

The Single Plan for Student Achievement

School: Sequoia Elementary School
CDS Code: 34-67439-6034250
District: Sacramento City Unified School District
Principal: Cindy Hollander
Revision Date:

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: Cindy Hollander
Position: Principal
Phone Number: (916) 228-5850
Address: 3333 Rosemont Drive
Sacramento, CA 95826
E-mail Address: cindy-hollander@scusd.edu



The District Governing Board approved this revision of the SPSA on .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Sequoia Elementary School is dedicated to helping children develop the knowledge, character, and social responsibility that create contributing members of society. In partnership with our wider community, we work to promote successful learning in a safe, caring environment where all are respected and encouraged to reach their highest potential.

- Our teachers are committed to:
 - o Teaching rich, standards-based curriculum that includes: Language Arts, Math, Social Studies, Science, Art, and Physical Education.
 - o Planning with our grade level colleagues and within segments to reflect on current practices.
 - o Having appropriate and consistent behavior expectations for our students, and creating a community where all students belong to all teachers.
 - o Involving our parents and community in events and decision-making committees to support students.
 - o Encouraging Sequoia families and the community to volunteer at our school.
- Our office staff is committed to:
 - o Providing friendly service to all that walk through the door.
 - o Knowing students by name and connecting with families as needed to report attendance issues, health concerns and injuries, and providing school-related information.
- Our principal is committed to:
 - o Having high expectations for all students academically and behaviorally.
 - o Knowing students by name and recognizing student successes.
 - o Supporting teachers in instruction and behavior management.
 - o Involving parents and the community in Sequoia events and meetings, as well as, attending events within the community to build stronger ties to Rosemont.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	793	810	810
African American	676		
American Indian			
Asian	769		
Filipino			
Hispanic	781		
Pacific Islander			
White	848		
Socioecon Disadvantaged	760		
English Learners	750		
Students w/ Disabilities	681		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							1	20	4	80	5
1	1	7	8	53	3	20	1	7	2	13	15
2	1	11	4	44	3	33	1	11			9
3					3	50	1	17	2	33	6
4	1	17	3	50	1	17			1	17	6
5	*****	***	*****	***	*****	***					*****
6			*****	***	*****	***					*****
Total	4	9	18	38	12	26	4	9	9	19	47

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	46	46	46	46	46
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	46	47	11		
# Met AMAO	23	11	--		
% Met AMAO	50.0%	23.4%	--		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	38	38	38	38	38
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	38	47	11		
# Met AMAO	22	12	--		
% Met AMAO	57.9%	25.5%	--		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	38	38	38	38	38
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	38	41	5		
# Met AMAO	28	16	--		
% Met AMAO	73.7%	39.0%	--		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	793		750		760			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		5.70%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.29%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	2.4							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			13.6%					
	API	Maintain: ALL, EL, SES until API is revised	793		750		760			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	57,182	0.00
LCFF LEP	13,927	0.00
LCFF F/R	73,297	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1 : Provide standards aligned curriculum
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #1:
To improve the quality of Teaching and Learning, teachers will focus on 1. Balanced Literacy as it correlates with the ELA CCSS, and 2. Math CCSS. Areas to be emphasized include, but are not limited to: training, collaboration, resources, clear objectives/expectations for teaching and learning, and differentiation for all students.
Data Used to Form this Goal:
2013-2014 emphasis on learning CCSS, observations and conversations with teachers and coaches, requests by staff, written feedback.
Findings from the Analysis of this Data:
There is a definite need on this campus for teachers to improve their knowledge and hone their skills when it pertains to teaching all students under the Common Core State Standards expectations.
How the School will Evaluate the Progress of this Goal:
Principal and teachers will have discussions about needs and progress, SSC and ELAC will have opportunities to give input as parent perspectives,
Parent Engagement Activities Related to this Goal:
Assist with homework and projects, learn the CCSS
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount		Target Student Sub Group
All teachers and principal will be trained in how to implement Common Core and Balanced Literacy and will incorporate it into their daily/weekly lesson plan. Teachers will have lesson plans that appropriately address Common Core and Balanced Literacy standards/expectations. Teachers will have opportunities to observe teachers, meet with Balanced Literacy Coach, etc. to improve/refine instruction.	Teachers, Principal		LCFF F/R	1000	All	Monitor Lesson plans Classroom observations # of release days
Grade level teams will analyze writing at Curriculum and CPT meetings.	Teachers, Principal		Title I Part A: Allocation	1000		Monitor CPT agendas/minutes # of release days
Grade level teams will analyze student writing, before, during, or after school, to develop writing objectives that are differentiated for varying levels of writing skills.	Teachers, principal		LCFF F/R	405		Monitor CPT agendas/minutes
			Title I Part A: Allocation	500		
			LCFF LEP	352		
Teachers will have the writing resources needed to appropriately meet the needs of their students.	Teachers, Principal		Title I Part A: Allocation	665		Monitor Lesson plans Classroom observations # of release days
			LCFF F/R	500		
			LCFF LEP	500		
	Teachers, Principal		Title I Part A: Allocation	45,347		Monitor Lesson plans Classroom observations Monitor CPT agendas/minutes CELDT data # of teachers tutoring
			LCFF F/R	64,852		
			LCFF LEP	10,670		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
		Title I Part A: Allocation		7670	Library schedule
		LCFF F/R		3540	
		LCFF LEP		1000	
		LCFF F/R		1000	Monitor Lesson plans Classroom observations # of release days
		LCFF LEP			
		Title I Part A: Allocation			# of release days # of SSTs held
		LCFF F/R		1000	
		LCFF LEP		405	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities project based learning extended extracurricular and expanded learning program involvement.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
SCHOOL GOAL #2:
Students will be given opportunities to use technology, especially to enhance project-based assignments and the writing process.
Data Used to Form this Goal:
Computer carts- check out procedure data; anecdotal- conversations and observations
Findings from the Analysis of this Data:
Usage of computer carts is limited. Students are not doing many project-based assignments and are not typing their writing pieces.
How the School will Evaluate the Progress of this Goal:
Student work will be displayed, staff will discuss at meetings, checkout procedures will be monitored more closely
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<p>Data will be used to form targeted skill groups for instruction for the following:</p> <ul style="list-style-type: none"> English Learners Asian, Hispanic and African American students to decrease the Achievement Gap Students who need Intervention and Challenge opportunities <p>Students who need tutoring</p> <p>An EL/Intervention teacher will be hired to support.</p>	Principal, teachers	Release time/after school triaing	LCFF F/R	1000	All	# of release days # of meetings with specific trainings
			Title I Part A: Allocation	1000		
			LCFF LEP	1000		
Additional learning opportunities will be available to English Language Learners- tutoring, intervention, challenge. An EL teacher will be hired.	Principal, teachers					# of teachers checking out computers
Students will have access to the school library and be given opportunities to learn what books are at their current reading skill levels by a library clerk.						
Teacher and students will have access to mentor texts and high interest tradebooks and chapter books related to curriculum and at various skill levels.						
Student Study Team Meetings will be utilized during the school day to target students who are below grade level academically and/or need more support in the social-emotional and behavior areas.						

