

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	23-1627
Introduction Date	8/9/23
Enactment Number	23-1408
Enactment Date	8/9/2023 os



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Sequoia Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Sequoia Elementary School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Sequoia Elementary School  
**CDS Code:** 1612596002174  
**Principal:** LéJon Payne  
**Date of this revision:** 4/18/20

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: 4/18/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

## 2023-2024 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 (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:** 4/17/2023

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

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

**Signatures:**

<p><u>LéJon Payne</u> <i>Principal</i></p>	<p><u><i>Dr. LeJon Payne</i></u> Signature</p>	<p><u>4/17/2023</u> Date</p>
<p><u>Josh Cline</u> <i>SSC Chairperson</i></p>	<p><u><i>Josh Cline</i></u> Signature</p>	<p><u>4/18/2023</u> Date</p>
<p><u>Leroy Gaines</u> <i>Network Superintendent</i></p>	<p><u><i>Leroy Gaines</i></u> Signature</p>	<p><u>4/26/2023</u> Date</p>
<p><u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i></p>	<p><u><i>Lisa Spielman</i></u> Signature</p>	<p><u>4/26/23</u> Date</p>

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
2/13/2023	SPTO	Review Part 2 SPSA
2/13/2023	SSC	Needs assessment Review Part 2 SPSA
1/10/2022 and 2/7/2023	ILT	Review Part 2 SPSA
ongoing	TSA	Needs assessment
2/13/2023	Staff	Review Part 2 SPSA
3/14/2023	ILT	Part 3 strategies and actions, Mtss Plan, ELL crosswalk, Enrollment plan
3/13/2023	SSC	Review part 3
3/13/2023	Staff	Review part 3
3/13/2023	SPTO	Review part 3
4/17/2023	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 in part through one-time COVID relief funds to enable OUSD 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.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,370.00
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	\$350,566.43

### 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)	\$60,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$26,640	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,620	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$130,310	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$62,370</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$288,196</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$350,566</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 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.

**School Demographics, 2021-22**

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
50.9%	48.7%	13.5%	2.7%	0.7%	0.2%	38.3%	10.5%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
9.9%	30.0%	24.2%	9.6%	1.8%	1.1%	0.2%	18.4%

**1B: STUDENT GOALS & TARGETS**

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

**School Goal for College, Career & Community Readiness:** We will maintain our focus on ELA and maintain our Distance from Standard on SBAC at 49%.

**Early Literacy Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	72.9%	70.3%	<i>not available until Fall 2023</i>	83.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	70.8%	66.2%	<i>not available until Fall 2023</i>	75.0%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	66.7%	60.0%	<i>not available until Fall 2023</i>	76.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	14.6	n/a	49.0	<i>not available until Fall 2023</i>	20.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	48.3%	55.3%	<i>not available until Fall 2023</i>	58.3%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-6	n/a	10.7	<i>not available until Fall 2023</i>	-1.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	47.2%	<i>not available until Fall 2023</i>	40.0%
CAST (Science) at or above Standard	All Students	41.4%	n/a	51.5%	<i>not available until Fall 2023</i>	45.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.						
School Goal for Targeted Supports for We will aim to decrease our baseline target for focal groups by at least 5 Focal Student Groups: points.						
Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-75.9	n/a	-32.6	<i>not available until Fall 2023</i>	-30.0



SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-48.5	n/a	-29.1	<i>not available until Fall 2023</i>	-25.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	28.1%	20.0%	<i>not available until Fall 2023</i>	30.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-98.5	n/a	-49.0	<i>not available until Fall 2023</i>	-40.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-66.8	n/a	-61.2	<i>not available until Fall 2023</i>	-50.0
<b>Reclassification Measures &amp; Annual Targets</b> <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	16.7%	3.6%	24.3%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	n/a	0.0%	100.0%	<i>not available until Fall 2023</i>	25.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>						
<b>School Goal for Student &amp; Family</b> We will work to increase the level of "student connectedness to school" by at <b>Engagement:</b> least 10% points. Additionally, we will work with families to decrease our chronic absenteeism.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	77.5%	88.4%	75.8%	<i>not available until Fall 2023</i>	90.0%
Out-of-School Suspensions	All Students	0.2%	n/a	1.7%	<i>not available until Fall 2023</i>	0.2%
Out-of-School Suspensions	African American Students	0.0%	n/a	1.7%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	1.6%	n/a	1.7%	<i>not available until Fall 2023</i>	0.0%

