



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sequoia School	19-65136-0112359	05/09/2019	June 12, 2019

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).

All stakeholders, students, parents, teachers and classified staff, in February 2019, were asked questions about school climate, safety, and the academic program offered at Sequoia School.

In the student survey, students were asked to answer scaled questions on a scale of 1 to 5, with 5 being the most support and 1 being the least. Students answered the following questions and chose a 4 or a 5: 75% - I have the support I need at to address the social and emotional needs I have; 66% - I get the support I need to be academically successfully; 53%-We have a school culture that makes students feel welcome and safe; 81% -We have a school culture that treats everyone as equal, regardless of their gender, socioeconomic status or race; 59% - My parents are actively engaged in my learning and in my school; and 59% -Our school provides adequate opportunities and activities to meet my needs and interests. When students were asked, "What could be improved or added to increase your academic achievement in our school?" 25% answered that they wanted higher level classes and 34% answered that they did not know. Students stated that they would like to have art supplies, computers, books, music and games available for Future Fridays, a time students earn to work on passion projects. When students were asked, how they thought the funds the school receives could be used to support student achievement, and improve attendance and school culture, for our diverse population, they said, PE equipment, modern supplies, more classes/electives that we do not have access to, rewards, reward trips, quiet places on campus and art supplies.

In the parent survey, parents also answered scaled questions. Parents chose a 4 or 5: 91% - I feel the school has a culture that makes students feel welcome and safe, 82% - I feel the school has a culture that makes parents feel welcomed and heard; 55% - As a parent I feel like I am actively engaged in our school and my student's learning; and 83% - The school provides adequate opportunities and activities for the diverse student population it serves. Parent gave many suggestions for experts to come and speak at Parent Universities. The topics that parents were most interested in were: Managing Stress, Teen Emotions and College of the Canyons and Post Secondary Options. When asked, what needs to be improved to increase student achievement at our school, parents mentioned higher level academics and professional development for staff. When asked, what is your greatest need for support as a parent? Communication and parent support groups were listed. When asked, How do you think the Title I funds could be used to support student achievement, improved attendance and school culture, overall, for our diverse population, parents listed rewards, field trips, assemblies, grassy area, more science, foreign language and activities.

Certificated and classified staff were surveyed and asked scaled questions. Staff chose a 4 or 5: 100% - I have adequate training on with Special Education students in an academic setting; 88% - I have the skills and support to address the social and emotional needs of the population I serve in order to help them achieve academic success; 100%- We have a school culture that makes students feel welcome and safe; 39% - Our parents are actively engaged in our school and their student's learning;75%-Our school provides adequate opportunities and activities for our diverse student population. When asked, what needs to be improved to increase student achievement in our school? Staff answered differentiated instruction, consistent consequences for behaviors, communication about academic performance, and plan for D/Fs. When asked about PD needs, staff listed, psychotropic medication, child development, therapeutic interventions, our diverse population and the information on the new curriculum rolled out. When asked, how do you think the Title I funds could be used to support student achievement, and improve attendance and school culture for our diverse population, staff responded with rewards/incentives, electives, workshops for parents, flexible seating furniture, quiet, peace centers in the classrooms, printers for the classrooms and guest speakers.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal classroom observations take place as a part of the evaluation cycle. Tenured teachers receive a formal evaluation every other year; we have one tenured teacher on site. Non-tenured teachers received formal evaluations every year. Three teachers were evaluated by the principal this year and one was evaluation by PAR, Peer Assisted Review. There were weekly, if not daily walk-through observations and two-three formal observations. Teachers were observed and evaluated on the six standards of the teaching profession: Standard 1: Engaging and Supporting All Student learning; Standard 2: Creating and Maintaining Effective Environments for Student Learning; Standard 3:

Understanding and Organizing Subject Matter for Student Learning; Standard 4: Planning Instruction and Design Learning Experiences For All Students; Standard 5: Assessing Students for Learning; Standard 6: Developing as a Professional Educator. During classroom observations, evidence of the standards is documented.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

During the 2018-2019 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:

7th Grade: 0%

8th Grade: 10%

9th Grade: 21%

10th Grade: 29%

11th Grade: 20%

12th Grade: 29%

High School Overall Home Study: 18%

Jr High School Overall Home Study: 60%

2015-2016 Spring Semester % of Fails:

7th Grade: 0%

8th Grade: 21%

9th Grade: 33%

10th Grade: 37%

11th Grade: 24%

12th Grade: 20%

High School Overall Home Study: 10%

Jr High School Overall Home Study: 0%

2016-2017 Fall Semester % of Fails:

7th Grade: 17%

8th Grade: 06%

9th Grade: 17%

10th Grade: 35%

11th Grade: 16%

12th Grade: 36%

High School Overall Home Study: 52%

Jr High School Overall Home Study: 0%

2016-17 Spring Semester % of Fails:

7th Grade: 0%

8th Grade: 9%

9th Grade: 13%

10th Grade: 35%

11th Grade: 32%

12th Grade: 65%

High School Overall Home Study: 26%

Jr High School Overall Home Study: 0%

2017-2018 Fall Semester % of Fails:

7th Grade: 22%

8th Grade: 02%

9th Grade: 22%

10th Grade: 18%

11th Grade: 24%

12th Grade: 19%

High School Overall Home Study: 00%

Jr High School Overall Home Study: 20%

2017-2018 Spring Semester % of Fails:

7th Grade: 13%

8th Grade: 04%

9th Grade: 15%

10th Grade: 17%

11th Grade: 26%

12th Grade: 14%

High School Overall Home Study: 13%

Jr High School Overall Home Study: 04%

2018-2019 Fall Semester % of Fails:

7th Grade: 01%

8th Grade: 17%

9th Grade: 01%

10th Grade: 02%

11th Grade: 03%

12th Grade: 04%

High School Overall Home Study: 16%

Jr High School Overall Home Study: 00%

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CAASPP results

Assessment	2014-15	2015-16	2016-17	2017-18
ELA Reading				
Above standard	11%	14%	0%	42.1%
Near standard	33%	43%	66.67%	31.6%

