

The Single Plan for Student Achievement

School: Sequoia School
CDS Code: 19-65136-0112359
District: William S. Hart Union High School District
Principal: Catherine Nicholas
Revision Date: August 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:

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The District Governing Board approved this revision of the SPSA on September 05, 2018.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Multiple surveys were conducted between 2016 and Fall of 2017 to determine needs and priorities. Students were asked to complete surveys concerned with school climate, safety, educational goals and post-secondary plans (11-2017). Parents were surveyed (8-9-2017 and 8-29-17) regarding their knowledge of available programs and their understanding of the IEP process. All parents, teachers, and staff participated in a survey called BrightBytes (4-2016 and 11-2017) to determine technology needs to advance learning. Sequoia also asked that students, parents and Certificated Staff complete a BrightBytes survey online. This survey was used to incorporate the voice of all of our stakeholders into the decision-making process of the District for future consideration with regard to the integration of technology and instruction. These are simple anonymous online surveys that are available in English and Spanish and can be taken on any device with Internet access. According to the survey company, "BrightBytes is a research-based decision support platform which provides evidence-based recommendations for allocating technology resources for maximum impact in the classroom. Data collected through semi-annual surveys will provide insight into the current technology climate and needs allowing for informed decisions on technology initiatives and professional development. The ultimate goal is to determine how to best support our teachers

with the integration of technology in instruction." Based on the data collected from the March 2016 and October 2016 BrightBytes Surveys completed by Certificated Staff, students and parents, Sequoia's strengths can be observed in students having access to technology and the frequency of computer use in the classroom. Areas of growth for Sequoia include growing teacher skill and confidence in the areas of multimedia skills, foundational skills and learning resources.

Additionally, in September 2016 a Sequoia self-study survey conducted through Naviance was given to both high school and junior high school students. High school survey results are as follows: 60% feel challenged academically in their classes. 88% reported feeling safe on campus. 41% report understanding their transition plans and post secondary goals. 17% felt bullied on campus. 88% feel like Sequoia has a safe and positive school climate.

Naviance survey results for junior high students are as follows: 50% feel challenged academically in their classes. 100% reported feeling safe on campus. 25% report understanding their transition plans and post secondary goals. 25% felt bullied on campus. 100% feel like Sequoia has a safe and positive school climate.

Further, a committee was formed to serve on a council to develop and carry out a comprehensive needs assessment. It should be noted that after fulfilling the WASC Accreditation process (Spring 2017), Sequoia School was granted a six-year clear due to their extensive self-study.

Description of Comprehensive Needs Assessment Process

This section provides a description of the process for conducting the Comprehensive Needs Assessment of the entire school, and summary of findings of the needs assessment.

Two surveys were conducted at the beginning of Fall 2017 to gauge the depth of parent understanding regarding the services available to them; one was conducted during enrollment and one at Back to School Night. During the Fall of 2017 semester the students were asked to complete an anonymous survey regarding their perception of school climate and campus safety. In addition, a request was sent to all parents to participate in the School Site Council Committee and in the comprehensive Needs Assessment. Four parents were selected by ballot to serve. A preliminary meeting was held on 9/14/17 for the administration to discuss with parents elected to the School Site Council Committee potential considerations for allocation of funds. Additionally, on 11/3/17, classroom walk-throughs were conducted by parents and staff to assess needs for tangible classroom resources. A comprehensive Needs Assessment was conducted during the 2016-17 school year to help determine Sequoia's focus on learning and prepare for the Western Association School and Colleges visitation and accreditation process. Drawing from calculated data from a number of sources, a survey was generated for teachers, parents, and therapeutic staff in order to determine and prioritize greatest student needs. All information gleaned from the aforementioned sources has provided a blueprint for creating this Single Plan for Student Achievement.

Information on Academic Achievement

This section provides a description of the information on academic achievement, particularly of students failing or at-risk of failing to meet academic standards.