Chronic Absenteeism	All Students	5.9%	3.0%	24.0%	<i>not available until Fall 2023</i>	3.0%
Chronic Absenteeism	African American Students	10.5%	9.1%	44.2%	<i>not available until Fall 2023</i>	9.0%

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

**School Goal for High-Quality Staff:** We will aim to recruit and retain a highly diverse staff.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	95.7%	89.3%	87.4%	<i>not available until Fall 2023</i>	80.0%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	<p>Sequoia increased the percentage of students in ELA at Standard Met or Exceeded by 11.4 % on SBAC ELA from 2018-2019 to 2021-2022</p> <p>Sequoia increased the percentage of students in Math at Standard Met or Exceeded by 12% on SBAC Math from 2018-2019 to 2021-2022</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 attempted to stay on pace within the curriculum; this makes reflection more powerful and immediately applicable to practice.</p>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<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 2018-19 to 2021-22:</p> <ul style="list-style-type: none"> <li>- African American, increase of 0.7%</li> <li>- Latino, increase of 13.1%</li> <li>- SPED, increase by 7.4%</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 2018-19 to 2021-22:</p> <ul style="list-style-type: none"> <li>- African American, increase of 11.8%</li> <li>- Latino, increase of 18.5%</li> <li>- SPED, increase by 24.1%</li> </ul>	<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 attempted to stay on pace within the curriculum; this makes reflection more powerful and immediately applicable to practice.</p>
<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p>Sequoia has hosted monthly community events to help connect our community. Monthly we host Sequoia Sings concerts, Student of the Month celebrations, and Birthday celebrations. We have community movie nights, BBQs, and literacy events. We meet with families regarding attendance and find out how we can support the family.</p>	<p>Sequoia has hosted a variety of events to welcome our community and build a shared sense of belonging. Sequoia schedules caregiver-teacher conferences early in the year in order to build strong home-school partnerships.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Weekly PLCs focused on lesson planning. Data Driven Instruction part of weekly PLCs, Observation and feedback provided</p>	<p>Teachers meet in their grade levels at least twice a week in order review data, unpack curriculum, and lesson plan.</p> <p>Professional development for teachers includes a focus on focal indicators to drive instruction. Our PD Plan includes regular culture &amp; climate as well as Tiered Intervention support PD</p> <p>New teachers are supported through the New Teacher Support Program.</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Lack of Growth and overall performance on the SBAC Math portion	Inconsistent Implementation of Tier 1 Instruction. Lack of Alignment across classrooms.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Focal students participated in the SBAC at lower rates than other students	Inconsistent supports being offered and monitoring of focal students, in particular for AA students.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Need to further develop a sense of belonging for <i>all</i> families	Lack of variety of opportunities for families to engage in our school community
<i>LCAP Goal 4: Staff Supports</i>	Need to nurture culture for regularly using data to monitor and drive instruction	There must be greater accountability for data-driven instruction

#### **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, Black/African-American students, and Latino 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.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Sequoia Elementary School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 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**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Substitute Teacher Incentive Plan (STIP) Teacher	i-Ready Reading at or above Mid-Grade	Our STIP sub provides consistent literacy support to all learns through Library services. The STIP sub works with all classes weekly to review literacy skills and strategies.	Our percentage of students (K-5) on grade level as measured by iReady reading has grown from 51% at the beginning of the year to 67% on the mid year assessments, an increase of 16%.	For next year we plan to focus on using a TSA to provide strategic instructional support to all grades levels with a focus on literacy, mathematics, cycles of inquiry, data analysis, and professional development.

