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Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Sequoia Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Sequoia Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Sequoia Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: Sequoia Elementary School
CDS Code: 1612596002174
Principal: Zetha Nobles
Date of this revision: 5/19/20

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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Zetha Nobles

Position: Principal

Address: 3730 Lincoln Avenue
Oakland, CA 94602

Telephone: 510-531-6696

Email: Zetha.Nobles@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Sequoia Elementary School

Site Number: 151

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. 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 requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/19/2022

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

Zetha Nobles

Principal

Zetha Nobles

Signature

5/25/2022

Date

Josh Cline

SSC Chairperson

Josh Cline

Signature

5/26/2022

Date

Leroy Gaines

Network Superintendent

Leroy Gaines

Signature

5/26/2022

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/26/2022

Date

2022-23 SPSA ENGAGEMENT TIMELINE**School Site:** Sequoia Elementary School**Site Number:** 151

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/14/2022	SPTO	Review Part 2 SPSA
2/14/2022	SSC	Needs assessment Review Part 2 SPSA
1/11/2022 & 2/14	ILT	Review Part 2 SPSA
	TSA	Needs assessment
2/14/2022	Staff	Review Part 2 SPSA
3/1/2022	ILT	Part 3 strategies and actions, Mtss Plan, ELL crosswalk, Enrollment plan
3/14/2022	SSC	Review part 3
3/14/2022	Staff	Review part 3
3/14/2022	spto	Review part 3
4/18/2022	STAFF	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$63,910.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$344,323.77

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$62,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$28,380.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,660.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$120,890.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$63,910.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$280,413.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$344,323.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Sequoia Elementary School

School ID: 151

School Description

It is the mission of Sequoia Elementary to provide a powerful education to all students, enabling them to effectively contribute to our democratic society. Our vision is to ensure that all students have access to our core program within the context of a heterogeneous classroom. Classes at Sequoia are balanced in terms of gender and academic achievement. We present a curriculum that addresses different levels of linguistic and cultural orientations, complexity, pace and material to all students, and a variety of enrichment programs. We are committed to fostering a positive school-wide climate to support our vision.

School Mission and Vision

Sequoia's school community believes in educating the whole child. We want our children to be able to express themselves with excellence in writing, the visual and performing arts and music. Reading, writing, math and the sciences are our pathways to achievement and to making the world a better place.

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	73%	<i>not available until Fall 2022</i>	83%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	71%	<i>not available until Fall 2022</i>	75%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	67%	<i>not available until Fall 2022</i>	76%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	14.6	n/a	<i>not available until Fall 2022</i>	20
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	48%	<i>not available until Fall 2022</i>	58%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-6	n/a	<i>not available until Fall 2022</i>	-1
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	40%
CAST (Science) at or above Standard	All Students	41%	n/a	<i>not available until Fall 2022</i>	45%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-75.9	n/a	<i>not available until Fall 2022</i>	-70.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-48.5	n/a	<i>not available until Fall 2022</i>	-38.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	28%	<i>not available until Fall 2022</i>	38%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-98.5	n/a	<i>not available until Fall 2022</i>	-90.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-66.8	n/a	<i>not available until Fall 2022</i>	-60.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	17%	4%	<i>not available until Fall 2022</i>	15%
LTEL Reclassification	Long-Term English Learners	n/a	0%	<i>not available until Fall 2022</i>	25%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	78%	88%	<i>not available until Fall 2022</i>	90%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	2%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	6%	3%	<i>not available until Fall 2022</i>	3%
Chronic Absenteeism	African American Students	11%	9%	<i>not available until Fall 2022</i>	9%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>Number of students performing above grade level increased by 25.9% from 2020-21</p>	<p>Consistent data driven PLC time: planning, analyzing student work planned within a cycle of inquiry.</p> <p>Targeted professional development tightly planned to directly support and inform current cycle of inquiry.</p> <p>Coaching: feedback around teaching practices and grade level collaboration. Grade levels plan together and stay paced within the SAME curriculum; this makes reflection more powerful and immediately applicable to practice.</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Score increase of current 5th grade cohort corresponded with smaller cohort but direct growth (not corresponding to students leaving) was apparent for African American students.</p>	<p>Consistent data driven PLC time: planning, analyzing student work.</p> <p>Collaboration between coaches and teachers re ELLS and how best to serve them</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>School-wide data showed slow but steady growth</p>	<p>Affinity were nurtured this year and administration hosted events each trimester for groups to engage</p>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Weekly PLCs focused on data. N4 PLC observation scored 3-sustaining a culture of collaboration. Data Driven Instruction part of weekly PLCs, Data Conferences held triannually, Observation and Feedback provided monthly</p>	<p>The systems and structures of collaboration around data and teaching practice have been strengthened this year with the introduction of accountability measures.</p> <ol style="list-style-type: none"> 1. Instead of documenting PLCs with agendas, notes and next steps, we have moved to a more streamlined, robust plan. Every week the PLCs revolve around essential questions and data. Those notes are housed in a shared drive and coaches and admin read and comment on the PLCs they were not part of that week. 2. Student data, both summative and formative, are kept in school wide spreadsheets. This data is monitored weekly by the instructional coaches both for compliance and to check student growth. 3. Data conferences are planned for and held 3 times a year with the teacher, coach and principal. Summative data is analyzed and an action plan is made on the spot for struggling students. 4. Both coaches and the principal observe in classrooms and provide consistent feedback to a caseload of teachers. The feedback is small, actionable and there is an expectation that it is received and acted upon.
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>Lack of Growth and overall performance on the SBAC Math portion</p>	<p>Inconsistent Implementation of Tier 1 Instruction. Lack of Alignment across classrooms.</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Focal students participated in the SBAC at lower rates than other students</p>	<p>Inconsistent supports being offered and monitoring of focal students, in particular for AA students.</p>