During the 2016/2017 School Year:

100% of Sequoia students were determined eligible for special education under Emotionally Disturbed (Title 34, Code of Federal Regulations Section 300.7 {c} {4})

7% of Sequoia students arrived 30 plus units missing

60% of Sequoia unduplicated student population are identified as Habitually Truant as outlined by the Education Code Section 48262 and/or Ed Code Section 48263

17% of the Sequoia unduplicated student population fall under the category of Transiency (students that have been enrolled in more than 2 schools in the past year or have changed secondary schools more than two times since entering high school)

3% of the Sequoia unduplicated student population were considered Foster Youth as outline by Education Code 42238.01{b}

3% of the Sequoia unduplicated student population were Homeless

2015-2016 Fall Semester % of Fails: Semester	2016-17 Fall Semester % of Fails:	2017-18 1st Quarter
7th Grade: 0%	7th Grade: 17%	7th Grade: 0%
8th Grade: 10%	8th Grade: 6%	8th Grade: 0%
9th Grade: 21%	9th Grade: 17%	9th Grade: 18%
10th Grade: 29%	10th Grade: 35%	10th Grade: 3%
11th Grade: 20%	11th Grade: 16%	11th Grade: 28%
12th Grade: 29%	12th Grade: 36%	12th Grade: 10%
High School Overall Home Study: 18%	High School Overall Home Study: 52%	High School
Overall Home Study: 27%		
Jr High School Overall Home Study: 60%	Jr High School Overall Home Study: 0%	Junior High School
Overall Home Study: 0%		

2015-2016 Spring Semester % of Fails:	2016-17 Spring Semester % of Fails:
7th Grade: 0%	7th Grade: 0%
8th Grade: 21%	8th Grade: 9%
9th Grade: 33%	9th Grade: 13%
10th Grade: 37%	10th Grade: 35%
11th Grade: 24%	11th Grade: 32%
12th Grade: 20%	12th Grade: 65%
High School Overall Home Study: 10%	High School Overall Home Study: 26%
Jr High School Overall Home Study: 0%	Jr High School Overall Home Study: 0%

CAASPP results (2014-15, 2015-16, 2016-17)

Assessment ranking	2014-15	2015-16	2016-17	Gain/Loss (2015-16 to 2016-17)
ELA Reading				
Above standard	11%	14%	0%	-14%
Near standard	33%	43%	66.67%	+23.67%
Below standard	56%	43%	33.33%	-9.67%
ELA Writing				
Above standard	0%	25%	6.67%	-18.33%
Near standard	36%	25%	40%	+15%
Below standard	64%	50%	53.3%	+3.3%
Math Concepts & Procedures				
Above standard	6%	9%	0%	-9%
Near standard	6%	27%	0%	-27%
Below standard	88%	64%	100%	+36%

Math Problem solving and modeling & data analysis				
Above standard	6%	9%	0%	-9%
Near standard	25%	36%	30%	-6%
Below standard	69%	55%	70%	+15%

Student Mobility Data

Destinations	2013-14	2014-15	2015-16	2016-17
Dual Enrollment (Comprehensive Campus) +	5	3	3	4
Dual Enrollment (ROP) +	0	5	2	1
Dual Enrollment (COC) +	0	1	4	1
Supplemental Credits (OFL) +	0	1	4	1
Full Transition to Comprehensive Campus +	4	0	1	1
Transitioned to more appropriate program within District +	2	0	2	4

Impact of Instructional Program

This section provides a description of the impact of the instructional program on student achievement, and other factors determined by the LEA/School.

It is very difficult to take an accurate snapshot of progress at Sequoia using standard measure merits. Students who come to Sequoia face a myriad of obstacles, such as lack of permanent residence, hospitalizations, academic deficits from missed instruction, changes in medication, mental health crises, learning differences, and so forth. In order for students to even begin to fully participate in the curriculum offered at Sequoia School, students need to reach a level of self-regulation and mental stability that is not within their grasp from the first week or even first semester. The state's standard measurements of student progress cannot provide an accurate reflection of student gains while at Sequoia. By the time most successful students have moved to a comprehensive campus for graduation, they are no longer even enrolled at Sequoia and therefore not counted. For instance, graduation rates fail to capture the number of students who have successfully moved on to other campuses due to their therapeutic, academic and behavioral progress here. Furthermore, the percentages of students who fall into each category is necessarily skewed: many students fall into multiple or even all categories (homelessness, foster care, truancy, and missing academic units). This makes it difficult to provide a complete picture of the challenges the school faces in helping students learn. Other measures of progress would reveal greater gains more accurately, but unfortunately confidentiality laws prevent reporting individual gains made by students. They are always reviewed in the aggregate.

