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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Sequoia Elementary School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 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)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Sequoia Elementary School



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Sequoia Elementary School  
**CDS Code:** 1612596002174  
**Principal:** LéJon Payne  
**Date of this revision:** 3/25/20

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:

<b>Contact:</b> LéJon Payne	<b>Position:</b> Principal
<b>Address:</b> 3730 Lincoln Avenue Oakland, CA 94602	<b>Telephone:</b> 510-531-6696 <b>Email:</b> lejon.payne@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 3/25/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Sequoia Elementary School      **Site Number:** 151

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program           | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement      | <input type="checkbox"/> 21st Century Community Learning Centers          |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>  |

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 § 6500.
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:** 3/25/2024

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

- Flyers in students' home languages     
  Announcement at a public meeting     
  Other (notices, ParentSquare blasts, etc.)

**Signatures:**

LéJon Payne <hr style="border: 0.5px solid black;"/> <i>Principal</i>	 <hr style="border: 0.5px solid black;"/> Signature	5/13/2024 <hr style="border: 0.5px solid black;"/> Date
Josh Cline <hr style="border: 0.5px solid black;"/> <i>SSC Chairperson</i>	 <hr style="border: 0.5px solid black;"/> Signature	Benjamin Davis 8/15/2024 President, Board of Education <hr style="border: 0.5px solid black;"/> Date
Leroy Gaines <hr style="border: 0.5px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0.5px solid black;"/> Signature	Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education <hr style="border: 0.5px solid black;"/> Date
Lisa Spielman <hr style="border: 0.5px solid black;"/>	 <hr style="border: 0.5px solid black;"/>	5/13/24 <hr style="border: 0.5px solid black;"/> Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/21/24	SPTO	Review Part 2 SPSA
1/29/24 and 2/26/24	SSC	Needs assessment Review Part 2 SPSA
2/7/2024	ILT	Review Part 2 SPSA
ongoing	TSA	Needs assessment
2/12/2024	Staff	Review Part 2 SPSA
2/26/2024	SSC	Review part 3
3/18/2024	Staff	Review part 3
3/20/2024	SPTO	Review part 3
4/10/2024	ILT	Part 3 strategies and actions, Mtss Plan, ELL crosswalk, Enrollment plan
4/22/2024	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.

### **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,190.00
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	\$411,444.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$67,320	LCFF Discretionary (General Purpose Discretionary #0000)	\$21,950
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,870	LCFF Supplemental (LCFF Supplemental #0002)	\$125,550
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$62,271
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$69,190</b>		<b>\$342,254</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$411,444.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Sequoia Elementary School</b>		<b>School ID: 151</b>
<b>CDS Code: 1612596002174</b>	<b>SSC Approval Date: 3/25/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, English Learners

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

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

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
47.9%	9.1%	27.8%	0.7%	30.5%	12.0%	39.6%	11.4%	0.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.7%	17.2%	8.5%	1.6%	0.2%	0.0%	37.2%	0.7%	94.0%

<b>1B: GOALS &amp; IDENTIFIED NEEDS</b>					
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>					
<b>School Goal:</b>	We will maintain our focus on Math and maintain our Distance from Standard on SBAC at 49%.				
<b>Identified School Need:</b>	Small group support and interventions needed to meet school goal.				
<b>Early Literacy Measures &amp; Targets</b>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	25.0%	not available until fall 2024	not available until fall 2025	35.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	59.7%	not available until fall 2024	not available until fall 2025	70.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	73.1%	not available until fall 2024	not available until fall 2025	83.0%
<b>English Language Arts Measures &amp; Targets</b>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	45.1	not available until fall 2024	not available until fall 2025	55.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.0%	not available until fall 2024	not available until fall 2025	61.0%
<b>Mathematics/Science Measures &amp; Targets</b>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	12.9	not available until fall 2024	not available until fall 2025	22.9
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	43.9%	not available until fall 2024	not available until fall 2025	53.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	56.9%	not available until fall 2024	not available until fall 2025	67.0%