<i>LCAP Goal 3: Student/Family Supports</i>	Need to increase the percentatge of participation for all families at Sequoia, focusing in on including AA families, Latino and Families from Arabic speaking households	Lack of tranlation services and outreach to families
<i>LCAP Goal 4: Staff Supports</i>	Need to nurture culture for regularly using data to monitor and drive assessments/growth in wriiting	Have yet to completely develop a sense of true ownership of student outcomes

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Students have equitable access to funding. For students with greater need, resources are being adjusted to fill the gap.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Sequoia Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Sequoia has had a difficult time being understaffed during this full in person back to school year during the pandemic. We have been fortunate to have hired a new .6 TSA, but we retired a different .6 TSA. We also hired a highly qualified STIP teacher. Intervention has been very challenging with so many absences. The TSA and STIP staff are covering classes daily.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

The strategies and actions are fine when they can be implemented. We will attempt the same plan for 2022-23.

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

We will continue to implement the same plan for 2022-23

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Not applicable; this school did not receive Title I funds in 2021-22.	N/A	N/A	N/A	N/A

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Sequoia Elementary School

School ID: 151

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority: Social Emotional Learning

School Theory of Change:

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related Goal: Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers implement Caring School Community curriculum on a daily basis through morning and closing check-in meetings. Teachers implement research-based mindfulness curriculum on a daily basis to supplement adopted SEL curriculum and meet diverse social/emotional needs of students.	Site Leadership and PBIS Team observe and PBIS Team strengthen staff knowledge of SEL standards, instructional strategies to meet them, and instructional tools to utilize in order to meet the social/emotional needs of all students.	- Morning/Closing circle - Formation of positive classroom community and identity		Tier 1

1-2	<p>Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.</p>	<p>Site Leadership and PBIS team will allocate time for strategic teacher-parent engagement and ensure a minimum of two family engagement workshops focused on parenting and SEL competencies particularly as they affect student academic success.</p>	<ul style="list-style-type: none"> - Culturally relevant curriculum that reflects the identities of our students - Teaching of SEL curriculum, including but not limited to Caring School Communities, Toolbox, Second Step, etc. 	<p>Need to nurture culture for regularly using data to monitor and drive assessments/growth in writing</p>	Tier 1
1-3	<p>Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will also create a system of engagement to support homeless families and our foster youth, through mental health services, connecting with our extensive network of families who have businesses and county and state connections.</p>	<p>Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<ul style="list-style-type: none"> - Parent/teacher conferences - Virtual home visits - Check-in emails and phone calls 		Tier 1

1-4	Teachers engage families in transitioning of students from Pre-K to TK or Kindergarten using Pre-K, TK, Kinderviews to assess students and engage parents.	Principal and Leadership Team allocates time for strategic teacher-parent engagement specifically for transition for 5th to 6th and Pre-K to TK or Kindergarten, and ensures a minimum of two family engagement workshops specifically.	Kindergarten teachers host "playdates" in the spring to get to know incoming students and balance classes. Teachers meet with parents and set up activities to understand social and academic skills of incoming students.		
1-5	EBAC Healthy Start School program will create a system of transition between school systems and afterschool program for EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities focusing on Social and Emotional supports.	Principal and Leadership team will meet monthly focusing on the students in our subgroups: EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Afterschool staff will be trained in all structures supporting social and emotional learning: ToolBox, RJ, Caring School Communities, 4 Core Values.	Teachers and EBAC Healthy start staff will meet on teacher PD days to collaborate and norm on social emotional learning programs. Teachers and EBAC Healthy start staff will also meet about shared students to create a bridge between Healthy Start and the Sequoia school day.		Tier 2
1-6	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans	<ul style="list-style-type: none"> - Community-building activities appropriate for each grade level - Mindfulness, brain breaks - Social skills 		Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority: Math Instructional Practices