Below standard	56%	43%	33.33%	26.3%	
ELA Writing					
Above standard	0%	25%	6.67%	26.3%	
Near standard	36%	25%	40%	31.6%	
Below standard	64%	50%	53.3%	42.1%	
Math Concepts & Procedures					
Above standard	6%	9%	0%	5.3%	
Near standard	6%	27%	0%	26.2%	
Below standard	88%	64%	100%	68.4%	
Math Problem solving and modeling & data analysis					
Above standard	6%	9%	0%	5.3%	
Near standard	25%	36%	30%	47.4%	
Below standard	69%	55%	70%	47.4%	
Student Mobility Data					
Destinations			2013-14	2014-15	2015-16
2016-17	2017-18	2018-19			
Dual Enrollment (Comprehensive Campus) +			5	3	3
4	5	7			
Dual Enrollment (ROP) +			0	5	2
1	1	2			
Dual Enrollment (COC) +			0	1	4
1	3	4			
Supplemental Credits (OFL) +			0	1	4
1	5	1			
Full Transition to Comprehensive Campus +			4	0	1
1	0	1			
Transitioned to more appropriate program within District +			2	0	2
4	0	0			

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

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.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sequoia has 5 teachers; we have one middle school teacher and four high school teacher. All of our teachers are either credentialed to teach special education students or are in the process of getting their special education credential in order to be considered highly qualified. We have one teacher who is currently in a credentialing program and is receiving support through our PAR (Peer Assistance Review) program. She is also in the process of taking exams in order to receive high qualified status. We have one other teacher who needs to pass the RICA exam before he receives full credentialing and qualification status. All teachers are on track to complete their requirements to earn full certification within the required timeline.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sequoia has a Professional Development (PD) Team comprised of an Instructional Coach, five teachers, and an administrator. The Instructional Coach attends district meetings to promote a "trainer of trainer" model for our school. Our site shares an instructional coach with Bowman High School. Our coach provides monthly, quality professional development for our teachers and support throughout the school year. She does classroom walk-throughs, lesson studies, for those interested, and model lessons. Our teachers are welcome to go and visit her and other classrooms at Bowman as well as our sister schools, Canyon High School and Sierra Vista Junior High School. Due to our site's unique population, and wide variety of learning/emotional/behavioral needs, we focus on classroom management techniques, classroom culture, district wide anchor standards, differentiated instruction and best practices. For the 2018-2019 school year, our teachers participated in two book studies, *The Best Lesson You never Taught* and *Fair Isn't Always Equal*. Teachers read and presented chapters during our monthly professional development sessions. All our high school teachers, along with our administrator, attending the two day professional development on *Fair Isn't Always Equal* with Rick Wormeli discussing differentiated instruction, grading, make-up work and standards based instruction. In addition, all teachers have the opportunities to participate in after school professional development workshops offered by the district.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our academic program is based on current common core state standards in English, math, science and social studies for both high school and middle school. Along with all schools in the district, our school participates in focusing on ELA and math anchor standards, each semester, as designated by the District. Our English Language Arts teachers, participate in the quarterly, district performance tasks that include teachers, district-wide collaborating over students writing performance.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our site shares an instructional coach with Bowman and we have access to a district TOSAs in the content areas of English Language Arts, Science, English Language Learners and Mathematics for ongoing instructional assistance and support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Sequoia is unique in that we have singleton teachers who teach one content subject each. They are invited to collaborate and attend district department chair meetings and some choose to participate. The four high school teachers collaborate with one another. Our high school English teacher collaborates with special education English teachers across the district at English department meetings as well as at Performance Task grading days. Our teacher attends district department meeting and is on the social studies textbook adoption committee. She also serves as our special education department chair and collaborates with all of the other special education department chairs in the district. All science teachers train together on the new curriculum as the NGSS rolls out. This coming year, all students, including special education students, will be enrolled in chemistry, and our science teacher will participate in a summer institute to acquire the skills and knowledge to offer to the course to our students next year. Our middle school teacher collaborates with other science and PE teachers in the district on the Healthy Life Style curriculum that all students are taught, by law, in middle school.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District-wide our curriculum is aligned to common core state standards and district focus standards. All school sites employ the same text books in all content areas. Our site is increasing course offering in science to include NGSS biology and chemistry, and we will be aligned with all of the other sites in the district.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our site supersedes the required instructional minutes for middle schools. Our students take 7 classes that are 51 minutes long.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our intervention is outside the regular school day. Due to transportation issues, not all students have access to intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have access to appropriate, standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards aligned core courses and standards aligned instructional materials. Intervention instruction and materials are parallel to the current course instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our classes are supported by instructional assistants that enable underperforming students to meet standards.

Evidence-based educational practices to raise student achievement

On going formative and summative assessments, projects, performance task, extra curricular activities and field trips are practices that raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The WiSH Foundation has provided library books for our site chromebooks for underachieving students to take home. There is district level support of homeless and foster students as well as support for students who require a higher level of special education service (residential). As a therapeutic school, it is our mission to welcome in and support under-achieving students by providing a pyramid of support throughout the school day, which includes on-site therapists. Our Parent advisory Council works to support staff and students throughout the year.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our site works in conjunction with the office of special programs in the planning, implementation, and evaluation of ConApp programs. Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds assist with overall academic programs that serve underperforming students. The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

General Funds, Special Ed. discretionary funds, donations and incentive accounts are the fiscal supports for Sequoia. The district funds quarterly Parent and Student Engagement evening workshops, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Data (State CAASPP ELA and math scores, suspension rates, attendance data, D/F rates, and GPA data) was shared with stakeholders at staff meetings and PAC meetings. A SPSA Evaluation Summary was completed to evaluate the 2017-2018 SPSA plan. Each goal was broken down by action plan items and that data was explained. It was then evaluated for effectiveness and modification and changes were proposed. During the evaluation process, it was also determined if each goal was completed and successful. If a goal was not completed, or successful, the reason was explained in the evaluation process. This process will inform the 2019-2020 SPSA plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	4.1%	2.3%	2.00%	2	1	1
Asian	%	2.3%	2.00%		1	1
Filipino	4.1%	2.3%	%	2	1	
Hispanic/Latino	26.5%	34.1%	44.00%	13	15	22
Pacific Islander	%	%	%			
White	57.1%	52.3%	50.00%	28	23	25
Multiple/No Response	8.2%	%	%	4		
Total Enrollment				49	44	50