Sequoia has a Professional Development (PD) Team comprised of an Instructional Coach, five teachers, and an administrator. The PD Team meets monthly and helps to plan activities for monthly faculty and departmental meetings. The Instructional Coach also attends district meetings to promote a "trainer of trainer" model for our school. One hundred percent of teachers, counselors and administrators participate in schoolwide staff development. For the past six years, the District has provided intensive professional development workshops for all PD teams. Our PD team has been presenting on common core strategies, technology, growth mindset and classroom management. Our PD team also presents on district-wide anchor standards.

As a part of Sequoia's ongoing "book study" professional development, this year faculty is reading 50 Common Core Reading Response Activities by Marilyn Pryle. Teachers are reading Teach Like A Pirate by Dave Burgess; and the Leadership Team is reading Mindset by Carol S. Dweck. Teachers are assigned chapters to read and report back to their meetings. In this way, reflection and dialogue is encouraged about "best practices." Sequoia's focus for the 2017-18 school year has been on Common Core teaching strategies as well as incorporating district-wide anchor standards throughout all disciplines. In this way, reflection and dialogue is encouraged about "best practices."

Annual Evaluation of Prior Year Plan

This section provides a description of the results of the annual evaluation of the prior year's plan.

Evaluation of the 2017-18 Single Plan for Student Achievement will be evaluated once 2018 test scores are available and final grade for quarter 4 are submitted.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	5	5	*	4	4	*	3	4	*	80.0	80	
Grade 8	6	6	*	4	5	*	4	4	*	66.7	83.3	
Grade 11	18	7	*	14	6	*	12	6	*	77.8	85.7	
All Grades	29	18	21	22	15	17	19	14	17	75.9	83.3	81

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2427.6	*	*	0	*	*	0	*	*	21	*	*	64	*	*
All Grades	N/A	N/A	N/A	0	14	5.88	9	21	17.65	23	29	41.18	55	36	35.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	17	*	*	25	*	*	50	*	*
All Grades	11	14	0.00	32	43	66.67	53	43	33.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	17	*	*	42	*	*
All Grades	0	25	6.67	26	25	40.00	47	50	53.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	17	*	*	50	*	*
All Grades	0	14	18.75	42	71	62.50	37	14	18.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	17	*	*	50	*	*
All Grades	5	21	13.33	32	71	60.00	42	7	26.67

Conclusions based on this data:

1. Population of Sequoia is a total of 55 students and as such, all reports rendered are considered statistically insignificant, as indicated by the asterisk.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	5	5	*	3	4	*	3	3	*	60.0	80	
Grade 8	6	6	*	3	4	*	3	3	*	50.0	66.7	
Grade 11	18	7	*	14	5	*	11	5	*	77.8	71.4	
All Grades	29	18	22	20	13	11	17	11	11	69.0	72.2	50

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2427.5	*	*	0	*	*	0	*	*	0	*	*	79	*	*
All Grades	N/A	N/A	N/A	5	0	0.00	5	9	0.00	5	45	0.00	70	45	100.0

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*	*	*	*	*	*	*	*	
Grade 11	0	*	*	0	*	*	91	*	*	
All Grades	6	9	0.00	6	27	0.00	82	64	100.0	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	18	*	*	73	*	*
All Grades	6	9	0.00	24	36	30.00	65	55	70.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0	*	*	55	*	*	45	*	*
All Grades	0	0	0.00	59	45	10.00	41	55	90.00

Conclusions based on this data:

1. Population of Sequoia is a total of 55 students and as such, all reports rendered are considered statistically insignificant, as indicated by the asterisk.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
8										***					
9													***		
11				***									***		
12			***			***									
Total			50	40		50				20			40		

Conclusions based on this data:

1. Population of Sequoia is a total of 55 students and as such, all reports rendered are considered statistically insignificant, as indicated by the asterisk.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
8										***					
9													***		
11				***									***		
12			***			***									
Total			50	40		50				20			40		

Conclusions based on this data:

1. Population of Sequoia is a total of 55 students and as such, all reports rendered are considered statistically insignificant, as indicated by the asterisk.