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

**School Goal:** We will aim to decrease our baseline target for focal groups by at least 5 points.

**Identified School Need:** Small group support and interventions with supplemental supplies needed to meet school goal

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-47.2	not available until fall 2024	not available until fall 2025	-37.0%
SBAC ELA Distance from Standard Met	African American Students	-29.9	not available until fall 2024	not available until fall 2025	-19.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	34.1%	not available until fall 2024	not available until fall 2025	44.0%
SBAC Math Distance from Standard Met	Special Education Students	-67.8	not available until fall 2024	not available until fall 2025	-57.0%
SBAC Math Distance from Standard Met	African American Students	-36.2	not available until fall 2024	not available until fall 2025	-26.2

**Reclassification Measures & Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	22.6%	not available until fall 2024	not available until fall 2025	33.0%
LTEL Reclassification	Long-Term English Learners	100.0%	not available until fall 2024	not available until fall 2025	100.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal:</b>	By Spring 2025 90% of 5th grade students will answer “yes” to CHKS questions like “I feel close to people at this school” or “I am happy to be at this school.” Additionally, we will work with families to decrease our chronic absenteeism.				
<b>Identified School Need:</b>	Work with leadership team and 5th grade teachers to support 5th grade students and families.				
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
Student Connectedness to School	All Students	78.4%	not available until fall 2024	not available until fall 2025	88.0%
Out-of-School Suspensions	All Students	3.0%	not available until fall 2024	not available until fall 2025	13.0%
Out-of-School Suspensions	African American Students	13.3%	not available until fall 2024	not available until fall 2025	23.0%
Out-of-School Suspensions	Special Education Students	18.8%	not available until fall 2024	not available until fall 2025	28.0%
Chronic Absenteeism	All Students	51.6%	not available until fall 2024	not available until fall 2025	61.0%
Chronic Absenteeism	African American Students	53.7%	not available until fall 2024	not available until fall 2025	63.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.</b>					
<b>School Goal:</b>	We will aim to recruit and retain a highly diverse staff.				
<b>Identified School Need:</b>	Sequoia will develop a hiring committee to recruit and hire diverse and experienced teachers.				
<b>Measure</b>	<b>Target Staff Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
One-Year School Teacher Retention Rate	All Teachers	86.8%	not available until fall 2024	not available until fall 2025	96.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1: All students graduate college, career, and community ready.</i>	We will maintain our focus on Math and maintain our Distance from Standard on SBAC at 49%.	<p>Sequoia increased the percentage of students in ELA at Standard Met or Exceeded by 4.8% on SBAC ELA from 2021-2022 to 2022-2023.</p> <p>Sequoia increased the percentage of students in Math at Standard Met or Exceeded by 0.6% on SBAC Math from 2021-2022 to 2022-2023.</p>
<i>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</i>	We will aim to decrease our baseline target for focal groups by at least 5 points.	<p>Sequoia increased the percentage of students in SBAC ELA at Standard Met or Exceeded by the following percentage for the following focal student groups from 2021-2022 to 2022-2023:</p> <ul style="list-style-type: none"> <li>- African American, increase of 9.5%</li> <li>- Latino, increase of 7.7%</li> <li>- SPED, increase by 11.5%</li> </ul> <p>Sequoia increased the percentage of students in SBAC Math at Standard Met or Exceeded by the following percentage for the following focal student groups from 2021-2022 to 2022-2023:</p> <ul style="list-style-type: none"> <li>- African American, increase of 6.4%</li> <li>- Latino, decrease of 11.9%</li> <li>- SPED, decrease by 18.8%</li> </ul>
<i>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</i>	By Spring 2025 90% of 5th grade students will answer “yes” to CHKS questions like “I feel close to people at this school” or “I am happy to be at this school.” Additionally, we will work with families to decrease our chronic absenteeism.	Sequoia has hosted celebration and community events to help our students (and families) feel connected to our school. Monthly we host Sequoia Sings concerts, Student of the Month celebrations, and Birthday celebrations. We also hold bi-annual field days that involve the entire school community - students, teachers, staff, and families. We also have community movie nights, BBQs, and literacy/math events.