School Theory of Change:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	<p>Teachers differentiate instruction in the following ways for the following student-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement</p>	<p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>-Small group instruction schedules are designed for differentiated instruction groups -Time is designated for small group instruction</p>	<p>Lack of Growth and overall performance on the SBAC Math portion</p>	<p>Tier 1</p>
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2-2	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	-PLC time is included in weekly schedules to ensure for collaboration	Lack of Growth and overall performance on the SBAC Math portion	Tier 1
2-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers attend differentiated professional development based on need or identified area of professional growth.	Lack of Growth and overall performance on the SBAC Math portion	Tier 1
2-4	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	-Teachers have informal assessments during lessons as well as exit tickets and summative assessments throughout units	Lack of Growth and overall performance on the SBAC Math portion	Tier 1
2-5	Focused PD for teachers on meeting the differentiated needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	Principal and Leadership team will develop a cycle of instruction and PD around meeting the specific intervention needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	-District and school run PDs	Lack of Growth and overall performance on the SBAC Math portion	Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority: Balanced Literacy

School Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	We are progress monitoring via assessments in the EL program, iReady diagnostic, SiPPS, DIBELS, and exit tickets.		Tier 1

3-2	<p>Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals and instructor will accelerate their learning using specific strategies developed from GATE curriculum); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give increased extended learning opportunities), based on evidence, regardless of current level of achievement</p>	<p>Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Teachers designate focal groups of students with special needs in different curricular areas Use of high-level text and academic vocabulary/ word study to supplement curriculum</p>	<p>Need to nurture culture for regularly using data to monitor and drive assessments/growth in writing</p>	<p>Tier 2</p>
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3-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers attend differentiated professional development based on need or identified area of professional growth.	Need to nurture culture for regularly using data to monitor and drive assessments/growth in writing	Tier 1
3-4	Teachers lead data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Instructors in grades 3-5 will additionally focus on SBAC data, to determine next steps in core language arts instruction. Instructional strategies will focus on those students who are both behind and those students who are advanced.	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. For grades 3-5 an additional focus will be on SBAC Reading and Writing data to analyze, set goals, and determine next steps for students who are behind and those who need additional acceleration supports.	Teachers will have an additional prep time/enrichment so they can meet in grade level teams during the school day to plan and review cycles of inquiry.	Need to nurture culture for regularly using data to monitor and drive assessments/growth in writing	Tier 1

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING					
School Priority:	All staff are high quality, providing optimal instruction to our students				
School Theory of Change:	If teachers utilize protocols for collaboration, we will strengthen our ability to analyze student work and improve instruction.				
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Build constructive relationships and social-emotional safety through culturally responsive practices and a focus on equity.	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	Weekly PD with focuses on social-emotional safety, culturally responsive practices, and equity. Meeting in a variety of whole-group, grade level, and Vertical Houses (cross-grade levels).	Need to nurture culture for regularly using data to monitor and drive assessments/growth in writing	Tier 1
4-2	Teach shared and consistent positive expectations and norms across contexts and use restorative practices to respond to conflict.	Coaching-- Model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL.	5:1 positive feedback vs. corrections		Tier 1
4-3	Teach and reinforce relevant SEL competencies that build academic skills	Leading Teams-- Practice and lead collaborative inquiry to build a culture of public learning and improve learning for students from underserved groups.	Trainings led by PBIS team. Coach-led trainings on an SEL curriculum that is decided on by the staff such as Caring School Community or Toolbox. Evidence of this teaching posted on classroom schedules and student work displayed. Students able to demonstrate the relevant vocabulary and expectations. SEL related signage posted around the school.	Need to nurture culture for regularly using data to monitor and drive assessments/growth in writing	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Indicators Black students thriving
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School Theory of Change:		<p>If we cultivate awareness of our selves through self inquiry and exploration of our own identities, and allow ourselves to witness unconscious bias and examine our own thinking, we can move past self-judgment, catch our unexamined thoughts as they emerge from our unconscious mind. If we create cultures of inclusion, identity-safe learning communities and provide mirrors for students to see their strengths, affirm their thinking, and validate their brilliance, they will rise to meet our expectations. If we see them as capable and competent, we can help them cultivate their genius. If teachers provide mathematics instruction that includes culturally sustaining strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives then Black students will have a positive math identity, and become the owners of mathematics.</p> <p>If teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students, then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.</p>			
Related Goals:		<p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.</p>			
Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers progress monitor the learning of AA students towards meeting the learning target to ensure that AA students are engaging with the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development for staff related to anti-racism and implicit bias and explicit instruction on high leverage teaching strategies.	Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments	Focal students participated in the SBAC at lower rates than other students	Tier 1