School and Student Performance Data

Student Enrollment by Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
American Indian	0.0%	0.0%	0.0%	0	0	0
African American	3.8%	4.1%	2.3%	2	2	1
Asian	1.9%	0.0%	2.3%	1	0	1
Filipino	1.9%	4.1%	2.3%	1	2	1
Hispanic/Latino	35.9%	26.5%	34.1%	19	13	15
Pacific Islander	0.0%	0.0%	0.0%	0	0	0
White	49.1%	57.1%	52.3%	26	28	23
Multiple/No Response	0.0%	0.0%	0.0%	0	0	0
Total Enrollment:				53	49	44

Student Enrollment by Grade Level			
Grade	Number of Students		
	2014-15	2015-16	2016-17
Kindergarten	0	0	
Grade 1	0	0	
Grade 2	0	0	
Grade 3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	0	0	
Grade 7	5	4	1
Grade 8	3	5	7
Grade 9	10	6	7
Grade 10	8	8	8
Grade 11	18	6	9
Grade 12	9	20	12
Total Enrollment:	53	49	44

Planned Improvements in Student Performance

School Goal #1

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 student performance 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:

LCAP Goal : LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with
SCHOOL GOAL #1:
Improve writing and math proficiency of all students. Our goal is to increase the number of students who meet ELA and math standards by 10% and decrease the number of F's
Data Used to Form this Goal:
CAASPP 2017 and 2018 data, and D/F grade data.
Findings from the Analysis of this Data:
50% of the student arrive at Sequoia performing Near Standard and 50% are Below Standard despite the fact that Sequoia experiences a high mobility rate. In 2017, at Sequoia,

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Provide classrooms with tools for small group teaching and formative assessment purposes.</p> <p>Whiteboards are used as an effective way of checking for understanding a proven in multiple research studies such as the one done at Relay Graduate School of Education in 2014. The method used is in whole class instruction when teacher's cue, each student holds up an answer and the teacher scans the room to assess the understanding of the taught concept. The teacher can then adjust the teaching accordingly.</p> <p>"Whiteboards are most effective when the responses short so that the teacher can scan the responses from all students relatively quickly" (Checking for Understanding Using Whiteboards, Relay GSE, 2014).</p>	<p>Within the school day and before and after school intervention.</p>	<p>Teachers/principal</p>	<p>4 X whiteboard tables (1 per classroom) @ \$200.00 each = \$800 (OBJ 4310)</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p>	<p>800.00</p>
			<p>Set of 12 boards with graphing grids @ 36.89 and 2 sets of 30 (60) plain boards @ 50.99 each + tax (OBJ 4310)</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Allocation</p>	<p>152.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.2 Provide furniture that allows for flexible seating and students to stand-up while learning and working, need to stretch or have focusing/ADHD/executive functioning issues.</p> <p>Standing has been know to have health benefits for humans. In a research study conducted at Texas A&M Ergonomic Center, Dr, Mark Benden found that students who stood at a desk in the classroom, instead of sat at a desk, not only burned more calories, but they exhibited 12 percent more "on task" engagement. The engaged behavior included answering more questions, raising their hands more often, and active participation in discussions. In addition, .."test results indicated that continued use of standing desks was associated with significant performance improvements in executive function and working memory capabilities. Changes in corresponding brain activation patterns were observed (Letting Kids Stand More in the Class Could Help Them Learn, The Conversation, 2018).</p>	Within the school day.	Teachers/principal	5 stand-up desks X \$200 each = \$1,000 and 5 stools X \$150 each = \$1,500 + 9.5% tax = 2000.00 (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 Provide students with high interest, supplementary reading materials to build literacy skills.</p> <p>Author Marie Carbo, in an article, Best Practices for Achieving High Rapid Reading Gains, discussed the research-based strategies that facilitate students learning to read. Among the strategies she discussed, she included providing students with a print-rich classroom and high interest, supplementary reading material (Principal, 2007).</p>	Within Social Studies class periods	Social studies Teachers	<p>Class set of 15 of Junior Scholastic Magazine for the middle school social studies class @ 8.49 each (OBJ 4330)</p>	4000-4999: Books And Supplies	Title I, Part A - Allocation	128.00
			<p>Class set of 15 of UpFront Scholastic Magazine for the high school social studies class @ 9.99 each. (OBJ 4330)</p>	4000-4999: Books And Supplies	Title I, Part A - Allocation	150.00
<p>1.4 Title 1 coordinator hours for coordinating Title I Activities under Goal 1.</p>	Throughout the year	Title 1 Coordinator	<p>Certificated teacher hours for coordinating Title I Activities under Goal 1: 3 hrs X \$34/hr = \$102.00 (OBJ 1130)</p>	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	102.00
			<p>Certificated Benefits calculated @ 20.58%</p>	3000-3999: Employee Benefits	Title I, Part A - Allocation	21.00