**2023-24 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](#)

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

**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, 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, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).

**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?
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**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

<p>1-1</p>	<p>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</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</p> <p>Time is designated for small group instruction</p>		<p>Tier 1</p>
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**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

1-2	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		Tier 1
1-3	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.		Tier 1
1-4	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		Tier 1
1-5	Focused PD for teachers on meeting the differentiated needs of EL students, AA students, Latino 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, economically disadvantaged students, students with disabilities, and newcomers.	District and school run PDs		Tier 1



2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS					
LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
<b>School Priority:</b>		Balanced Literacy			
<b>School Theory of Change:</b>		If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, economically disadvantaged, 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, economically disadvantaged, newcomer, students with disabilities) students on ELA formative and summative assessments (Letter ID, SIPPs, iReady, EL embedded assessments, On Demand Writing, SBAC).			
<b>Students to be served by these actions:</b>		<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	Teachers implement complex tasks (e.g. high Depth of Knowledge, 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	-Objectives posted on board -Classroom Lesson Plans -Observation notes -Progress monitoring notes		

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

2-2	<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); 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>-Classroom Lesson Plans (including ELD and intervention plans)                      -IEP progress reports                      -Observation notes                      -Progress monitoring notes</p>		
2-3	<p>Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p>	<p>Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>			

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

2-4	<p>Teachers lead data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p> <p>Instructors in grades 3-5 will additionally focus on SBAC data, to determine next steps in core language arts instruction.</p> <p>Instructional strategies will focus on differentiating for students of all levels.</p>	<p>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.</p>	<p>-PLC agendas &amp; notes</p> <p>-Data dive PD agendas and notes</p> <p>-PD agendas</p>		
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	Social Emotional Learning
<b>School Theory of Change:</b>	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, 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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	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.	<ul style="list-style-type: none"> <li>-Monthly Culture &amp; Climate PD agenda &amp; materials</li> <li>-Caring School Community Curriculum PD documentation</li> <li>-All Sequoia classroom teachers lesson plans will include daily classroom community meetings</li> </ul>		
3-2	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, 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.	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.	<ul style="list-style-type: none"> <li>-Agendas, materials, &amp; photos to document family engagement workshops</li> <li>-Lesson plans include caring school community curriculum</li> <li>-Read alouds include a wide range of diversity to ensure that all students identities are reflected</li> <li>-Parent teacher conferences will include a review of student performance, grade level standards</li> </ul>		

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

3-3	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.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	<ul style="list-style-type: none"> <li>-Mental Health Clinician will attend COST meetings and partner with the team to provide services to identified students</li> <li>-Students and families will also receive referrals to community services if services cannot be provided on campus</li> <li>-PD agendas reflecting collaboration time for teachers to engage families</li> </ul>		
3-4	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.	<ul style="list-style-type: none"> <li>-Kinderview schedule, agenda, and materials</li> <li>-Fifth grade families will receive information regarding enrollment process and options for middle school in the fall and will be provided with a "What to Expect In Middle School" during the Spring</li> </ul>		
3-5	EBAC Healthy Start School program will create a system of transition between school systems and afterschool program for EL students, AA students, Latino students, 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, 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.	<ul style="list-style-type: none"> <li>-Healthy Start PD materials that include SEL curriculum</li> <li>-Monthly PD documentation</li> </ul>		

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

3-6	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	-COST meeting minutes -Culture & Climate Team PD documentation -Behavior plans for students generated by district behavior specialists		
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**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Priority:</b>	All staff are high quality, providing optimal instruction to our students
<b>School Theory of Change:</b>	If teachers utilize protocols for collaboration, we will strengthen our ability to analyze student work and improve instruction.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	-Morning announcements -Golden tickets -Student of the month		
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.	-observation & feedback documentation		
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.	-PD documentation reflecting work during weekly PLC time, staff PD, and teacher collaboration		

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

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

<b>School Priority:</b>	Indicators Black students thriving				
<b>School Theory of Change:</b>	<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>				
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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		

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS					
5-2	IP1.2 Equity Practices: Teachers will evaluate their internal bias and how it contributes to disproportionality 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		
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.		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
<i>Reference your required pre-work: <a href="#">Stages of ELD Implementation Self-Assessment</a></i>	
<b>School Priority:</b>	ELL Reclassification
<b>School Theory of Change:</b>	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.