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 7	4	1	1
Grade 8	5	7	4
Grade 9	6	7	9
Grade 10	8	8	11
Grade 11	6	9	11
Grade 12	20	12	14
Total Enrollment	49	44	50

Conclusions based on this data:

1. Our population is becoming more diverse.
2. Because we are a more restrictive environment, students come to us after they are not successful on a comprehensive site, or back from a non-public school so we have more upper class men.
3. Our student population has increased over the years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	4	3	4	8.2%	6.8%	8.0%
Fluent English Proficient (FEP)	5	3	5	10.2%	6.8%	10.0%
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0

Conclusions based on this data:

1. We have never reclassified students.
2. The number of EL students has been consistent (however this year we have 1).
3. The FEP students, 10%, is a significant percentage at our site who have families that have needs we need to pay attention to.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	5	*	*	4	*	*	4	*	*	80		
Grade 8	6	*	*	5	*	*	4	*	*	83.3		
Grade 11	7	*	*	6	*	*	6	*	*	85.7		
All Grades	18	21	20	15	17	19	14	17	19	83.3	81	95

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	14	5.88	5.26	21	17.65	52.63	29	41.18	15.79	36	35.29	26.32

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	14	0.00	42.11	43	66.67	31.58	43	33.33	26.32	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	25	6.67	26.32	25	40.00	31.58	50	53.33	42.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	14	18.75	21.05	71	62.50	57.89	14	18.75	21.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	21	13.33	5.26	71	60.00	78.95	7	26.67	15.79

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.
2. CAASPP scores went up from 16-17 to 17-18.
3. Areas of strength are writing with 26% of the students scoring above standard and writing with 43% of the students scoring above standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	5	*	*	4	*	*	3	*	*	80		
Grade 8	6	*	*	4	*	*	3	*	*	66.7		
Grade 11	7	*	*	5	*	*	5	*	*	71.4		
All Grades	18	22	20	13	11	19	11	11	19	72.2	50	95

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	5.26	9	0.00	10.53	45	0.00	31.58	45	100.0	52.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	9	0.00	5.26	27	0.00	26.32	64	100.0	68.42

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	9	0.00	5.26	36	30.00	47.37	55	70.00	47.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	45	10.00	68.42	55	90.00	31.58

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.
2. CAASPP scores went up from 16-17 to 17-18.
3. Areas of strengths were Concepts and Procedures and Problem Solving&Modeling/ Data Analysis with 5.26% of students scoring above standards. The percentage of students scoring below standards on all standards, decreased significantly.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7			*	*					*
Grade 12							*	*	*
All Grades			*	*			*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*							*
Grade 12							*	*	*
All Grades	*	*					*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7					*	*			*
Grade 12							*	*	*
All Grades					*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*					*
Grade 12	*	*					*
All Grades	*	*					*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*					*
Grade 12					*	*	*
All Grades	*	*			*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7					*	*	*
Grade 12					*	*	*
All Grades					*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7			*	*			*
Grade 12					*	*	*
All Grades			*	*	*	*	*

Conclusions based on this data:

1. Sequoia's data is statistically insignificant for ELPAC results to be reported.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
50	54.0%	8.0%	4.0%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	8.0%
Foster Youth	2	4.0%
Homeless	1	2.0%
Socioeconomically Disadvantaged	27	54.0%
Students with Disabilities	50	100.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	2.0%
Asian	1	2.0%
Hispanic	22	44.0%
Two or More Races	1	2.0%
White	25	50.0%








Conclusions based on this data:

1. All of our students have an IEP, are in special education and struggle social/emotionally.
2. Most of our students are either white or Hispanic.
3. More than half of our students are socio-economically disadvantage and lack some of the basic necessities and family dynamics required to be successful in school, without interventions.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Orange
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. Sequoia's data is statistically insignificant for academic performance.
2. Sequoia's data is statistically insignificant for academic engagement.
3. Sequoia was in the orange range for conditions and climate due to the suspension rate. The suspension rate was still low at 3.2% of the students being suspended once. It was orange because it increased 1.6% from the previous year.

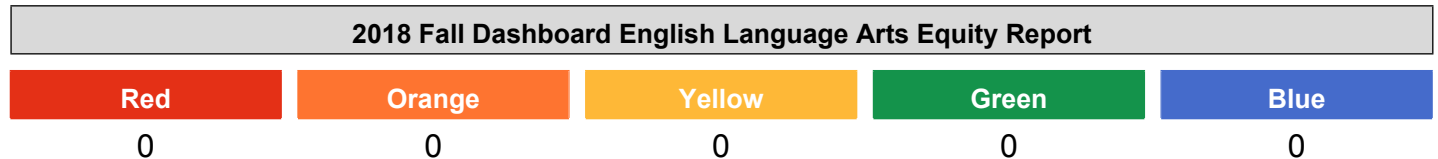
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 18.5 points below standard 13 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 18.5 points below standard 13 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	19.5 points below standard 12 students

Conclusions based on this data:

1. Sequoia's data is statistically insignificant for English Language Arts for All Students.
2. Sequoia's data is statistically insignificant for English Language Arts by Race and Ethnicity.
3. Sequoia's data is statistically insignificant for English Language Arts for English Language Learners.

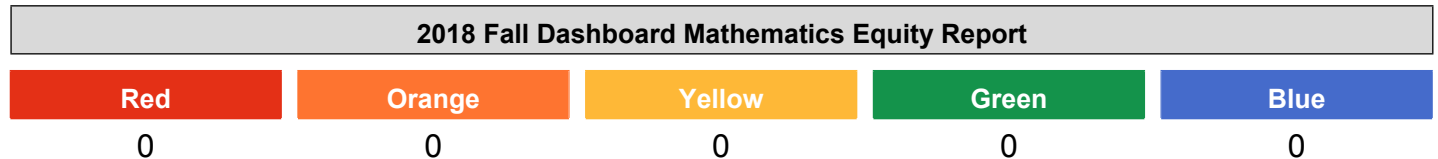
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 116.1 points below standard 13 students	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Students with Disabilities  No Performance Color 116.1 points below standard 13 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 109.8 points below standard 12 students
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Conclusions based on this data:

1. Sequoia's data is statistically insignificant for Mathematics for All Students.
2. Sequoia's data is statistically insignificant for Mathematics for Race and Ethnicity.
3. Sequoia's data is statistically insignificant for Mathematics for English Learners.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

Conclusions based on this data:

1. Sequoia's data is statistically insignificant for Academic Performance English Learner Progress

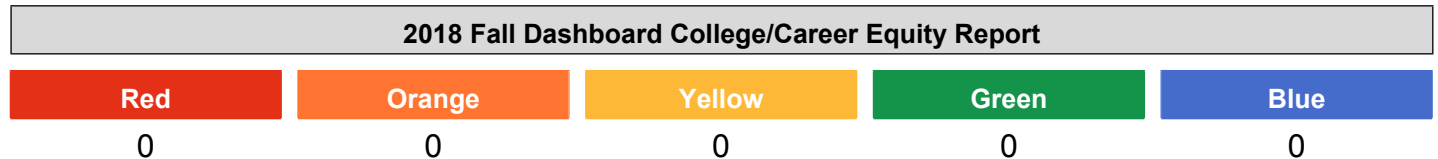
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	Prepared
Approaching Prepared	15.4 Approaching Prepared	Approaching Prepared
Not Prepared	84.6 Not Prepared	Not Prepared

Conclusions based on this data:

1. Most of our students, 86%, are not College/Career ready according to the standard set. In the class of 2017, 15%, we approaching prepared.
2. Sequoia's data is statistically insignificant for College and Career Readiness for All Students.
3. Sequoia's data is statistically insignificant for Mathematics for Race and Ethnicity.

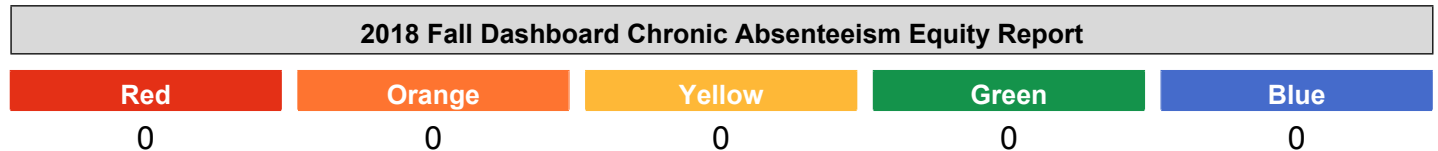
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>27.3% chronically absent</p> <p>Declined 8.4%</p> <p>11 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

Conclusions based on this data:

1. Sequoia's data is statistically insignificant for Chronic Absenteeism for All Students.
2. Sequoia's data is statistically insignificant for Chronic Absenteeism for Race and Ethnicity.
3. Sequoia's data is statistically insignificant for Chronic Absenteeism for English Learners.

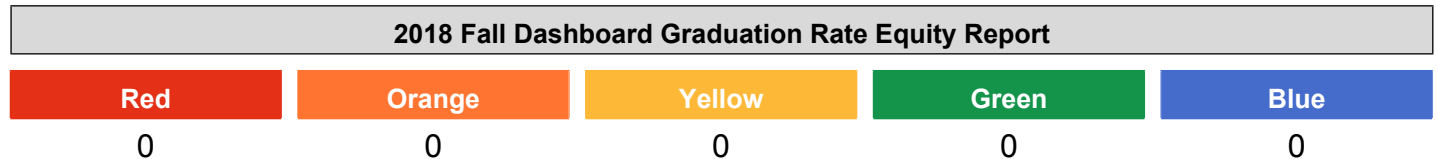
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
61.5% graduated	

Conclusions based on this data:

1. Students come to Sequoia credit deficient due to their emotional disturbance, school avoidance and anxiety. Students make up credits through summer school and those who do not graduate in 4 years often finish at the end of summer their senior year or the following semester, resulting in a lower 12th grade graduation rate of 61.5%.
2. Sequoia's data is statistically insignificant for Graduation Rate for All Students.
3. Sequoia's data is statistically insignificant for Graduation Rate for Race and Ethnicity.

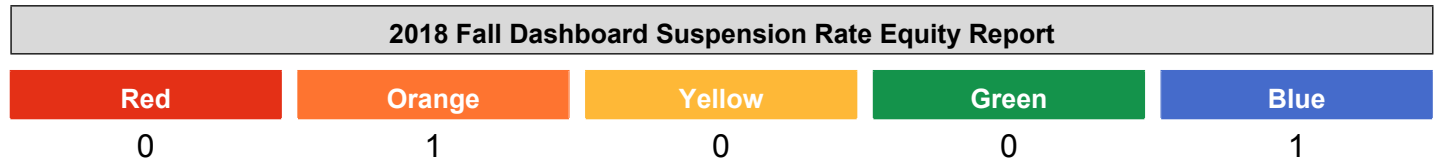
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.2% suspended at least once Increased 1.6% 63 students	English Learners  No Performance Color Less than 11 Students - Data Not 5 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 3 students
Homeless  No Performance Color Less than 11 Students - Data Not 1 students	Socioeconomically Disadvantaged  No Performance Color 3.4% suspended at least once Increased 3.4% 29 students	Students with Disabilities  Orange 3.4% suspended at least once Increased 1.8% 59 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 3 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data 1 students	Filipino  No Performance Color Less than 11 Students - Data 1 students
Hispanic  No Performance Color 8% suspended at least once Increased 8% 25 students	Two or More Races  No Performance Color Less than 11 Students - Data 1 students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least once Declined -2.6% 32 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	1.5% suspended at least once	3.2% suspended at least once

Conclusions based on this data:

1. Socio-economically disadvantaged students were suspended more than students who were not socio-economically disadvantaged.
2. Suspensions went up for Hispanic students and down for white students.
3. Numbers are so low and statistically insignificant, that one students can skew data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 1

Improve writing and math proficiency of all students. Our goal is to decrease the number of students who meet or are below standard in ELA and math by 10% and decrease the percentages F's on final grades by 1% in middle school and high school.