Planned Improvements in Student Performance

School Goal #2

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 student performance 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:

LCAP Goal : LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.
SCHOOL GOAL #2:
Increase attendance rates for all students by 2%.
Data Used to Form this Goal:
Daily attendance percentage data will be used from 2018-2019 and will be compared to the data from 2017-2018.
Findings from the Analysis of this Data:
Due to the large numbers of Sequoia students dealing with mental health issues and social/emotional concerns, there is a high frequency of school phobia and school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Provide a 2 day training to staff members on Capturing Kids Hearts from the Flippen Leadership Team.</p> <p>The Flip Flippen Group has provided a summary of dissertation research that summarizes various dissertation studies performed on Capturing Kids' Hearts, Teen Leadership and Keystone.</p> <p>According to the research, school implementing Capturing Kids' Hearts produced increases in student protective factors and decreases in student risk factors. Students in intervention schools demonstrated a 40% increase in pro-social skills compared with students in control school. Discipline referrals decreased significantly in the intervention school compared with those observed in control school (Effectiveness of Capturing Kids' Hearts Process, Holtzaple, Girswold, Cirillo, Rosebrock, Nouza, Berry. 2008-2009).</p>	Prior to school starting and Jan.	Administration	<p>2 participants Aug 2-3, 2018; and 2 in January 2019 (OBJ 5810)</p> <p>Certificated Additional Pay @ \$34/hr X 2 staff X 8 hrs = \$816.00 (OBJ 1130) - Aug 2-3, 2018 and Jan., 2019</p> <p>Certificated Benefits @ 20.58% (OBJ 3XXX) - Aug 2-3, 2018 , Jan. 2019</p> <p>2 X IA's Aug 2-3, 2018; and January 2019 (OBJ 2130)</p> <p>Classified Benefits @ 28.562% (OBJ 3XXX)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I, Part A - Allocation</p>	<p>1600.00</p> <p>544.00</p> <p>1120.00</p> <p>368.00</p> <p>105.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.2 Develop a sense of leadership and ownership of the school in students.</p> <p>CADA is a nationally recognized organization that provides training for both Activity Directors and students. There is a manual for students and directors to follow that contains standards on the following topics: Communication, personal and social responsibility, government, service learning, and business. Each standard has benchmarks for students to meet (CADA Leadership and Student Activities Standards Manual, 2001).</p>	One year individual membership	ASB Director Administration	Registration Fee 110.00 (OBJ 5220)	5000-5999: Services And Other Operating Expenditures	Title I, Part A - Allocation	110.00
			10 students @ 50 per student registration fee for Area conference (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	500.00
			Sub Coverage for Certificated Staff @ \$125/day X 2 days = \$250	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	250.00
			Certificated Benefits @ 20.58% (OBJ 3XXX)	3000-3999: Employee Benefits	Title I, Part A - Allocation	52.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.3 Provide experts at Parent Meeting Presentations - Speaker Fee for experts from Dynamic Interventions, and Choices, to provide training on Executive Functioning skills and cognitive behavior to parents at Parent University/PAC meeting throughout the school year.</p> <p>According to a report compiled by the CDC, families, schools, and communities all need to work together to create an environment that facilitates healthy development of children and adolescents. One of CDC recommendations is " Provide education and opportunities to enable families to be activity involved in their children's academic and school life." It goes on the recommend that schools, "implement training workshops that provide parents with skills to better manage their children's behavior (School Constructiveness, Strategies for Increasing Protective Factors Among Youth, 2009).</p>	Throughout the school year at PAC,meetings and Parent Universities.	Administration and ERICS therapist	<p>Expert speakers 100.00 per hour fee for 5 hour of training (OBJ 5810)</p> <p>Light snacks for PAC meetings (OBJ 4322)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I, Part A - Parent Involvement</p> <p>Title I, Part A - Parent Involvement</p>	<p>500.00</p> <p>100.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.4 Provide Attendance reward incentives to celebrate students who show improvement and reach attendance goals.