

Single Plan for Student Achievement

Sequoia High School



A Resource for the School Site Council

School: Sequoia High School

District: Sequoia Union High School District

County-District School (CDS) Code: 41 69062 4136693

Principal: Sean Priest

Date of this revision: April 27, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Sean Priest

Position: Principal

Telephone Number: 650-367-9780

Address: 1201 Brewster Ave Redwood City, CA 94062

E-mail Address: spriest@seq.org

The District Governing Board approved this revision of the SPSA on May 9, 2018.



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Form A: Planned Improvements in Student Performance
Sequoia High School School-wide Learner Outcomes (SLOs)

SLO 1: All students' academic performance will increase, as demonstrated through the following:

- a) CAASPP Assessment
- b) CELDT
- c) students enrolled in one or more IB course
- d) students meeting UC/CSU a-g requirements
- e) students on-track to graduate.

SLO 2: All students will improve their literacy skills as demonstrated through the All-School Literacy Performance Task and subject area lessons involving understanding and responding to an entire writing prompt, comparing and analyzing multiple academic texts, defending claims using academic language, and communicating effectively.

SLO 3: All students will improve their mathematical reasoning skills as demonstrated through the All-School Numeracy Performance Task and subject area lessons involving graph interpretation, use of fractions or percentages, decoding word problems, establishing mathematical relationships, and/or finding mathematical solutions in context.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOALS:

LCAP Goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

LCAP Goal 4: Support English Learners in mastering grade-level curriculum, enrollment in mainstream core courses, and graduating from high school with a clear pathway to post-secondary education.

LCAP Goal 5/6: Graduate Students who are college and career ready.

LCAP Goal 7: Promote a positive and personalized learning environment that will result in students maintaining positive behavior and engaging in their educational experiences.

LCAP Goal 8: Provide Foster Youth with academic resources and social emotional supports that result in their educational outcomes mirroring those of the general population.

SCHOOL GOAL: Academic performance of Latino students, students with disabilities, and NSLP-eligible students will increase, as demonstrated by students meeting UC/CSU a-g requirements.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Percentage of students eligible for free/reduced lunch under NSLP eligibility criteria.</p> <p>School enrollment data by ethnicity</p> <p>School enrollment data by primary home language</p> <p>School enrollment data by language proficiency</p> <p>CAASPP ELA Results</p> <p>CAASPP Mathematics Results</p> <p>Graduation Rate</p> <p>UC/CSU A-G Eligibility Rate</p> <p>School enrollment data by special programs</p> <p>IB participation rates</p> <p>CELDT/ELPAC results</p> <p>Number of Ds and Fs by semester 10-12th-graders</p> <p>Percentage of 9th-grade students on track to graduate</p> <p>Percentage of 10th-grade students on track to graduate</p> <p>Percentage of 11th-grade students on track to graduate</p>	<p>Consistently between 2012 and 2018, just under half of Sequoia’s students have met eligibility requirements for free/reduced price lunch. During that same time period, between 56.9% (2013) and 60.4% (2018) of students enrolled at Sequoia have been Latino, with 441 of those students speaking Spanish as their primary language at home in 2018. 299 Sequoia students received special education services as part of an IEP in 2018.</p> <p>Although there is an upward trend in closing the gap between Sequoia’s various subgroups, Latinos, NSLP-eligible students, students with disabilities, continue to underperform relative to their peers.</p> <p>In order to better understand the gap in our primary measure (UC/CSU A-G Eligibility), we have examined CAASPP achievement data, grade data, graduation rates, progress toward graduation, and IB participation rates to compare trends. The bulk of this work was completed with input from all stakeholders through the creation of our WASC self-study starting in Spring 2017.</p> <p>The gap persists within the various measures consistent (though not as stark) with what we observe when analyzing UC/CSU A-G Eligibility rates. We did observe significant growth in the percentage of 9th graders (both overall as well as in the underperforming subgroups) on track to graduate in 2016-17 when nearly 75% of Latinos, 77.4% of students with disabilities, and 75% of NSLP-eligible students were on track compared with an school-wide 81.9% rate.</p>	<p>The school will continue to track dis-aggregated UC/CSU A-G eligibility rates as its primary measure while using secondary measures such as the ones listed adjacent to target appropriate strategies and interventions.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Cost/Funding Source Column of 2018 SPSA Action Plan (Form A)</p>

	<p>Nonetheless, there remain significant gains to be made with underperforming subgroups. These needs are to be addressed using school-wide measures articulated in our WASC action plan. Throughout this and the subsequent goals, this document will demonstrate the alignment of those school-wide action items with our critical learner needs (SPSA Goals) as well as district LCAP goals.</p>	
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<p>STRATEGY: This action plan strives towards:</p>
<ul style="list-style-type: none"> • All students achieving at high levels in preparation for success in college and career • An allocation of resources and professional development which has its biggest impact on underperforming student subgroups • A learning and teaching environment fostering innovation.
<p>The success of this action plan will be measured in the gains made in areas identified in Sequoia’s CSLNs and SLOs. This action plan is designed as a living document with periodic updates expected from working DELT@S. Areas of the action plan will be discussed as standing agenda items by SLT/SSC.</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Identify differentiated instruction strategies that can be implemented schoolwide. Will provide stronger access/support for a variety of learners, with attention to students with disabilities and English-learners. (Spring 2020)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration (Principal, IVP) • Curricular Team Leads • District PD • SAC • Instructional Aides 	<ul style="list-style-type: none"> • Establish Common Definition of differentiated instruction (provide a reading for staff) (Fall 2018) • Catalog current strategies (Fall 2018) • Identify common practices across departments and curricular teams. (Fall 2018) • Gather key stakeholders together to address the essential question of “What have we learned about co-teaching over the last 5 years?” (Fall 2018) • Create a “borrow” a tool for observing differentiated instruction (teacher peer observations) (Spring 2019) • Create a master list of strategies for departments to choose a set number to 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$5000 Technology/Innovation conference • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate

		<p>implement (or refine). (Spring 2019)</p> <ul style="list-style-type: none"> • Create models/templates for a lesson with differentiated instruction as a resource for staff (Spring 2019) • Provide training and support for paraprofessional staff (Spring 2019) • Curricular teams create a minimum of four lessons/units/assessments that are differentiated in one or more of the following ways: curriculum/content, activities/processes, assessment/deliverables, environment (Spring 2019) • Curricular teams will share differentiated lessons/units/assessments with departments (Spring 2019) • Teachers will share differentiated lessons/units/assessments with staff Lesson plans (Spring 2019) 	<p>for SLT/SSC to monitor effectiveness of action item implementation (SUHSD SSC/SLT allocation)</p> <ul style="list-style-type: none"> • \$40,000 Purchase of 4 Chromebook class sets and carts (SHSEF)
<p>increase the rate of academic success and school engagement among Sequoia’s Long-Term English Learner population by enriching instruction with targeted, systematic instruction in content classes. (Fall 2021)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration • BRT • Curricular Team Leads • District PD • SAC • LTEL DELT@S • EL Achieve Cohort/Apprentice trainers 	<ul style="list-style-type: none"> • Compile feedback from student interviews, analyze and identify trends. (Fall 2018) • Identify common perceptions within the experience of LTELs across grade levels, levels of support, and achievement levels. (Fall 2018) • Identify students outside of the support band to interview. (Fall 2018) • Analyze quantitative and qualitative data together for additional insight. (Fall 2018) • Understand the process of designation and reclassification. (Fall 2018) • Create a listening & speaking component to be integrated into Compass (Fall 2018) • Recommend school-wide systematic approach to supporting LTELs in content classes (Fall 2018) • Present qualitative and quantitative data to staff to develop an understanding of the issues with our LTELs that need to be addressed. (Fall 2018) • Collaborate with RCSD and Cañada College on shared goals and strategies. (Fall 2018) 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$2000/participant, EL Achieve Training (SUHSD PD Dept.) • \$3000 sub pay for teacher release for CM implementation (SHSEF) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation (SUHSD SSC/SLT allocation)

		<ul style="list-style-type: none"> • Report to staff on process of designation and reclassification. (Fall 2018) • Training and sustained support for systematic schoolwide LTEL-content strategies. (Fall 2018) • Integrate speaking and listening strategies designed to support English Learners school wide. (Fall 2018) • Provide additional training for bilingual instructional associates and other paraprofessional staff. (FALL 2018) • Revisit data we've looked at already (grades, attendance, discipline, placement, ELPAC level, All-school literacy task) to measure growth. (Spring 2018-Spring 2021) • Ongoing analysis of how existing programs (AVID, Academies, etc.) serving LTELs at Sequoia are meeting the needs of students. (Spring 2018-Spring 2021) • Teacher report/reflect on implementation/effectiveness of strategies (Spring 2018-Spring 2021) • Implementation of EL Achieve in all core content classes. (Spring 2018-Spring 2021) 	
<p>Strengthen articulation with partner schools to align standards and strategies, improve family outreach and communication, and support successful transition to 9th grade. Focus on partner schools serving underperforming subgroups. (Fall 2020)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration (Principal, IVP) • Curricular Team Leads • Tri-District Initiative • District Director (Assessment and Articulation) • District PD • SAC • Department Release Days • Team 	<ul style="list-style-type: none"> • Identify primary partner institutions from partner schools, and local colleges/universities (Fall 2018) • Identify liaisons at Sequoia & partner institutions. (Fall 2018) • Strengthen sharing of student discipline, mental health, and truancy data to target interventions before the start of the year or early in semester one of ninth grade. (Fall 2018) • Student enrollment data analyzed by partner school site. (Fall 2018) • Understand RCSD practices on EL outreach, placement, and redesignation. (Fall 2018) • Identify goals of visits/observation (create a reflection form?). (Fall 2018) • Coordinate with Brandon Lee on district articulation efforts. (Fall 2018) 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$1200 sub pay for teacher release for partner site visits (SHSEF) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation

	<p>Ascent/SAAP/ Compass Leadership</p>	<ul style="list-style-type: none"> • Continue to develop relationships w/ institutions about Sequoia students, (Fall 2018) • Reciprocal visitation/observation planning (Spring 2019) • Provide forums for discussing common academic language and vertical alignment for Sequoia & partner school representatives. (Spring 2019) • Include active recruitment of student leaders from all partner schools into the transition calendar to increase diversity of ASB/Leadership. (Spring 2019) • Establish goals re: transition to be discussed at joint PD. (Spring 2019) • Student assessment, discipline, attendance data reviewed and discussed with shared decision-making body as well as with other stakeholders. (Fall and Spring 2018-19) 	<p>(SUHSD SSC/SLT allocation)</p>
<p>Insure equitable grading practices to report student achievement at Sequoia to aligned reporting of student achievement with progress towards mastery of CCSS and demonstration of IB Learner Profile Characteristics. (Spring 2020)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration (Principal and IVP) • Curricular Team Leads • District PD • SAC • Department Release Days 	<ul style="list-style-type: none"> • Plan the structure of a school-wide conversation re: how we determine grades and what the assumptions and implication those policies reveal? • Facilitate a conversation about core values with regard to equity and student assessment. • Investigate the different methods of standards-based, skills-based, mastery-based , or competency-based grading (Spring 2018-Fall 2018) • Establish a common definition and terms • Identify minimum 1 representative from each department as a participant on the SBG DELT@S • Calibrate grading with SBG across departments so any teacher has at least an idea of how other departments are using SBG. • Support curricular teams who are implementing SBG/SBA (Physics, Math Studies, IB HOA, IB 20th Century...) • Have curricular teams share experiences with other interested curricular teams 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$1200 sub pay for teacher release for partner site visits (SHSEF) • \$2000 2019 Standards-Based Grading symposium attendance and travel costs, 5 teachers and 1 admin (site discretionary) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor

		<ul style="list-style-type: none"> • Examine how we determine grades and what the assumptions and implication those policies reveal, investigate different methods of standards-based, skills-based, mastery-based , or competency-based grading. Support curricular teams who are implementing SBG/SBA • Departments develop grading policy statements aligned with school-wide commitment to equity. (Spring 2019) • Routinize the analysis of grade outcomes for student subgroups within departments for individual assessments • Develop a protocol for curricular teams to calibrate grading practices. • Analyze comparative grade, SBAC, IAB, and All-School Numeracy/Literacy data. • Student performance data reviewed and discussed with shared decision-making body as well as with other stakeholders. (Spring 2019-Fall 2019) 	effectiveness of action item implementation
<p>Increase the percentage of FRL students enrolled in one or more IB courses at Sequoia. Addresses CSLN 1 by prioritizing access to and success in the most rigorous classes for all students, with attention to those in a traditionally underperforming subgroup. (Spring 2019)</p>	<ul style="list-style-type: none"> • IB Equity Team • IB Coordinator • Guidance Counselors • Release time • January PD Day • Collaboration time • Teachers • Department Chairs • Administration • Curricular Team Leads • District PD • SAC • Department Release Days 	<ul style="list-style-type: none"> • Make the understanding of IB Learner Profile, IB Equity goal, and highlights of Why IB (infographic) part of new teacher orientation and support • Use EOS-Student/Teacher Survey to identify a broad range of 11th and 12th grade students for IB prior to spring course request meetings with counselors. • Establish peer and teacher tutoring program: Mandatory check-ins on a weekly basis that is staffed by IB teachers and students to provide one-on-one/small group academic support. • Offer summer support for FRL students with a peer mentor to help them with summer assignments. • Strengthen Summer Support for rising 11th Graders to strengthen academic skills needed for success in IB: English Summer Bridge, History Summer Bridge, IB Bootcamp (Spring 2018-Fall 2018) 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$4000 staffing and supplies for IB Summer Bridge (SHSEF) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$2100 sub pay for teacher release for IB outreach including student presentations and partner site visits (Site discretionary) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor

		<ul style="list-style-type: none"> • Implement Standards-based grading in core (English, Math, Social Studies, Science) 9-12 classes as well as academic electives with IB pathways (World Language, e.g.). • Implementation of <i>EL Achieve</i> language framework (Constructing Meaning) across core classes in 9th and 10th grade to support LTEL, RFEP, and Redesignation Fluent English Learners' success in 11th/12th Grade IB. • Identify processes for shared feedback and checks for understanding • Evaluation of process • Evaluation of student work • Analyze IB assessment data and determine effectiveness of implemented strategies at regular intervals annually. • Refresh assessment skills and expectations for different subjects as new assessments are rolled out. • Present IB information package/ Learner Profile at middle schools, Freshmen Orientation, and as a follow-up to College Day • Showcase IB courses and full DP pathways to all students. IB course planning presentations with AVID students. • Coordinate Alumni Panels Student Assemblies and focus on 10th & 11th grades (starting to think about IB) • 8th Grade Informational Night – IB informational package and program benefits to students and parents. Continue to provide IB grade level and program benefit meetings for parents. Personal contact with parents. (Spring 2018-Spring 2019) • Continue to explore increasing IB access through courses offerings (Possible ideas to explore: IB Film, IB Hist, SL double-stripped, IB Eng B for ELD or long term SDAIE for lang acquisition skills and IB Eng SL for all). • Student performance data reviewed and discussed with shared decision-making body as 	effectiveness of action item implementation
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		well as with other stakeholders. (Spring 2019-Ongoing)	
<p>Understand and examine factors leading to a strong climate of balance and wellness for students and staff and develop and implement practices to support overall well-being. Addresses goal with attention to factors inhibiting student engagement such as attendance, anxiety/stress, and trauma. Measures of success include areas identified in the goal as well as attendance, student perception, and mental health referral data. (Spring 2019)</p>	<ul style="list-style-type: none"> • Teen Resource Center • Mental Health Coordinator • .6 Mental Health Support Counselor • Collaboration time • Teachers • Department Chairs • Administration (Principal, AVPs) • DELT@S 	<ul style="list-style-type: none"> • Examine existing survey data (EOS?, YAB, Panorama, SLT Wellness Survey, District Mental Health Data, CHKS, Gardner Center, Panorama) to identify trends and areas of need. • Identify existing resources for students and staff. • Administer Surveys • An analysis tool for examining the various surveys (know? want to know? wonder?) • Counselors, AVP, School Psychologist, Special Education department chair, BRT, SRO and Wellness Coordinator meet monthly to review caseload of truant students and discuss interventions and progress. (Fall 2018) • Increase mindfulness training for staff. • Expanded mindfulness lessons delivered in content classes. • Recommend schoolwide practices (Mindful Mondays, field day, community building for staff, e.g.) to support student wellness <ul style="list-style-type: none"> ◦ Research other schools' programs • Report back to staff results of wellness survey and advocate/make recommendations for staff needs (Spring 2019) 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$4000 staff training and sub pay for Mission B Mindfulness training (SHSEF) • \$17,500 Department Release Day Fall 2018 (SHSEF) • 1.0 FTE Teen Resource Center Coordinator (Site Mental Health allocation) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation

<p>Formalize policies, procedures, and processes to evaluate and monitor the effectiveness of programs, support, and intervention strategies on student achievement and learning. Identify professional development needed to further implement and increase the measurable impact of instructional strategies that engage students. (Spring 2019)</p>	<ul style="list-style-type: none"> • DELT@S groups • Principal/Administration • Site Council/SLT 	<ul style="list-style-type: none"> • Brainstorm programs, supports, and intervention strategies to evaluate/monitor for effectiveness (measurable impact on student achievement and learning) • Brainstorm next steps to determine what the needs are for PD in constructing meaning, co-teaching, SBG, differentiated instruction, engagement strategies • Select programs to evaluate • Identify who will develop the measures of success for each program <p>(Spring 2018)</p>	<ul style="list-style-type: none"> • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation • \$1000 curricular rate for DELT@S facilitation (site discretionary)
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LEA GOAL:
 LCAP Goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration

LCAP Goal 4: Support English Learners in mastering grade-level curriculum, enrollment in mainstream core courses, and graduating from high school with a clear pathway to post-secondary education.

LCAP Goal 5/6: Graduate Students who are college and career ready.

SCHOOL GOAL: Literacy skills of English learners will improve, as demonstrated on the CAASPP, All-School Literacy Assessment, and subject area lessons.

<p>What data did you use to form this goal?</p> <p>School enrollment data by ethnicity School enrollment data by primary home language School enrollment data by language proficiency CAASPP ELA Results CELDT/ELPAC results Number of Ds and Fs by semester 10-12th.</p>	<p>What were the findings from the analysis of this data?</p> <p>Performance by all Sequoia students improved on the ELA portion of the CAASPP between 2016 and 2017. There remains nonetheless a persistent gap in achievement between English Learners and their grade-level peers.</p> <p>Analysis of the academic achievement data (number of Ds and Fs) revealed parallel trends</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The school will continue analyze CAASSP results to measure growth. It will use the All-School Literacy Assessment results to identify trends in the extent to which students are able to demonstrate mastery of the CCSS ELA standards. Subject Area Lessons will be used as a measure of how closely aligned our instruction and assessment is with standards.</p>
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<p>Grade Interim assessment results Sequoia All-School writing assessment results</p>	<p>and correlation among the subgroups. Students who struggle with academic achievement as reported by grades struggle similarly with the California standardized tests.</p> <p>In order to hone in further on the needs our action plan should strive to meet, work was done to understand where trends exist within the diverse population of students categorized as “English Learners”. Through the analysis of CELDT data along with number of years in US schools, a better understanding of the differences between newcomer and long-term English learners and the extent to which existing interventions were effective,</p> <p>Through this process, our goal was developed with a narrow (but representative) target. In other words, as we move to more equitably align grading with standards, CAASSPP results will become an even stronger indicator of the extent to which mastery will drive graduation, A-G eligibility, IB participation, and other key measures used by the school and the district to measure student success. As such, ongoing monitoring of key indicators will serve to help our team evaluate program effectiveness as part of or continual cycle of improvement.</p>	<p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Cost/Funding Source Column of 2018 SPSA Action Plan (Form A)</p>
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STRATEGY:
This action plan strives towards:

- All students achieving at high levels in preparation for success in college and career
- An allocation of resources and professional development which has its biggest impact on underperforming student subgroups
- A learning and teaching environment fostering innovation.