Identified Need

ELA and math CAASPP data, along with percentages of fails were used to determine the goal, with the assumption that grades and CAASPP scores were a reflection of students learning the standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP data - % below standard in reading	26.3% scored below average in reading	16.3% below average
ELA CAASPP data - writing	42% scored below average	32% below average
Math CAASPP data - math concepts	68% scored below average	58% below average
Math CAASPP data - problem solving	47% scored below average	37% below average
High school fail rate (fall 2018)	3% fail rate	2% fail rate fall 2019
Middle school fail rate (fall 2018)	2% fail rate	1% fail rate fall 2019

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.1 Provide earphones for classroom chromebooks to be used for differentiated instruction and to assist with focusing for students who need extra support.

According to Research-Based Integration Strategies, even when students are working with apps and devices, their learning should be social and connected to the world around them. Technology

is effective when it adds value to the lesson by enhancing the learning in ways that could not easily be done without technology. For example, students can record themselves, and then listen to themselves read to increase fluency. Technology can be used to differentiate instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Earphones Chromebooks for classrooms 10 packs of 10 @ 80.00 each (OBJ 4310)

Amount:

800.00

Available Balance:

800.00

Federal 19-20 Title I, Part A - Allocation

4000-4999: Books And Supplies

Description:

Sound canceling earphones for classrooms 10 @ 30.00 (OBJ 4310)

Amount:

300.00

Available Balance:

300.00

Federal 19-20 Title I, Part A - Allocation

4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.2 Create a flexible seating environment for students to increase learning, provide the ability to stretch, and focus on ADHD and executive functioning issues.

Standing has been known 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).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
15 chairs X \$150 each = \$2,250 + \$214 (9.5% tax) = 2,464.00 (additional funds allocated for shipping& handling if necessary)
(OBJ 4310)

Amount:
3000.00

Available Balance:
3000.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.3 Provide students with supplemental tools and interactive games in the classroom to improve with literacy fluency skills - reading fluency, speaking and listening and critical thinking.

Many researchers, including Breznitz, Armstrong, Knupp, Lesgold, and Pinnell, have found that fluency is highly correlated with reading comprehension—that is, when a student reads fluently, that student is likely to comprehend what he or she is reading. In addition, according to the study on Using Game Based Learning to Foster Critical Thinking In Student Discourse, GBL (Game Based Learning) seems to have proven itself a viable means for promoting critical thinking and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Two Class sets of 12 timer @ 33.99 each
(OBJ 4330)

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Amount:
70.00

Available Balance:
70.00

Description:
Set of speakers for each of the 6 classrooms.
(OBJ 4330)

Amount:
650.00

Available Balance:
650.00

Description:
Interactive classroom games
(OBJ 4330)

Amount:
500.00

Available Balance:
500.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.4 Hire a Title 1 coordinator for organizing Title I activities under Goal 1.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Certificated teacher hours for coordinating Title I
Activities under Goal 1: 3 hrs X \$34/hr =
\$102.00
(OBJ 1130)

Federal 19-20 Title I, Part A - Allocation
1000-1999: Certificated Personnel Salaries

Amount:
102.00

Available Balance:
102.00

Description:
Certificated Benefits calculated @ 20.58%

Amount:
21.00

Available Balance:
21.00

Federal 19-20 Title I, Part A - Allocation
3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Action Step 1.1 Dynamic Intervention to train on Executive Functioning -The staff was successfully trained by Dynamic Interventions on how to help students with executive functioning issues at a staff in service.

Action Step 1.2 Dynamic Intervention consultation - The consultation was successfully used at our first Parent University of the Year to address executive functioning issues and how the brain works with our parent population at the start of the school year.

Action Step 1.3 Formative on-line program license - The Formative License was completed & purchased for the duration of 2/12/18-6/30/19. In classroom walk-throughs and formal observations, teachers were not seen utilize the software to the degree intended. Therefore, this subscription will not be renewed for next year.

Action Step 1.4 Skills group presentation by Dynamic Intervention - A group of 8-10 students regularly attended sessions through Dynamic Interventions. According to feedback from therapists, the courses were found to be successful and helpful for students with executive functioning issues.

The 2018-2019 data showed: Grades have increased. The average GPA at the end of the first quarter in 2017 was 2.4. The average GPA increased to 2.8 at the end of the first quarter in 2018. Students did significantly better on the ELA portion of the CAASPP in 2018 than in 2017. In 2018, 57.89% of students met or exceeded the standards, which shows a significant increase from 2017 when only 23.53% of students met or exceeded standards.

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

Goal 1: The formative software subscription will not be renewed or purchased again. Staff indicate that differentiated instruction is a better way to assist students with academic achievement and teachers. Professional development has been highly successful and immediately implemented. Therefore, PD activities will be kept in the plan based on areas of critical need.

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

Goal 1: The CAASPP goal will be targeted to reduce the students who do not meet the standard by 10% and reducing the fail rate by 1% was added.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Goal 2

Increase overall attendance rates for all students by 2%.

Identified Need

Students at Sequoia are historically have chronic attendance issues due to mental health concerns, school avoidance and the dynamics of their family units. Getting them back in school and attending on a consistent basis is a goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Attendance rates for middle school, month 1-8, 2018-2019.	88%	Overall Attendance rates for middle school, month 1-8, 2019-2020 @ 90%
Overall Attendance rates for high school, month 1-8, 2018-2019.	90%	Overall Attendance rates for middle school, month 1-8, 2018-2019 @ 92%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, by grade level (middle school / high school)

Strategy/Activity

2.1 Provide a 2-day training to staff members on Capturing Kids' Hearts from the Flippen Leadership Team to support a positive school culture.

The Flippen Group has provided a summary of dissertation research that summarizes various dissertation studies performed on Capturing Kids' Hearts, Teen Leadership and Keystone. 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, Holtzapple, Girswold, Cirillo, Rosebrock, Nouza, Berry. 2008-2009).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: 9 participants Sept. 2019 (OBJ 5810)</p> <p>Amount: 1600.00</p> <p>Available Balance: 1600.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Certificated Subs @ \$125/day X 2 staff X 2 Days = \$544.00) (OBJ 1160) - Sept. 2019</p> <p>Amount: 544.00</p> <p>Available Balance: 544.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits @ 21.40 (OBJ 3XX1)</p> <p>Amount: 117.00</p> <p>Available Balance: 117.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: 2 X IA's Aug 2-3, 2018; and January 2019 (OBJ 2130)</p> <p>Amount: 368.00</p> <p>Available Balance: 368.00</p>	<p>Federal 18-19 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits @ 31.2% (OBJ 3XX2)</p>	<p>Federal 18-19 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

Amount:
115.00

Available Balance:
115.00

Description:
Meals for working lunch at training (OBJ 4322)

Amount:
200.00

Available Balance:
200.00

Federal 18-19 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.2 Create mediation centers in classroom setting for students who are anxious or stressed to take time out in order to regulation their emotions.

