at home with homework or other tasks, we need to have supplies to train the parents and provide them with important information.
N02538	Inservice supplies		\$300.00	\$300.00	0253-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement		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.
N025331	Interprogram Svcs/Duplicating		\$250.00	\$250.00	0253-30103-00-5721-2495-1110-01000-0000	Title I Parent Involvement		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.
N02536E	Telephone Svc - Additional		\$53.00	\$53.00	0253-09800-00-5915-2700-0000-01000-0000	LCFF Intervention Support		In order to make sure we communicate well with parents, we put some money into telephone costs.

***Additional Supports for this Strategy/Activity**

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	Reference	Rationale

***Additional Supports for this Strategy/Activity**

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**

Sequoia Elementary

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Goal 7- 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 2018-19

***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**

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 7- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd grade	meet or exceed grade level standard on the SBAC	52%	62%	CAASPP ELA	annually
June 2020	3rd grade	meet or exceed grade level standard on SBAC	52%	62%	CAASPP Math	annually

*Identified Need

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

*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 SBAC	0%	25%	CAASPP ELA	annually
June 2020	3rd grade	Hispanic or Latino	meet or exceed grade level standard on the SBAC	42%	52%	CAASPP ELA	annually
June 2020	3rd grade	Students with Disabilities	meet or exceed grade level standard on SBAC	50%	60%	CAASPP ELA	annually

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	3rd grade	English Learner	meet or exceed grade level standard on SBAC	0%	25%	CAASPP Math	annually
June 2020	3rd grade	Hispanic or Latino	meet or exceed grade level standard on SBAC	58%	68%	CAASPP Math	annually
June 2020	3rd grade	Students with Disabilities	meet or exceed grade level standards in SBAC	0%	25%	CAASPP Math	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 to 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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale

*Additional Supports for this Strategy/Activity

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

Sequoia Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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	Reference	Rationale
F0253V	Inschool Resource Tchr - NEW POSN, SBB2511854	0.20000	\$18,465.00	\$22,698.09	0253-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support		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.

***Additional Supports for this Strategy/Activity**

STEAM**Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes 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 educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

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.

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, 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
- Understanding Equivalence, Number Sense and Place Value in math instruction
- Reader's Workshop (Reading Conferences by Serravallo)

Professional Development Structures:

Monthly PLCs with Art Education Project (AEP)

Weekly PLCs with analyzing math exit slips and monitoring student progress

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 common current exit slip.
- Analyze exit slips
- Reflect on student progress towards target based on data.
- Design next common exit slip.

Lesson Study**Focus:**

The District math resource teachers will look at data, plan lesson and co-teach the lesson with the 4th grade teacher. 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:

- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

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**

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**

APPENDIX C

SCHOOL PARENT COMPACT

APPENDIX D

DATA REPORTS

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

- Illuminate
- California Dashboard

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

APPENDIX E**2019-20 SPSA ASSESSMENT AND EVALUATION**

APPENDIX F**WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)**