</p> <p>According to a report complied by the CDC, families, schools, and communities all need to work together to create an environment that facilitates healthy development of children and adolescents. One of CDC recommendations is "Use effective classroom management and teaching methods to foster a positive learning environment." It goes on the recommend that schools, "establish a reward system for both academic and extracurricular achievement, Strategies for Increasing Protective Factors Among Youth, 2009).</p>	Throughout the school year	Administration and ERICS therapist	Reward lunches for students who have improved attendance and meet attendance goals. 8 lunches @ \$ 40 (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	550.00
			Movie Tickets as reward for students who have improved attendance and meet attendance goals. 25 - \$15 movie theater vouchers (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	375.00
			Misc. inexpensive incentive items for students who have improved attendance. (OBJ 4310)	4000-4999: Books And Supplies	Title I, Part A - Allocation	342.00
<p>2.5 Provide a training for the staff on trauma and the importance of belonging at the start of the school year..</p> <p>According to Identifying our Basic Psychological Needs, students need to feel like they belong. "...students who feel comfortable and accepted at school tend to be those who are motivated and accepted."(Motivating Students and Teachers in an Era of Standards, Chapter 1, Identifying Our Basic Psychological Needs, 2003).</p>	Prior to school starting of the school year..	Administration and ASB director	Motivational speaker/assembly fee 750.00 presenter fee. (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	750.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.6 Provide student with Sequoia spirit wear as attendance incentive which allows them to fit in and provides a sense of belonging as motivation to come to school on a more regular basis .</p> <p>According to Identifying our Basic Psychological Needs, students need to feel like they belong. "...students who feel comfortable and accepted at school tend to be those who are motivated and accepted." "Feeling comfortable is analogous to how you feel when you are dressed in clothes that are becoming, fit well, and are suitable for the occasion (Motivating Students and Teachers in an Era of Standards, Chapter 1, Identifying Our Basic Psychological Needs, 2003).</p>	Fall	Administration and ASB director	Shirts for students with school logo to be worn on field trips and special occasions (OBJ 4310 if already made but OBJ 5811 if having them printed for you)	4000-4999: Books And Supplies	Title I, Part A - Allocation	700.00
<p>2.7 Provide student with art supplies to increase student engagement through art and increase attendance.</p> <p>In a study published in the Journal of Public Health, it was noted that art helps people express experiences that are too difficult to put into words (The Connection Between Art, Healing, and Public Health: A Review of Current Literature, 2009).</p>	Throughout the school year.	Art teacher and administration	28 packs of 5 @ 32.00 per pack +140.00 + tax	4000-4999: Books And Supplies	Title I, Part A - Allocation	160.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.8 Purchase ceramics materials create a variety of projects that will allow them to express themselves in a creative way and motivate students to attend school.</p> <p>In a study published in the Journal of Public Health, it was noted that that "there are no limits to the imagination in finding creative ways of expressing grief. In particular, molding clay can be a powerful way to help people express these feelings through tactile involvement at a somatic level, as well as to facilitate verbal communication and cathartic release and reveal unconscious materials and symbols that cannot be expressed through words" (The Connection Between Art, Healing, and Public Health: A Review of Current Literature, 2009).</p>	Throughout the school year	Art teacher and administration	2 wheels at 1700.00 per wheel + tax	4000-4999: Books And Supplies	Title I, Part A - Allocation	3900.00
			glazes and clay carving supplies.	4000-4999: Books And Supplies	Title I, Part A - Allocation	500.00
2.9 Title I coordinator hours for coordinating Title I Activities under Goal 2.	Throughout the year	Title I coordinator	Certificated teacher hours for coordinating Title I Activities under Goal 2: 10 hrs X \$34/hr = \$340.00 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	340.00
			Certificated Benefits calculated @ 20.58%	3000-3999: Employee Benefits	Title I, Part A - Allocation	69.00