"A classroom calming corner is a quiet area of the room equipped with soft furnishings and soothing materials to help a student de-escalate when upset. The purpose of a calming corner is for students to briefly get away from the frustrating task or over-stimulating activity to de-escalate. When students are in the calming corner space, the goal is to give the student "time away" so that the behavior does not escalate any further. The calming corner is a positive place that rewards students for noticing that they are feeling emotionally dysregulated and using strategies to calm themselves so that learning can occur." (The Watson Institute, 2017).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
5 Mediation / peace centers for the classroom
@ \$200.00 each (Obj 4310)

Amount:
1000.00

Available Balance:
1000.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.3 Provide supplemental sporting equipment and games for students to play during unstructured time so they can make healthy, age-appropriate choices to be engaged in, and practice appropriate social skills.

In a 2003 Health and Science article, it stated many reasons why physical activity was beneficial for students. In addition to helping fight obesity, a recent report from the Institute of Medicine asserts that “children who are more active show greater attention, have faster cognitive processing speed, and perform better on standardized academic tests than children who are less active.”

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Sporting equipment (OBJ 4310)

Amount:
1000.00

Available Balance:
1000.00

Federal 18-19 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Games (OBJ 4310)

Amount:
60.00

Available Balance:
60.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Description:
Games (OBJ 4310)

Amount:
140.00

Available Balance:
140.00

Federal 18-19 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and staff

Strategy/Activity

2.4 Provide students who have consistent and improved attendance with rewards and incentives to encourage and increase school attendance rates which will allow fragile students the ability to access education and therapeutic services.

Many of the students we serve are anxious, are depressed and avoid school. Some students have been hospitalized and have school phobia. When students attend on a regular basis, and meet attendance goals, we celebrate their successes. 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 the CDC recommendations is "Use effective classroom management and teaching methods to foster a positive learning environment." It goes on to recommend that school: establish a reward system for both academic and extracurricular achievement. (Strategies for Increasing Protective Factors Among Youth, 2009).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
A reward trip each semester for students who qualify by having good attendance and/or improving their attendance.
Bus Expense (OBJ 5710) = \$ 400,00 x 2
Entrance Expenses (OBJ 5810)=\$ 200.00

Amount:
1000.00

Available Balance:
1000.00

Federal 19-20 Title I, Part A - Allocation
5000-5999: Services And Other Operating Expenditures

Description:
Attendance lunch for students who meet attendance criteria. One lunch per month to celebrate at 40.00 per month. (OBJ 4322)

Amount:
400.00

Available Balance:
400.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.5 Provide professional development for staff on emotional disturbance (specific mental disorders of the population of students we serve) and NCPI (non-violent crisis intervention).

In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. Professional development is most effective when it occurs in the context of educators' daily work and is relevant to the students they serve. (Learning Forward's, "Why Professional Development Matters")

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Staff training on mental illnesses.
(OBJ 5810)

Amount:
1700.00

Available Balance:
1700.00

Federal 19-20 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Description:
NCPI training (Obj 5810)

Amount:
1700.00

Available Balance:
1700.00

Federal 19-20 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Food for staff development (working through
lunch to complete training in one day) (OBJ
4322)

Amount:
300.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Available Balance:
300.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.6 Provide storage to contain Title I purchases and keep them organized and secure

In order to keep the supplies organized, secure and accessible for our students and staff to be able to use, we need a storage and organization system for our site. As stated in Psychology Today, being organized has many benefits. "First, it optimizes your use of your time. Second, you feel more in control of your schedule, and less commonly, that your schedule is controlling you. According to research in the field of occupational health, the more control that you perceive you have in your work, the more job satisfaction and less stress you are likely to experience. Third, you also have more mental energy because there is less worrying that you might forget something, or procrastinating on an important project or task (Dec. 2009)."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

A large and small storage bin will be purchased to store seasonal items and Title I purchases for students. (OBJ 4410)

Amount:

3000.00

Available Balance:

3000.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Action Step 2.1 Choices – DBT training at the start of the school year- Choices came to the Professional Development day at the start of the school year and successfully trained all of our certificated and classified staff on DBT (Dialectical Behavior Training) – a method used by our therapist on site.

Action Step 2.2 DBT consultation - This was not completed.

Action Step 2.3 DBT Parent University follow-up - A therapist from Choices came and successfully presented at our Parent University, DBT (Dialectical Behavior Training) strategies that parents can use with their students.

Action Step 2.4 PEERS training - Our school psychologist successfully completed PEERS training at UCLA and she has implemented what she has learned at the school site.

Action Step 2.5 PEACE over violence training - Our school psychologist and principal successfully completed PEACE Over Violence training and have implemented the strategies at the school site.

Action Step 2.6 T-shirts for conference - T-shirts were ordered and received and students wore them at the Young Men's Conference. This created unity and acceptance.

Action Step 2.7 Crisis intervention training - A District personnel, our school psychologist and our principal successfully got trained by PREPaRE. Our school psychologist used her skills to successfully administer active intruder drills on campus and educated our students and staff.

The 2018-2019 data showed: There has been a decrease in school suspensions and an increase in attendance in grades 7, 9 and 11 during the fall semester of the 2017-2018 school year compared to the fall semester of the 2018-2019 school year. There were six suspensions in 2017 and zero in 2018. The attendance rate for 7th graders increased from 94.4% to 97.7%. 9th grade attendance increased from 91.7% to 94.8%. 11th grade attendance increased from 80% to 86%.

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

Goal 2: The DBT professional development and practice is important for our site, staff and parents, and will be continued for next year. More CKH training and attendance incentives will be included again to help increase attendance rates.

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

Goal 2: The attendance goal will be more specific with the goal to increase the overall attendance rates in both middle schools and high school by 2%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/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.