<i>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</i>	We will aim to recruit and retain a highly diverse staff.	Hiring Freeze, Finding candidates with experience, HR timeline
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1: All students graduate college, career, and community ready.</i>	We will maintain our focus on Math and maintain our Distance from Standard on SBAC at 49%.	Lack of Growth and overall performance on the SBAC Math portion
<i>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</i>	We will aim to decrease our baseline target for focal groups by at least 5 points.	Focal students participated in the SBAC at lower rates than other students
<i>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</i>	By Spring 2025 90% of 5th grade students will answer "yes" to CHKS questions like "I feel close to people at this school" or "I am happy to be at this school." Additionally, we will work with families to decrease our chronic absenteeism.	Need to further develop a sense of belonging for <i>all</i> families through different strategies including parent workshops.
<i>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</i>	We will aim to recruit and retain a highly diverse staff.	Need to nurture culture for regularly using data to monitor and drive instruction

<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	English Learners	52.7%	not available until fall 2024	not available until fall 2025	0.9%

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Sequoia Elementary School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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 is working to strengthen the community and SPSA goals and strategies. We have increased support to students in an effort to reach our goals. We have provided two TSAs that support the entire school. Two STIP Subs that support the entire school to improve our Literacy and Science outcomes. We have a full-time UE coach who collaborates with stakeholders and classroom teachers to provide Social Emotional Lessons and support. We focus on our core values and give students strategies to demonstrate respect, responsibility, compassion, and honesty. In Literacy, the staff has embraced the second year of EL curriculum implementation, SIPPS curriculum and Letter Identification providing intervention to students below grade level. In math, the staff has been working diligently to learn and implement the new Eureka Math2 curriculum, in addition to providing necessary small group interventions to support students who are below grade level.

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

We have an enrichment schedule that allows teachers additional collaboration & PLC time to support instruction. We have hired literacy and math tutors to support our intervention efforts. This has helped us to provide additional support to the students that need it the most.

**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 2023-2024.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working? Why? What is not working? Why not?</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Parent Workshops	i-Ready Reading at or above Mid-Grade	-Literacy Workshop - Math Workshops - Science/STEM Workshops	Literacy and Math Family nights were a success and both were well attended. Based on leadership observation, publicizing the events in advance and often helped to increase attendance. The events did not reach all families that could have used the support.	We plan to continue these events next year. We will increase direct outreach to families that can benefit from these events. We will look to add additional translation services to these events.

Translation ET/OT	Student Connectedness to School	Translation services for SSC meetings and Parent Teacher Conferences	Based on Principal observation, there was increased participation of Spanish speaking caregivers at parent engagements. Translation services did not reach all families that could have been supported.	Continue Spanish translation services and look to see if we need to add additional languages. Look to add translation services to other school events such as Spotlight Student of the Month celebrations.
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<p>10-Month Classroom Teacher on SPecial Assignment (TSA)</p>	<p>i-Ready Math at or above Mid-Grade</p>	<p>TSA's provided teacher coaching, PLC professional development, small group instruction, support to the entire community, student support, conflict mediation, organize and coordinate tutors/small group instruction, organize COST team and family meetings, English Language Learner support, coordinate and organize training for staff and tutors, organize and participate in central training and development to train onsite staff, coordinate and implement standardized testing and ongoing assessments, provide curriculum support and implementation, model lessons for teachers, teacher training/coaching/mentoring and support, organize technology, schedules, supervision, and safety. Develop partnerships with outside organizations to provide school-wide support. Help with de-escalation of students with special needs.</p>	<p>The TSA's provide significant support to the staff at Sequoia. 70% of our students have already demonstrated growth this year. TSA's will be coaching specific teachers and providing ongoing support to focal groups. TSA's will track focal groups and provide support and coaching. All objectives are being met: TSA's provided teacher coaching, PLC professional development, small group instruction, support to the entire community, student support, conflict mediation, organize and coordinate tutors/small group instruction, organize COST team and family meetings, English Language Learner support, coordinate and organize training for staff and tutors, organize and participate in central training and development to train onsite staff, coordinate and implement standardized testing and ongoing assessments, provide curriculum support and implementation, model lessons for teachers, teacher training/coaching/mentoring and support, organize technology, schedules, supervision, and safety. Develop partnerships with outside organizations to provide school-wide support. Help with de-escalation of students with special needs.</p>	<p>We will continue with data reviews, increased interventions, and small-group support. We will have TSA's provide additional coaching modeling and organize professional development to help teachers make significant gains.</p>
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Early Literacy Tutor	Reading Inventory (RI) Multiple Years Below Grade Level	Funds used to staff intervention and consistent literacy support to students multiple years below grade level in reading.	The Sequoia Early Literacy Tutor provides intervention instruction using the SIPPS curriculum. Small groups are pulled 4-5 days a week to support developing readers in kindergarten - third grades. Students have been effectively developing their literacy skills based on their SIPPS mastery tests and anecdotal data.	We plan to continue this position and support next year.
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