Planned Improvements in Student Performance

School Goal #3

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 student performance 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:

LCAP Goal : LCAP Goal 3 - Increase the number of students prepared for college and career by enrolling students in a broad course of rigorous study that includes career pathways and CTE courses.

SCHOOL GOAL #3:

Increase the number of students who are able to articulate their Individual transition Plans (ITP) to 40% by increasing the access to a variety of school curricula and building their background knowledge in order to help them create post-secondary plans.

Data Used to Form this Goal:

Number of students accessing dual enrollment, College and Career Readiness courses and number of students transitioning back to comprehensive campuses or taking supplemental credits.

Findings from the Analysis of this Data:

At Sequoia, in 2015-2016, 10% of high school seniors lead their Exit / Transition IEP meetings; 32% of students report knowledge of their Individual Transition Plan (ITP) and their post-secondary goals; 33% of parents report knowledge of their student's ITP and post-secondary goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Provide a field trips to students in order to help students develop critical thinking skills, build their background knowledge and social capital.</p> <p>Researchers at the University of Arkansas found that student who attended field trip developed "critical thinking skills, displayed higher levels of tolerance, had more historical empathy and developed a taste for being cultural consumers in the future." This results were much higher for students with high poverty rates (University of Arkansas News, 2017).</p> <p>In the article, Helping Poor Kids, From One Who Knows, the author suggests that schools schedule field trips and provide students with opportunities to go to museums, civic events, local colleges, and theaters. The author shared that the more a child experiences, the wider his or her scope of the world."We need to help students travel outside the narrow confines of their neighborhoods and their daily experiences to get a tastes of the world beyond (Educational Leadership, May 2013).</p>	One trip per quarter for 3 quarters	Department Chair/teachers/administration	Cert. Sub. Coverage 2 sub @ \$125/day = \$250.00 (OBJ 1160) for each of the 4 trips for students who stay behind = 8 subs = 1000.00	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	1000.00
			Classified Sub. Coverage 4 of SUBS X 4 of Days X \$23/hr 7 of Hrs = \$1288.00 (OBJ 2160)	2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	1288.00
			bus to Huntington Gardens (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	500.00
			Gene Autry Museum entry fee 50 tickets @ 2.00 per ticket (OBJ 5810)	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A - Allocation	100.00
			Bus to Gene Autry (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	500.00
			Bus to Federal Reserve (OBJ 5710)	5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	500.00
			Sack lunches for students not on FRAM \$3.00 per lunch 25 lunches per trip = 225.00 (OBJ 4322)	4000-4999: Books And Supplies	Title I, Part A - Allocation	300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Cert. benefits @ 20.58% (# of SUBS X # of Days X \$125/day X .2058 = 206.00) (OBJ 3XXX) and Classified Benefits @ 28.562(# of SUBS X # of Days X \$23.00/hr X # of Hrs X .28562 = \$368.00)	3000-3999: Employee Benefits	Title I, Part A - Allocation	386.00
3.2 Title 1 coordinator to coordinate activities for coordinating Title I Activities under Goal 3.	Throughout the year	Title I coordinator	Certificated teacher hours for coordinating Title I Activities under Goal 3: 15 hrs X \$34/hr = \$510.00 (OBJ 1130)	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	510.00
			Certificated Benefits calculated @ 20.58%	1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	105.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I, Part A - Allocation	20877.00	0.00
Title I, Part A - Parent Involvement	600.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I, Part A - Allocation	20,877.00
Title I, Part A - Parent Involvement	600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	2,851.00
2000-2999: Classified Personnel Salaries	1,656.00
3000-3999: Employee Benefits	1,753.00
4000-4999: Books And Supplies	10,157.00
5000-5999: Services And Other Operating Expenditures	110.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating	3,450.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I, Part A - Allocation	2,851.00
2000-2999: Classified Personnel Salaries	Title I, Part A - Allocation	1,656.00
3000-3999: Employee Benefits	Title I, Part A - Allocation	1,753.00
4000-4999: Books And Supplies	Title I, Part A - Allocation	10,057.00
5000-5999: Services And Other Operating	Title I, Part A - Allocation	110.00
5700-5799: Transfers Of Direct Costs	Title I, Part A - Allocation	1,500.00
5800: Professional/Consulting Services	Title I, Part A - Allocation	2,950.00
4000-4999: Books And Supplies	Title I, Part A - Parent Involvement	100.00
5800: Professional/Consulting Services	Title I, Part A - Parent Involvement	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,353.00
Goal 2	12,935.00
Goal 3	5,189.00