The success of this action plan will be measured in the gains made in areas identified in Sequoia’s WASC CSLNs and SLOs. The school’s action plan is designed as a living document with periodic updates expected from working DELT@S. Areas of the action plan will be discussed as standing agenda items by SLT/SSC.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Continue to refine practices in the administration an all-school literacy task and analyze student performance data to identify areas for growth and strategies for addressing them. Provides direction and reflection protocols for the regular collection of student performance data in areas of literacy. (Spring 2019)</p>	<ul style="list-style-type: none"> • Teachers • Classified Staff • All-School Assessment DELT@S • Department Chairs • Administration • Curricular Team Leads • District PD • SAC 	<ul style="list-style-type: none"> • Identify skills to assess over the next four years (start backwards from IB English Y2, English IV, CCSS). • Current literacy task evaluated and recommend changes, if necessary. (e.g., timing, levels?, accommodations for EL, prompt, etc.) • Choose date for administration of the assessment • Increase staff understanding of schoolwide numeracy objectives and the format of the assessment (training? Staff takes assessment? Math Dept. debriefs?) • Revise methodology for evaluating performance tasks (what does the staff need to know in order to accurately and fairly evaluate the assessments? 2+ readers? Norming training process. Growth data). • Revise methodology for analyzing results of assessment data (make data more digestible and report out to staff and students in terms of growth) <p style="text-align: right;">(Fall 2018)</p> <ul style="list-style-type: none"> • Norming activity for grading facilitated at the Q2 staff meeting. • Create a scripted message providing students with the rationale for doing their best on the assessment • DELT@S analyzes results and develops sample lessons to help address areas for growth in different subject areas. • Identify ways to make results better accessible to teachers • Develop reporting mechanism for delivery of literacy lessons across content <p style="text-align: right;">(Spring 2019)</p>	<ul style="list-style-type: none"> • January Professional Development Day (SUHSD General Fund) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation • \$1000 curricular rate for DELT@S facilitation (site discretionary)

<p>Insure equitable grading practices to report student achievement at Sequoia to aligned reporting of student achievement with progress towards mastery of CCSS and demonstration of IB Learner Profile Characteristics. (Spring 2020)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration (Principal and IVP) • Curricular Team Leads • District PD • SAC • Department Release Days 	<ul style="list-style-type: none"> • Plan the structure of a school-wide conversation re:how we determine grades and what the assumptions and implication those policies reveal? • Facilitate a conversation about core values with regard to equity and student assessment. • Investigate the different methods of standards-based, skills-based, mastery-based , or competency-based grading (Spring 2018-Fall 2018) • Establish a common definition and terms • Identify minimum 1 representative from each department as a participant on the SBG DELT@S • Calibrate grading with SBG across departments so any teacher has at least an idea of how other departments are using SBG. • Support curricular teams who are implementing SBG/SBA (Physics, Math Studies, IB HOA, IB 20th Century...) • Have curricular teams share experiences with other interested curricular teams • Examine how we determine grades and what the assumptions and implication those policies reveal, investigate different methods of standards-based, skills-based, mastery-based , or competency-based grading. Support curricular teams who are implementing SBG/SBA • Departments develop grading policy statements aligned with school-wide commitment to equity. (Spring 2019) • Routinize the analysis of grade outcomes for student subgroups within departments for individual assessments • Develop a protocol for curricular teams to calibrate grading practices. • Analyze comparative grade, SBAC, IAB, and All-School Numeracy/Literacy data. • Student performance data reviewed and discussed with shared decision-making body as 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$1200 sub pay for teacher release for partner site visits (SHSEF) • \$2000 2019 Standards-Based Grading symposium attendance and travel costs, 5 teachers and 1 admin (site discretionary) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation
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		<p>well as with other stakeholders. (Spring 2019-Fall 2019)</p>	
<p>increase the rate of academic success and school engagement among Sequoia’s Long-Term English Learner population by enriching instruction with targeted, systematic instruction in content classes. (Fall 2021)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration • BRT • Curricular Team Leads • District PD • SAC • LTEL DELT@S • EL Achieve Cohort/Apprentice trainers 	<ul style="list-style-type: none"> • Compile feedback from student interviews, analyze and identify trends. (Fall 2018) • Identify common perceptions within the experience of LTELs across grade levels, levels of support, and achievement levels. (Fall 2018) • Identify students outside of the support band to interview. (Fall 2018) • Analyze quantitative and qualitative data together for additional insight. (Fall 2018) • Understand the process of designation and reclassification. (Fall 2018) • Create a listening & speaking component to be integrated into Compass (Fall 2018) • Recommend school-wide systematic approach to supporting LTELs in content classes (Fall 2018) • Present qualitative and quantitative data to staff to develop an understanding of the issues with our LTELs that need to be addressed. (Fall 2018) • Collaborate with RCSD and Cañada College on shared goals and strategies. (Fall 2018) • Report to staff on process of designation and reclassification. (Fall 2018) • Training and sustained support for systematic schoolwide LTEL-content strategies. (Fall 2018) • Integrate speaking and listening strategies designed to support English Learners school wide. (Fall 2018) • Provide additional training for bilingual instructional associates and other paraprofessional staff. (FALL 2018) • Revisit data we’ve looked at already (grades, 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$2000/participant, EL Achieve Training (SUHSD PD Dept.) • \$3000 sub pay for teacher release for CM implementation (SHSEF) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation (SUHSD SSC/SLT allocation)