<b>School:</b>	Sequoia Elementary School	<b>SCHOOL ID:</b>	151
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**3: SCHOOL STRATEGIES & ACTIONS** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	<p>We will maintain our focus on Math and maintain our Distance from Standard on SBAC at 49%.</p> <p>KJ school goal: Teachers develop a deep understanding of mathematical instructional practices, common core math standards (CCMS), differentiated instruction and academic discussion to support students in developing the prerequisite skills necessary for conceptual understanding of CCMS.</p>
<b>Identified Need:</b>	<p>Small group support and interventions needed to meet school goal.</p> <p>KJ identified need: Increase the number (percentage) of proficient students on formative and summative assessments (Eureka Math2 curriculum embedded assessments, iReady Diagnostic Assessment, SBAC).</p>

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers differentiate instruction in the following ways for the following student sub-groups: All low performing (students will be pulled into small groups during a specific designated time); ELL 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); 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 regularly to assess goal attainment and to 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	All Students	Academic	Tier 1 - Universal

1-2	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	All Students	Academic	Tier 1 - Universal
1-4	Teachers use data-informed cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	All Students	Academic	Tier 1 - Universal

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

**School Goal:** We will aim to decrease our baseline target for focal groups by at least 5 points.

**Identified Need:** Small group support and interventions needed to meet school goal.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	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.	African American Students	Academic	Tier 1 - Universal
2-2	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	African American Students	Academic	Tier 1 - Universal
2-3	All classroom teachers will provide D-ELD, targeted support and differentiation for accelerating English Language Learners.	English Learner Students	Academic	Tier 1 - Universal
2-4	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	English Learner Students	Academic	Tier 1 - Universal

2-5	Sequoia will hold welcome meetings with newcomer families to orient families and connect them with community resources as needed.	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

**School Goal:** By Spring 2025 90% of 5th grade students will answer “yes” to CHKS questions like “I feel close to people at this school” or “I am happy to be at this school.” Additionally, we will work with families to decrease our chronic absenteeism.

**Identified Need:** Work with leadership team and 5th grade teachers to support 5th grade students and families.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Staff will foster a positive school culture and enhance student success through comprehensive initiatives, including Professional Development for staff and teachers on school-wide SEL expectations, implementing a curriculum that explicitly teaches Social-Emotional Learning (SEL) competencies, and offering ongoing family engagement opportunities tailored to diverse student populations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Implement a multifaceted approach including regular communication channels, culturally sensitive outreach programs, and comprehensive safety protocols to ensure all families, specifically 5th grade families feel welcomed, safe, and healthy at school. This involves hosting orientation sessions for new families, establishing a designated point of contact for family inquiries and concerns, organizing events that celebrate diversity and promote community cohesion, and regularly assessing and updating safety measures to address any potential risks or concerns. Additionally, providing resources and support for families to address health-related needs and concerns contributes to a holistic approach to ensuring the well-being of all members of the school community.	All Students	SEL / Mental Health	Tier 1 - Universal