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.

Identified Need

Students who graduate need to have a clear post-secondary plan.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Naviance use	90% use in 2018-2019	Increase to 95% use in 2019-2020
Students actively participating in transition IEP	No seniors (3 graduates) lead their transitions IEP so far.	Increase seniors who lead their IEPs by 40%.
Dual-enrollment	5 students were dual enrolled at Sequoia and a comprehensive high school in 2018.	Increase dual enrolled students to 8.
Concurrent enrollment with the community college.	3 students were concurrently enrolled with the community college in 2018.	Increase the concurrent enrolled students to 5.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

High school students, grades 9-12

Strategy/Activity

3.1 Provide field trips to students in order to help students develop critical thinking skills, build their background knowledge and social capital.

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." These results were much higher for students with high poverty rates (University of Arkansas News, 2017).

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 taste of the world beyond (Educational Leadership, May 2013).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Cert. Sub. Coverage
8 sub @ \$125/day (4 trips for students who stay behind = 8 subs = \$1000.00)
(OBJ 1160)

Amount:
1000.00

Available Balance:
1000.00

Federal 19-20 Title I, Part A - Allocation
1000-1999: Certificated Personnel Salaries

Description:
Classified Sub. Coverage
4 SUBS X 4 of Days X \$23/hr 7 of Hrs = \$
1288.00
(OBJ 2160)

Amount:
1288.00

Available Balance:
1288.00

Federal 19-20 Title I, Part A - Allocation
2000-2999: Classified Personnel Salaries

Description:
Cert. benefits @ 21.4% (# of SUBS X # of Days
X \$125/day X .214 = 214.00)
(OBJ 3XX1)
Updated 9/11/18 (Tech change)

Amount:

Federal 19-20 Title I, Part A - Allocation
3000-3999: Employee Benefits

214.00

Available Balance:
214.00

Description:
Classified Benefits @31.2% (# of SUBS X # of Days X \$23.00/hr X # of Hrs X .312 = \$401.86)
(OBJ 3XX2)
Updated 9/11/18 (Tech change)

Amount:
402.00

Available Balance:
402.00

Federal 19-20 Title I, Part A - Allocation
3000-3999: Employee Benefits

Description:
bus to Huntington Gardens
(OBJ 5710)

Amount:
500.00

Available Balance:
500.00

Federal 19-20 Title I, Part A - Allocation
5700-5799: Transfers Of Direct Costs

Description:
Gene Autry Museum entry fee 50 tickets @ 2.00 per ticket (OBJ 5810)

Amount:
100.00

Available Balance:

5800: Professional/Consulting Services And
Operating Expenditures

Description:
Bus to Gene Autry Museum
(OBJ 5710)

Amount:
500.00

Available Balance:
500.00

Federal 19-20 Title I, Part A - Allocation
5700-5799: Transfers Of Direct Costs

<p>Description: Bus to Federal Reserve (OBJ 5710)</p> <p>Amounts: 500.00</p> <p>Available Balance: 500.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs</p>
<p>Description: Sack lunches for students not on FRAM \$3.00 per lunch 25 lunches per trip = 225.00 (OBJ 4322)</p> <p>Amounts: 300.00</p> <p>Available Balance: 300.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.2 Provide materials for students to create 2D and 3D art in the STEAM space

Peter Taylor, in "Why a STEAM Curriculum Perspective Crucial to the 21st Century," states that integrating the arts with science, technology, engineering and mathematics is not just another curriculum fad but an important response to the pressing need to prepare young people with higher-order abilities to deal positively and productively with 21st century global challenges (crises) that are impacting the economy, the natural environment, and our diverse cultural heritage.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

<p>Description: MakerBot filament for 3-D printing. (OBJ 4310)</p> <p>Amount: 300.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
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Available Balance:
300.00

Description:
Models to build - engines, roller-coasters, cars
(OBJ 4310)

Amount:
400.00

Available Balance:
400.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Description:
Paper, paint and drawing supplies (OBJ 4310)

Amount:
300.00

Available Balance:
300.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Description:
2 Digital drawing tablets @ 285.00 each (OBJ
4310)

Amount:
570.00

Available Balance:
570.00

Federal 19-20 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All high school students.

Strategy/Activity

3.3 Provide high school students with a local (in-house) conference where students can gain skill and knowledge about post-secondary life in order to get them ready for college and/or careers.

Our high school students need assistance, knowledge and skills to help them prepare for their post-secondary life, college and or careers. In Promoting College and Career Readiness, the 2002 reauthorization of the Elementary and Secondary Education Act (ESEA) emphasized standards-based instruction, assessment, and accountability for all students, underscoring the nationwide mandate to prepare students for academic success. In the current economic environment, high school success has been redefined as not only ensuring that all students graduate high school but that they graduate ready for college and careers (2013).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Guest speakers (OBJ 5810)

Amount:
500.00

Available Balance:
500.00

Federal 18-19 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Breakfast and lunch for the conference for
participants (OBJ 4322)

Amount:
400.00

Available Balance:
400.00

Federal 18-19 Title I, Part A - Allocation
4000-4999: Books And Supplies

Description:
Supplies for the conference to include shirts,
incentives, and office supplies.

Federal 18-19 Title I, Part A - Allocation
4000-4999: Books And Supplies

Shirts = (OBJ 5811) = \$400.00
Supplies (OBJ 4310) = \$200.00

Amount:
600.00

Available Balance:
600.00

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.4 Provide students with enrichment assemblies throughout the school year to add background knowledge and expose them to topics that will encourage them towards career paths

According to Educational Leadership's article on "Helping Poor Kids-From One who Knows," social capital can last a lifetime. Much like entrepreneurs, students use such social capital—their understanding of a variety of cultures and social norms—to help them function in the real world. Because of their socioeconomic status, poor students usually aren't afforded this knowledge. Schools can help students build on their social capital by taking students on field trips, bringing things on to campus in the form of assemblies and speakers, exposing the students to art and music and taking the students to local colleges. (May 2013).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Specialty assemblies such as an animal trainer show. (OBJ 5810)

Amount:
1000.00

Available Balance:
1000.00

Federal 18-19 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:	
Amount:	
Available Balance:	

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Action Step 3.1 Connect the Brain training - All staff were successfully trained on how trauma and stress affect the brain. The training was important for how staff discipline and respond to our students.