		<p>attendance, discipline, placement, ELPAC level, All-school literacy task) to measure growth. (Spring 2018-Spring 2021)</p> <ul style="list-style-type: none"> • Ongoing analysis of how existing programs (AVID, Academies, etc.) serving LTELs at Sequoia are meeting the needs of students. (Spring 2018-Spring 2021) • Teacher report/reflect on implementation/effectiveness of strategies (Spring 2018-Spring 2021) • Implementation of EL Achieve in all core content classes. (Spring 2018-Spring 2021) 	
<p>Identify differentiated instruction strategies that can be implemented schoolwide. Will provide stronger access/support for a variety of learners, with attention to students with disabilities and English-learners. (Spring 2020)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration (Principal, IVP) • Curricular Team Leads • District PD • SAC • Instructional Aides 	<ul style="list-style-type: none"> • Establish Common Definition of differentiated instruction (provide a reading for staff) (Fall 2018) • Catalog current strategies (Fall 2018) • Identify common practices across departments and curricular teams. (Fall 2018) • Gather key stakeholders together to address the essential question of “What have we learned about co-teaching over the last 5 years?” (Fall 2018) • Create a “borrow” a tool for observing differentiated instruction (teacher peer observations) (Spring 2019) • Create a master list of strategies for departments to choose a set number to implement (or refine). (Spring 2019) • Create models/templates for a lesson with differentiated instruction as a resource for staff (Spring 2019) • Provide training and support for paraprofessional staff (Spring 2019) • Curricular teams create a minimum of four lessons/units/assessments that are differentiated in one or more of the following ways: curriculum/content, activities/processes, assessment/deliverables, environment (Spring 2019) • Curricular teams will share differentiated 	<p>Contractual Collaboration Time (SUSHD General Fund)</p> <ul style="list-style-type: none"> • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$5000 Technology/Innovation conference • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation (SUHSD SSC/SLT allocation) • \$40,000 Purchase of 4 Chromebook class sets and carts (SHSEF)

		<p>lessons/units/assessments with departments (Spring 2019)</p> <ul style="list-style-type: none"> Teachers will share differentiated lessons/units/assessments with staff Lesson plans (Spring 2019) 	
<p>Formalize policies, procedures, and processes to evaluate and monitor the effectiveness of programs, support, and intervention strategies on student achievement and learning. Identify professional development needed to further implement and increase the measurable impact of instructional strategies that engage students. (Spring 2019)</p>	<ul style="list-style-type: none"> DELT@S groups Principal/Administration Site Council/SLT 	<ul style="list-style-type: none"> Brainstorm programs, supports, and intervention strategies to evaluate/monitor for effectiveness (measurable impact on student achievement and learning) Brainstorm next steps to determine what the needs are for PD in constructing meaning, co-teaching, SBG, differentiated instruction, engagement strategies Select programs to evaluate Identify who will develop the measures of success for each program (Spring 2018) 	<ul style="list-style-type: none"> \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation \$1000 curricular rate for DELT@S facilitation (site discretionary)

LEA GOAL:

LCAP Goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration

LCAP Goal 4: Support English Learners in mastering grade-level curriculum, enrollment in mainstream core courses, and graduating from high school with a clear pathway to post-secondary education.

LCAP Goal 5/6: Graduate Students who are college and career ready.

SCHOOL GOAL: Mathematical reasoning skills of Latino students, English learners, NSLP-eligible students, and students with disabilities will improve, with a specific focus on problem solving and communicating reasoning, as demonstrated by the CAASPP, All-School Numeracy Performance Task, and subject area lessons.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Percentage of students eligible for free/reduced lunch under NSLP eligibility criteria.</p> <p>School enrollment data by ethnicity</p> <p>School enrollment data by primary home language</p> <p>School enrollment data by language proficiency</p> <p>CAASPP ELA Results</p> <p>CELDT/ELPAC results</p> <p>Number of Ds and Fs by semester 10-12th-Grade</p> <p>Interim assessment results</p> <p>Sequoia All-School writing assessment results</p>	<p>Sequoia saw measured but consistent improvement in performance on the mathematics portion of the CAASPP between 2015 and 2017. There remains nonetheless a persistent gap in achievement between English Learners, NSLP-eligible students, and students with disabilities among their grade-level peers.</p> <p>Analysis of the academic achievement data (number of Ds and Fs) showed some relationship between grades in math classes and test scores. The stronger correlation was overall percentage of students with multiple Ds/Fs and low performers on the math portion of the CAASPP. Students who generally struggle with academic achievement as reported by grades struggle similarly with the California standardized tests.</p> <p>Understanding where trends exist within the diverse population of students categorized as “English Learners” was sought through the analysis of CELDT data along with number of years in US schools. This helped us better understand the differences between newcomer and long-term English learners and the extent to which existing interventions were effective. A similar sub-dividing occurred with our population receiving services in special education, where we looked at how closely trends within this subgroup mirrored the general population. Latinos, NSLP-eligible students, and English learners within special education underperformed when compared to other special education students not in this category.</p> <p>As with our school-wide literacy goal, the process of inquiry was designed to give us a numeracy our goal was developed with a narrow (but</p>	<p>The school will continue analyze CAASSP results to measure growth. It will use the All-School Numeracy Assessment results to identify trends in the extent to which students are able to demonstrate mastery of the CCSS Math standards. Subject Area Lessons will be used as a measure of how closely aligned our instruction and assessment is with standards.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Cost/Funding Source Column of 2018 SPSA Action Plan (Form A)</p>

representative) target. In other words, as we move to more equitably align grading with standards, CAASSPP results will become an even stronger indicator of the extent to which mastery will drive graduation, A-G eligibility, IB participation, and other key measures used by the school and the district to measure student success.