3-3	Create specific opportunities to foster a sense of inclusion, security, and well-being that supports student success and community engagement for African American families.	African American Students	SEL / Mental Health	Tier 1 - Universal
3-4	Create specific opportunities to foster a sense of inclusion, security, and well-being that supports student success and community engagement for African American families.	Latino/a Students	SEL / Mental Health	Tier 1 - Universal

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

<b>School Goal:</b>	To recruit and retain high quality staff members providing optimal instruction and support to students.
<b>Identified Need:</b>	Sequoia will develop a hiring committee to recruit and hire diverse and experienced teachers.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Foster an inclusive workplace culture where diverse perspectives are valued and respected. Uphold policies that promote diversity, equity, and inclusion throughout the school-site.	All Students	Academic	Tier 1 - Universal
4-2	Create coaching opportunities for newly hired diverse teachers to support their integration into the school community. Pair them with experienced staff members who can provide guidance and support tailored to their needs.	All Students	Academic	Tier 1 - Universal
4-3	Explore partnerships with local educational institutions with diverse student populations. Attend job fairs and events specifically targeting underrepresented groups in education who are passionate about Oakland and diversity.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	Provide comprehensive professional development opportunities for new teaching staff members, ensuring their seamless integration into the Sequoia's culture and equipping them with the pedagogical skills and knowledge necessary to deliver high-quality instruction and support to students.	All Students	Academic	Tier 1 - Universal

<b>CONDITIONS FOR BLACK STUDENTS</b>		<i>Instructions &amp; resources</i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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.	African American	Academic	Tier 1 - Universal
5-2	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	African American	Academic	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>Stages of ELD Implementation Self-Assessment</i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	All classroom teachers will provide D-ELD, targeted support and differentiation for accelerating English Language Learners.	English Learner Students	Academic	Tier 1 - Universal
6-2	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	English Learner Students	Academic	Tier 1 - Universal
6-3	Sequoia will hold welcome meetings with newcomer families to orient families and connect them with community resources as needed.	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$3,500	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction in the following ways for the following student sub-groups: All low performing (students will be pulled into small groups during a specific designated time); ELL 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); 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 regularly to assess goal attainment and to 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	151-1
5846 - Licensing Agreements	\$6,010	LCFF Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	151-2
4310 - Materials and Supplies	\$12,440	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	151-3

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$13,604	LCFF Supplemental	1105	Certificated Teachers' Salaries	9070	STIP Teacher	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Math at or above Mid-Grade	Teachers differentiate instruction in the following ways for the following student sub-groups: All low performing (students will be pulled into small groups during a specific designated time); ELL 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); 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 regularly to assess goal attainment and to 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
TSA Classroom 10Mos	\$111,946	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8087	10-Month Classroom Teacher on Special Assignment (TSA)	0.65	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Math at or above Mid-Grade	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	151-5
4310 - Materials and Supplies	\$2,500	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	151-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$4,541	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9070	STIP Teacher	0.05	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 sub-groups: All low performing (students will be pulled into small groups during a specific designated time); ELL 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); 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 regularly to assess goal attainment and to 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	151-7
TSA Classroom 10Mos	\$60,279	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	8087	10-Month Classroom Teacher on Special Assignment (TSA)	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	151-8
5825 - Consultants	\$1,870	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	151-9

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Growth of One Year or More	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	151-10
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Staff will foster a positive school culture and enhance student success through comprehensive initiatives, including Professional Development for staff and teachers on school-wide SEL expectations, implementing a curriculum that explicitly teaches Social-Emotional Learning (SEL) competencies, and offering ongoing family engagement opportunities tailored to diverse student populations.	151-11
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	151-12
4310 - Materials and Supplies	\$4,920	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for students from Black, Brown and marginalized communities.	151-13