Action Step 3.2 Capturing Kids' Hearts Training - In 2017, three staff members were sent to Capturing Kids' Hearts training in an effort to grow the number of staff members training to have a Capturing Kids' Hearts culture on campus.

The 2018-2019 data showed: Three students were dual enrolled at their comprehensive high school in the fall of 2018. This spring, there will be seven. We have one student fully transitioning to the comprehensive high school this spring and three completed all of their high school units and graduated in December. Two students are concurrently enrolled at the community college. In 2018-2019, the goal is for 40% of the students to lead their exit / transition IEP and for 62% to know their ITP and post-secondary goals. 100% of students have a post-secondary goal/plan and can state their plans to adults when asked.

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

Goal 3: There will be a continued focus on getting all staff members trained in Capturing Kids' Hearts and an expectation for staff to utilize the practices, as we have seen positive results schoolwide as a direct result of this training.

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

Goal 3: The goal remains the same. 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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Goal 4

To create a culture where all staff and student feel physically, socially and emotionally safe, visible and cared for and families feel connected to our campus.

Identified Need

The goal was chosen because of the fragile population we serve and the fact that many of our students suffer from anxiety, depression, school avoidance and depression. Our parents often come to our campus with the feeling of anxiety towards school as well. Our goal is to create a culture where everyone feels welcome, safe and heard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Surveys - students	culture questions to average 3.9 out of 5	culture questions to average 4.2 out of 5
Surveys - staff	culture questions to average 4.2 out of 5	culture questions to average 4.5 out of 5
Surveys - parents	culture questions to average 4.2 out of 5	culture questions to average 4.5 out of 5

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All staff, students and parents

Strategy/Activity

4.1 Provide students with Sequoia spirit wear and information on health and wellness. The spirit wear allows them to fit in and provides a sense of belonging as motivation to come to school on a more regular basis.

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).

Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and young people, use appropriate problem-solving skills, have non-aggressive behaviors, and add to positive school culture (Youth.gov.).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Shirts for students, staff and guests for wellness fair (OBJ 5811)

Amount:
800.00

Available Balance:
800.00

Federal 18-19 Title I, Part A - Homeless
5800: Professional/Consulting Services And
Operating Expenditures

Description:
Wellness fair supplies (OBJ 4310)

Amount:
300.00

Available Balance:
300.00

Federal 18-19 Title I, Part A - Allocation
4000-4999: Books And Supplies

Description:
Guest speakers and presenters for wellness fair (OBJ 5810)

Amount:
300.00

Available Balance:
300.00

Federal 18-19 Title I, Part A - Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All parents

Strategy/Activity

4.2 Provide expert presentations to parents at Parent University / PAC meetings throughout the school year.

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 to "Provide education and opportunities to enable families to be actively involved in their children's academic and school life." It goes on the recommendation 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, 20).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Expert speakers 100.00 per hour fee for 5 hour of training
(OBJ 5810)

Amount:

500.00

Available Balance:

500.00

Federal 19-20 Title I, Part A - Parent Participation

5800: Professional/Consulting Services And Operating Expenditures

Description:

Food for parent meetings/training (OBJ 4322)

Amount:

100.00

Available Balance:

100.00

Federal 19-20 Title I, Part A - Parent Participation

4000-4999: Books And Supplies

Description:

Food for parent meetings/training (OBJ 4322)

Amount:

200.00

Available Balance:

200.00

Federal 18-19 Title I, Part A - Parent Participation

4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.3 Provide students with stress toys / fidgets to help them with focus and help ease anxiety.

Using intentional fidgeting can enhance attention and academic performance in children with ADHD and in those with sensory processing difficulties. According to Sydney Zentall, Ph.D., “An activity that uses a sense other than that required for the primary task – such as listening to music while reading a social studies textbook – can enhance (primary task) performance in children with ADHD.” For example, when a child needs to look at and/or listen to the teacher, quiet tactile manipulatives or silent classroom fidgets can be effective classroom tool choices to help promote that increased focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:
Fidgets and stress toys for the classroom setting. (OBJ 4310)

Amount:
200.00

Available Balance:
200.00

Federal 18-19 Title I, Part A - Allocation
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Description:

Amount:

Available Balance:

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal for 2019-20.

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

N/A

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

This is a new goal for 2019-20.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$29,961.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Federal 18-19 Title I, Part A - Allocation	\$7,384.00
Federal 18-19 Title I, Part A - Homeless	\$800.00
Federal 18-19 Title I, Part A - Parent Participation	\$200.00
Federal 19-20 Title I, Part A - Allocation	\$20,877.00
Federal 19-20 Title I, Part A - Parent Participation	\$600.00

Subtotal of additional federal funds included for this school: \$29,861.00

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

State or Local Programs	Allocation (\$)
	\$100.00

Subtotal of state or local funds included for this school: \$100.00

Total of federal, state, and/or local funds for this school: \$29,961.00

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Federal 18-19 Title I, Part A -	8423.00	1,039.00
Federal 18-19 Title I, Part A -	300.00	100.00
Federal 19-20 Title I, Part A -	20877.00	0.00
Federal 19-20 Title I, Part A -	600.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Federal 18-19 Title I, Part A - Allocation	7,384.00
Federal 18-19 Title I, Part A - Homeless	800.00
Federal 18-19 Title I, Part A - Parent Participation	200.00
Federal 19-20 Title I, Part A - Allocation	20,877.00
Federal 19-20 Title I, Part A - Parent Participation	600.00

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	1,646.00
2000-2999: Classified Personnel Salaries	1,656.00
3000-3999: Employee Benefits	869.00
4000-4999: Books And Supplies	14,090.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating	9,200.00

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:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Catherine Nicholas	Principal
Brandy Abernethy	Classroom Teacher
Andrew Raskin	Classroom Teacher
Danae Eskildsen	Parent or Community Member
Paige Jones	Secondary Student
Chriss Prutsos	Secondary Student
James Mackay	
Rosi Goodman	Parent or Community Member

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.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Parent Advisory Council

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.

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Catherine Nicholas on

SSC Chairperson, Danae Eskildsen on