STRATEGY:

This action plan strives towards:

- All students achieving at high levels in preparation for success in college and career
- An allocation of resources and professional development which has its biggest impact on underperforming student subgroups
- A learning and teaching environment fostering innovation.

The success of this action plan will be measured in the gains made in areas identified in Sequoia’s WASC CSLNs and SLOs. The school’s action plan is designed as a living document with periodic updates expected from working DELT@S. Areas of the action plan will be discussed as standing agenda items by SLT/SSC.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>To administer an all-school numeracy task and analyze student performance data to identify areas for growth and strategies for addressing them, providing direction and reflection protocols for the regular collection of student performance data in areas of numeracy (Spring 2019)</p>	<ul style="list-style-type: none"> • Teachers • Classified Staff • All-School Assessment DELT@S • Department Chairs • Administration • Curricular Team Leads • District PD • SAC 	<ul style="list-style-type: none"> • Identify skills to assess over the next four years. • Current numeracy task evaluated and recommend changes, if necessary. (e.g., timing, accommodations for EL, prompt, etc.) • Choose earlier date for administration of the assessment • Revise methodology for evaluating performance tasks (what does the staff need to know in order to accurately and fairly evaluate the assessments? 2+ readers? Norming training process). • Revise methodology for analyzing results of assessment data (make data more digestible) • <p style="text-align: right;">(Fall 2018)</p> <ul style="list-style-type: none"> • Norming activity for grading facilitated at the Q2 staff meeting. 	<p>(Note: Refer to Form F, Budget Planning Tool)</p>

		<ul style="list-style-type: none"> • DELT@S analyzes results and develops sample lessons to help address areas for growth in different subject areas. <p style="text-align: right;">(Spring 2019)</p>	
<p>Insure equitable grading practices to report student achievement at Sequoia to aligned reporting of student achievement with progress towards mastery of CCSS and demonstration of IB Learner Profile Characteristics. (Spring 2020)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration (Principal and IVP) • Curricular Team Leads • District PD • SAC • Department Release Days 	<ul style="list-style-type: none"> • Plan the structure of a school-wide conversation re:how we determine grades and what the assumptions and implication those policies reveal? • Facilitate a conversation about core values with regard to equity and student assessment. • Investigate the different methods of standards-based, skills-based, mastery-based , or competency-based grading <p style="text-align: right;">(Spring 2018-Fall 2018)</p> <ul style="list-style-type: none"> • Establish a common definition and terms • Identify minimum 1 representative from each department as a participant on the SBG DELT@S • Calibrate grading with SBG across departments so any teacher has at least an idea of how other departments are using SBG. • Support curricular teams who are implementing SBG/SBA (Physics, Math Studies, IB HOA, IB 20th Century...) • Have curricular teams share experiences with other interested curricular teams • Examine how we determine grades and what the assumptions and implication those policies reveal, investigate different methods of standards-based, skills-based, mastery-based , or competency-based grading. Support curricular teams who are implementing SBG/SBA • Departments develop grading policy statements aligned with school-wide commitment to equity. <p style="text-align: right;">(Spring 2019)</p> <ul style="list-style-type: none"> • Routinize the analysis of grade outcomes for 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$1200 sub pay for teacher release for partner site visits (SHSEF) • \$2000 2019 Standards-Based Grading symposium attendance and travel costs, 5 teachers and 1 admin (site discretionary) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation

		<p>student subgroups within departments for individual assessments</p> <ul style="list-style-type: none"> • Develop a protocol for curricular teams to calibrate grading practices. • Analyze comparative grade, SBAC, IAB, and All-School Numeracy/Literacy data. • Student performance data reviewed and discussed with shared decision-making body as well as with other stakeholders. <p>(Spring 2019-Fall 2019)</p>	
<p>increase the rate of academic success and school engagement among Sequoia's Long-Term English Learner population by enriching instruction with targeted, systematic instruction in content classes. (Fall 2021)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration • BRT • Curricular Team Leads • District PD • SAC • LTEL DELT@S • EL Achieve Cohort/Apprentice trainers 	<ul style="list-style-type: none"> • Compile feedback from student interviews, analyze and identify trends. (Fall 2018) • Identify common perceptions within the experience of LTELs across grade levels, levels of support, and achievement levels. (Fall 2018) • Identify students outside of the support band to interview. (Fall 2018) • Analyze quantitative and qualitative data together for additional insight. (Fall 2018) • Understand the process of designation and reclassification. (Fall 2018) • Create a listening & speaking component to be integrated into Compass (Fall 2018) • Recommend school-wide systematic approach to supporting LTELs in content classes (Fall 2018) • Present qualitative and quantitative data to staff to develop an understanding of the issues with our LTELs that need to be addressed. (Fall 2018) • Collaborate with RCSD and Cañada College on shared goals and strategies. (Fall 2018) • Report to staff on process of designation and reclassification. (Fall 2018) • Training and sustained support for systematic schoolwide LTEL-content strategies. (Fall 2018) • Integrate speaking and listening strategies designed to support English Learners school wide. (Fall 2018) • Provide additional training for bilingual instructional associates and other 	<ul style="list-style-type: none"> • Contractual Collaboration Time (SUSHD General Fund) • \$17,500 Department Release Day Fall 2018 (SHSEF) • \$2000/participant, EL Achieve Training (SUHSD PD Dept.) • \$3000 sub pay for teacher release for CM implementation (SHSEF) • \$1000 curricular rate for DELT@S facilitation (site discretionary) • \$8000 curricular rate for SLT/SSC to monitor effectiveness of action item implementation (SUHSD SSC/SLT allocation)