5-2	IP1.2 Equity Practices: Teachers will evaluate their internal bias and how it contributes to disproportionality in their classroom settings. Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	Task of focal AA students for greater engagement in school Informal or Formal Learning Walk Data PD	Need to increase the percentage of participation for all families at Sequoia, focusing in on including AA families, Latino and Families from Arabic speaking households	Tier 1
5-3	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration. Recognizing that Identity and learning are intricately related. A racial identity solidly grounded in a sense of one's own intelligence and integrity results in greater engagement in school, better academic performance, and ethical leadership. Educators hold enormous power to mirror students' strengths and foster their achievements.	Greater engagement in school, better academic performance, and ethical leadership. educators mirror students' strengths and foster their achievements.	Need to nurture culture for regularly using data to monitor and drive assessments/growth in writing	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	ELL Reclassification
School Theory of Change:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:		English Language Learners			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation. ILT Professional Development planning, PLC and PD time, aligning resources for outside trainers as needed	whole group instruction with visuals and sentence frames, turn and talk, anchor charts, differentiated reading library, multicultural resources,	Lack of Growth and overall performance on the SBAC Math portion	Tier 1
6-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Small group, hetero/homogenous small group instruction, instructional intervention supports with paraeducators/support staff/etc,	Focal students participated in the SBAC at lower rates than other students	Tier 2
6-3	Teachers will be trained in GLAD and EL strategies to support any potential Newcomers. ELD Coach will be giving PD to instructional staff on newcomer supports. To enable screen reader support, press Ctrl+Alt+Z To learn about keyboard shortcuts, press Ctrl+slash	Principal, Leadership Team, and ELD Coach will develop instructional support and family outreach structures to work with our EL families and specifically our newcomer families.	weekly newsletters, building positive rapport with families, check-ins with parents on student success/challenges		Tier 3

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 151

School: Sequoia Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$37,285	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8086	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	EBAC Healthy Start School program will create a system of transition between school systems and afterschool program for EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities focusing on Social and Emotional supports.	151-1
10-Month Teacher on Special Assignment (TSA)	\$70,658	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8703	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	151-2
10-Month Teacher on Special Assignment (TSA)	\$78,702	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8087	10-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers differentiate instruction in the following ways for the following student-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement	151-3
Certificated Teacher's Salaries	\$84,694	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8850	Facilitator Manhood Development Program	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction in the following ways for the following student-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement	151-4
Contracts	\$30,112	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build constructive relationships and social-emotional safety through culturally responsive practices and a focus on equity.	151-5
Copier Maintenance	\$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will also create a system of engagement to support homeless families and our foster youth, through mental health services, connecting with our extensive network of families who have businesses and county and state connections.	151-6
postage	\$200	General Purpose Discretionary	5910	Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	151-7

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 151

School: Sequoia Elementary School

Substitute Teacher Incentive Plan (STIP) Teacher	\$73,541	One-Time COVID Funding	1105	Certificated Teachers' Salaries	9070	STIP Teacher	0.80	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers differentiate instruction in the following ways for the following student-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement	151-8
Substitute Teacher Incentive Plan (STIP) Teacher	\$10,172	LCFF Supplemental	1105	Certificated Teachers' Salaries	4876	STIP Teacher	0.15	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction in the following ways for the following student-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement	151-9
Substitute Teacher Incentive Plan (STIP) Teacher	\$62,510	Title I: Basic	1105	Certificated Teachers' Salaries	4876	STIP Teacher	0.85	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Focused PD for teachers on meeting the differentiated needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	151-10
Supplies	\$1,119	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers differentiate instruction in the following ways for the following student-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement	151-11
Supplies	\$14,440	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers differentiate instruction in the following ways for the following student-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement	151-12
technology subscription	\$10,000	General Purpose Discretionary	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will also create a system of engagement to support homeless families and our foster youth, through mental health services, connecting with our extensive network of families who have businesses and county and state connections.	151-13

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 151

School: Sequoia Elementary School

Unallocated	\$1,660	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	na	na	151-14
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	na	na	151-15



Strategic Resource Planning (SRP)

Sequoia ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Lynell
Vice Chairperson:	Josh Cline
Secretary:	Cristin VanderPlas and Dan Bellino (backup)

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Zetha Nobles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Jessica O'Toole	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Karen Loeser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Candace Inclan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Courtney Pauley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Lynell Lacey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Josh Cline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Cristin VanderPlas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Dan Bellino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Robert Jordan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	2nd Monday of the month 5pm-6pm
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SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members