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
SCHOOL GOAL #3:
Sequoia will provide more opportunities for stakeholders to be directly involved in class and school activities through SSC, ELAC, PTA, increased communication with parents, volunteer opportunities, increased attendance at parent events, access to social media and school webpage.
Data Used to Form this Goal:
SSC minutes, conversations with families and staff
Findings from the Analysis of this Data:
We need to do a better job of keeping all stakeholders aware of what is happening at school and having more support.
How the School will Evaluate the Progress of this Goal:
Parent surveys; principal collection of newsletters; increase in Messenger phone calls made; SSC and ELAC minutes; conversations with families and teachers; Sign-in sheets at events
Parent Engagement Activities Related to this Goal:
SSC, ELAC, PTA; attendance at events; families and community joining Sequoia Facebook page and engaging with the website
For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount		Target Student Sub Group
Teachers will attend Staff Development during the school day and after school related to (but not limited to) such topics as: Common Core Standards, Data Inquiry, Balanced Literacy, Leadership Capacity, English Learner Development, Differentiated Instruction, Culturally Responsive Teaching, and behavior management techniques.	Principal, staff		Title I Part A: Allocation	1000	All	Increase of relevant and up-to-date information on the web page
Provide staff with books and resources related to (but not limited to) such topics as: Common Core Standards, Data Inquiry, Balanced Literacy, Leadership Capacity, English Learner Development, Differentiated Instruction, Culturally Responsive Teaching, and behavior management techniques.	Principal, staff					Increase of relevant and up-to-date information on the web page Stakeholders saying they saw something on web page. Attendance increase at Sequoia events- sign-in sheets
	Principal, staff					Tracking sheets

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	73,297.00
LCFF LEP	13,927.00
Title I Part A: Allocation	57,182.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	140,406.00
Goal 2	3,000.00
Goal 3	1,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cindy Hollander	X				
Joyce Nichols			X		
Martha Axup		X			
Lindsay Hopkins		X			
Rosalinda Valencia		X			
Mary Anne Palmer				X	
Sharon Alemar				X	
Kathy Sanchez				X	
Rachael Glunt				X	
Nathan Clifford				X	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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:

Cindy Hollander

Typed Name of School Principal

Cindy Hollander

Signature of School Principal

2/10/15

Date

Kathy Sanchez

Typed Name of SSC Chairperson

Kathy Sanchez

Signature of SSC Chairperson

2/11/15

Date