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$57,351	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.45	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Staff will foster a positive school culture and enhance student success through comprehensive initiatives, including Professional Development for staff and teachers on school-wide SEL expectations, implementing a curriculum that explicitly teaches Social-Emotional Learning (SEL) competencies, and offering ongoing family engagement opportunities tailored to diverse student populations.	151-14
Teacher STIP	\$27,249	PTA/PTO Donations	1105	Certificated Teachers' Salaries	9070	STIP Teacher	0.3	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Implement a multifaceted approach including regular communication channels, culturally sensitive outreach programs, and comprehensive safety protocols to ensure all families, specifically 5th grade families feel welcomed, safe, and healthy at school. This involves hosting orientation sessions for new families, establishing a designated point of contact for family inquiries and concerns, organizing events that celebrate diversity and promote community cohesion, and regularly assessing and updating safety measures to address any potential risks or concerns. Additionally, providing resources and support for families to address health-related needs and concerns contributes to a holistic approach to ensuring the well-being of all members of the school community.	151-15

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$35,721	Measure G, Library Support	2205	Classified Support Salaries	9688	Library Technician	0.5	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 sub-groups: All low performing (students will be pulled into small groups during a specific designated time); ELL 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); 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 regularly to assess goal attainment and to 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	151-16



## **Title I, Part A School Parent and Family Engagement Policy**

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

### **Sequoia Elementary School**

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding monthly school site council virtual meetings where data, standards and assessments are discussed.
- Parent teacher conferences in the fall and spring and upon request.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Parent letters from school administration and classroom teachers
- Parent meetings including: Coffee with the principal, School Site Council and Site English Language Learner meetings.

#### **OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers**

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's

participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- Holding monthly School Site Council Meetings, posting flyers and meeting agendas, sending ParentSquare messages to inform families of SSC meetings.

The school communicates to families about the school's Title I, Part A programs by:

- Holding monthly School Site Council Meetings, posting flyers and meeting agendas, sending ParentSquare messages to inform families of SSC meetings
- Insert practice here.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Inviting Teachers on Special Assignment (TSAs) to school-wide meetings to review reading and math data, reviewing curriculum and grade level expectations during SSC and parent meetings held monthly.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Parent Square messages in the student's home language, flyers posted on Sequoia's website and social media accounts.

### **OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program**

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Posting volunteer information includes contact information for the EdFund that outlines clearance for volunteers
- Teacher communication for volunteer opportunities such as participating in the classroom, supporting with playground supervision, and assisting with academic activities.

### **OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home**

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Sharing materials and distributing websites to support their child's learning

- Providing concrete strategies in Academic Parent Teacher Team Meetings that families can use at home to support their children academically

### **OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Ongoing communication through Parent Square, phone calls and parent newsletters
- Report card conferences
- Supporting participation in committees like SSC, SELLS.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

Holding a variety of meetings throughout the year at various times both in person and over zoom. Meetings include but are not limited to:

- Back to school event
- Title 1 meeting
- 1 to 1 conferences to discuss report cards twice a year
- Parents may call a conference any time you find a need to communicate with your child's teacher.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Sending Parent Square messages for upcoming School Site Council meetings
- Posting Agendas on social media accounts and ParentSquare

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translation for parents with limited English Proficiency

- Holding meetings for parent involvement including: Coffee with the Principal, School Site Council, SELL

The school provides support for parent and family engagement activities requested by parents by:

- Coordinating with district offices to provide engagement activities, coordinating events with parents and school partners.

**OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources**

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Encouraging families to volunteer at Sequoia.
- Sequoia will reach out to families through Parent Square, and text messages to encourage participation in community and school-wide events

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

**ADOPTION**

This policy was jointly developed and adopted by the Sequoia Elementary School on August 30, 2023, and will be in effect for the period August 7, 2023 through May 24, 2023.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Dr. Lejon Payne	<i>Dr. Lejon Payne</i>	9/5/23
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

Please link the [School-Parent Compact](#) to this document.