		<p>paraprofessional staff. (FALL 2018)</p> <ul style="list-style-type: none"> • Revisit data we've looked at already (grades, attendance, discipline, placement, ELPAC level, All-school literacy task) to measure growth. (Spring 2018-Spring 2021) • Ongoing analysis of how existing programs (AVID, Academies, etc.) serving LTELs at Sequoia are meeting the needs of students. (Spring 2018-Spring 2021) • Teacher report/reflect on implementation/effectiveness of strategies (Spring 2018-Spring 2021) • Implementation of EL Achieve in all core content classes. (Spring 2018-Spring 2021) 	
<p>Identify differentiated instruction strategies that can be implemented schoolwide. Will provide stronger access/support for a variety of learners, with attention to students with disabilities and English-learners. (Spring 2020)</p>	<ul style="list-style-type: none"> • Teachers • Department Chairs • Administration (Principal, IVP) • Curricular Team Leads • District PD • SAC • Instructional Aides 	<ul style="list-style-type: none"> • Establish Common Definition of differentiated instruction (provide a reading for staff) (Fall 2018) • Catalog current strategies (Fall 2018) • Identify common practices across departments and curricular teams. (Fall 2018) • Gather key stakeholders together to address the essential question of "What have we learned about co-teaching over the last 5 years?" (Fall 2018) • Create a "borrow" a tool for observing differentiated instruction (teacher peer observations) (Spring 2019) • Create a master list of strategies for departments to choose a set number to implement (or refine). (Spring 2019) • Create models/templates for a lesson with differentiated instruction as a resource for staff (Spring 2019) • Provide training and support for paraprofessional staff (Spring 2019) • Curricular teams create a minimum of four lessons/units/assessments that are differentiated in one or more of the following ways: curriculum/content, activities/processes, assessment/deliverables, environment (Spring 	<p>(Note: Refer to Form F, Budget Planning Tool)</p>

		<p>2019)</p> <ul style="list-style-type: none"> • Curricular teams will share differentiated lessons/units/assessments with departments (Spring 2019) • Teachers will share differentiated lessons/units/assessments with staff Lesson plans (Spring 2019) 	
<p>Formalize policies, procedures, and processes to evaluate and monitor the effectiveness of programs, support, and intervention strategies on student achievement and learning. Identify professional development needed to further implement and increase the measurable impact of instructional strategies that engage students. (Spring 2019)</p>	<ul style="list-style-type: none"> • DELT@S groups • Principal/Administration • Site Council/SLT 	<ul style="list-style-type: none"> • Brainstorm programs, supports, and intervention strategies to evaluate/monitor for effectiveness (measurable impact on student achievement and learning) • Brainstorm next steps to determine what the needs are for PD in constructing meaning, co-teaching, SBG, differentiated instruction, engagement strategies • Select programs to evaluate • Identify who will develop the measures of success for each program <p>(Spring 2018)</p>	

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site. If none describe your site, check no boxes.:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> Digital Arts Academy (e.g., Career and Technical Education [CTE], etc.)	\$114,615	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health Careers Academy (e.g., Career and Technical Education [CTE], etc.)	\$128,791	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$243,406	

Federal Programs		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$211,781 (projected)	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
X	Carl Perkins Purpose: used for the purchase of materials and supplies needed to provide opportunities in Career Technical Education.	\$42,000	<input type="checkbox"/>
X	21st Century Grant (pending - application submitted 2/18) Purpose: funds Sequoia's SAFE after-school program which provides academic support and enrichment, a hot meal, and a supervised setting for students.	\$250,000 (pending)	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>

Total amount of federal categorical funds allocated to this school	\$503,791
Total amount of state and federal categorical funds allocated to this school	\$747,197

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Sean Priest	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allison Honold (Co-facilitator)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Peters (Co-facilitator)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ellis Spiekerman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Natalie Petani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Jeanette Medina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Glenn Bugos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Michelle Murray	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Iuliana Analisa Manolache	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Courtney Murphy	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Larkin	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irene Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Alexis Westphal-Cullen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Joni Gordon	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Kimberly Zilles	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Wilde	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Laura Luttrell	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa Pérez	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	6	5	3	3

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on 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. This SPSA was adopted by the SSC at a public meeting on: .

Attested:

Sean Priest
Typed name of School Principal

Signature of School Principal

5/4/18
Date

Elizabeth Peters
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date