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
Catherine Nicholas	X				
Brandy Abernethy		X			
Andrew Raskin		X			
Susan DeCuir				X	
Rosi Goodman				X	
Irma Chavez				X	
Tobi Beck (alternate)					
Paige Jones					X
Deka Dapp (alternate)					
James Mackey			X		
Numbers of members of each category:	1	2	1	3	1

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.

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

Departmental Advisory Committee (secondary)

Signature

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

Parent Advisory Council

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:

Catherine Nicholas

Typed Name of School Principal

Signature of School Principal

Date

Rosi Goodman

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Survey Questions

1. I know where to locate my child's ITP in his/her IEP document
2. I have discussions with my child about his/her education interests after graduation from high school
3. I have discussions with my child about his/her employment goals after graduation from high school
4. I am aware of courses, activities and programs available to schools that help my child in the areas of education/training, employment, and independent living.
5. I know what programs/Navience surveys my child is accessing to guide them in transition planning
6. I have discussions with my child about his/her plans for independent living after graduation from high school.
7. I would like my child's case manager to explain my child's ITP to me

Survey Answers

Survey #1 32 total responses (1 being little to no understanding and 5 being completely understand)

	Response	1	2	3	4	5	
Question							
1		7	0	3	6	16	
2		0	1	2	5	24	
3		2	2	0	7	21	
4		1	4	4	7	16	
5		7	4	6	6	9	
6		1	1	4	7	19	
7		4	4	3	2	19	

Survey #2 20 total responses

	Response	1	2	3	4	5	
Question							
1		2	0	2	5	11	
2		2	0	1	3	14	
3		2	0	1	6	11	
4		1	0	2	5	12	
5		6	1	3	2	7	
6		2	1	6	2	9	
7		3	2	2	3	10	

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.
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Departmental Advisory Committee (secondary)

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

Parent Advisory Council


Signature

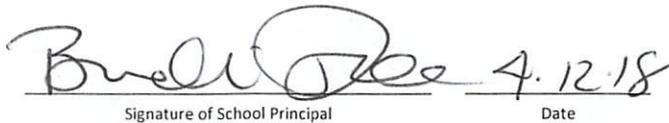

Signature

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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:

Brandi Davis

Typed Name of School Principal


Signature of School Principal

Date

Debra Hatfield

Typed Name of SSC Chairperson


Signature of SSC Chairperson

Date