# Sequoia Elementary School

## School-Parent Compact

**2023-24**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2023-24 school year.*

### **SCHOOL RESPONSIBILITIES**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
  - Standards-based instruction across all content areas. This includes whole class and small group instruction across literacy, math, and science
  - Professional Learning Communities
  - Professional development
  - Targeted small group instruction
  - Strategic English Language Development
  
- 2) Hold caregiver-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Sequoia is committed to communicating with families consistently.
  - We will communicate with families through Parent Square, email, and telephone when needed.
  - There will be a total of two site wide caregiver teacher conference schedules over the first and second trimesters. Conferences will be the week of October 2 and March 11.

- 3) Provide parents with frequent reports on their children’s progress and assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Report Cards will be sent home at the end of each trimester.
  - Teachers will communicate student progress through Parent Square and phone calls.
  
- 4) Provide parents reasonable access to staff.
  - Sequoia is committed to conducting parent 1:1 meetings, and report card conferences, opportunities to schedule meetings with staff, and the principal. Families are encouraged to email the principal and/or use the school number and/or leave a message. Families are also encouraged to continue to message their teacher through Parent Square. Specifically, staff will be available for consultation with parents as follows: During the parent-teacher conferences in fall and spring and as necessary on an individual basis.
  
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
  - Parents are welcome to volunteer in the classroom by prior arrangement with the teacher. We also welcome volunteers at lunch and recess. Parents and family members will be able to come to the school site and work directly with their children’s teacher on a voluntary basis through the Oakland Ed Fund.
  - Parents can work with the Parent Teacher Organization (SPTO) to schedule opportunities to volunteer.
  - Principal’s Coffee: Principal reports on school-wide functions in an open forum for parents.
  - SELL: Parents and staff collaborate to improve reclassification rates for our English Learners
  - School Site Council: Parents and Teachers working to improve overall school operations.
  
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - Classroom teachers, special education teachers, and teachers on special assignment will provide strategies and resources to families in order to build their learning support at home.

- Parent workshops on ways to support your student at home will be provided by the School Site Council (SSC).
  - Sequoia will provide access to information, resources, and training to support scholars provided by OUSD.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
- Classroom teachers, special education teachers, and teachers on special assignment will provide strategies and resources to families in order to build their learning supports at home.
  - Parent workshops on ways to support your student at home will be provided by the School Site Council (SSC).
  - Sequoia will provide access to information, resources, and training to support scholars provided by OUSD.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- Sequoia utilizes the Parent Square app, which translates the message to the student’s home language.

## **PARENT RESPONSIBILITIES**

As a parent, I will support my child’s learning in the following ways:

- Volunteer in my child’s classroom if possible.
- Participate in decisions related to the education of my child.
- Monitor attendance.
- Monitor the amount of television and screen time my child watches.
- Monitor my child’s sleep to ensure they are well rested.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district received by my child, through ParentSquare, or by email and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## **TEACHER RESPONSIBILITIES**

- Communicate clear expectations for performance to both students and parents.

- Strive to address the individual needs of the student.
- Provide a safe, positive, and healthy learning environment.

**STUDENT RESPONSIBILITIES**

I agree to carry out the following responsibilities to the best of my ability:

- Read at least 30 minutes every day outside of school time.
- Give to my caregiver who is responsible for my welfare all notices and information received by me from my school every day.
- Ask for help when I need it.
- Demonstrate Sequoia’s core values.

This Compact was adopted by Sequoia Elementary School on August 30, 2023, and will be in effect for the period of August 1, 2023 to May 31, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30<sup>th</sup>** of this current school year.

Dr. LeJon Payne	<i>Dr. LeJon Payne</i>	9/5/23
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

*Please link the Parent and Family Engagement Policy to this document.*



## Sequoia ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2023-2024**

### SSC - Officers

Chairperson:	Joshua Cline
Vice Chairperson:	Ms. Dee
Secretary:	Sara Goldware

### 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?)
Dr. LeJon Payne	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Amy Haruyama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Veronica Bushnell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Andra Myers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tracey Kelp	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Josh Cline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Deanna Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Isabel Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sara Goldware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Lisa Schultz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	3rd Monday of Month, 5pm-6pm
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#### SSC Legal Requirements (EC Sections 65000-65001):

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