**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

<b>Related Goals:</b>		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	-ILT meeting minutes -PD Agendas and materials -PLC notes and work products -ELD lesson plans		
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	-ILT meeting minutes -PD Agendas and materials -PLC notes and work products		
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.	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.	-ILT meeting minutes -PD Agendas and materials -PLC notes and work products -Notes from meetings with ELLMA staff		

**PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extra Teacher Comp	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	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

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 151

**School:** Sequoia Elementary School

STIP Teacher	\$86,148	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9070	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	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	151-2
Supplies	\$14,440	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectednes s to School	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-3
Copier Maintenance	\$3,500	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectednes s to School	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-4

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 151

**School:** Sequoia Elementary School

Technology Licenses	\$8,700	LCFF Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	151-5
10-Month Classroom Teacher on Special Assignment (TSA)	\$23,639	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8703	10-Month Classroom Teacher on Special Assignment (TSA)	0.15	Goal 1: All students graduate college, career, and community ready.	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.	151-6
10-Month Classroom Teacher on Special Assignment (TSA)	\$106,445	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8087	10-Month Classroom Teacher on Special Assignment (TSA)	0.65	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	151-7
Supplies	\$226	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-8

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 151

**School:** Sequoia Elementary School

Library Technician	\$43,114	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-9
10-Month Classroom Teacher on Special Assignment (TSA)	\$7,880	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	8703	10-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	151-10
10-Month Classroom Teacher on Special Assignment (TSA)	\$47,279	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	8703	10-Month Classroom Teacher on Special Assignment (TSA)	0.30	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.	151-11
Noon Supervisor	\$24,849	PTA/PTO Donations	2905	Other Classified Salaries	4290	Noon Supervisor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-12
carryover	\$151	PTA/PTO Donations	4391	Carryover, Prior Year	n/a	n/a	n/a	n/a	Student Connectedness to School	Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.	151-13
Early Literacy Tutor	\$16,595	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	9029	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	151-14
Parent Workshops	\$810	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	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.	151-15

**PROPOSED 2023-24 SCHOOL SITE BUDGET**

**Site Number:** 151

**School:** Sequoia Elementary School

Translations ET/OT	\$810	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	151-16
10-Month Classroom Teacher on Special Assignment (TSA)	\$57,317	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 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	151-17
To be allocated in Fall 2023.	\$3,433	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	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); 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.	151-18
Early Literacy Tutor	\$16,595	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	9029	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	151-19



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **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
- Monthly 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

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 include 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 monthly 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 on 8/29/22 and will be in effect for the period August 8, 2022 to May 25, 2023.

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

**Dr. Le'Jon A. Payne**

**8/29/22**

*Please attach the School-Parent Compact to this document.*



## **Sequoia School-Parent Compact 2022-23**

*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 2022-23 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 parent-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 parent teacher conference schedules over the first and second trimesters. Conferences will be the week of October 3 and March 6.
  
- 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 on November 28th, March 10th, and June 1st.
- ❖ 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 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.

**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.**

- ❖ Sequoia will provide professional development opportunities for staff members regarding building and maintaining strong relationships between school and home.
- 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**

I agree to support my students' learning in the following ways:

- ❖ 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 on 8/31/22, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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, 2022.

**Dr. Le'Jon A. Payne**

**Date 8/29/22**



Strategic Resource Planning (SRP)

# Sequoia ELEMENTARY SCHOOL

## School Site Council Membership Roster

**2022-2023**

### SSC - Officers

Chairperson:	Josh Cline
Vice Chairperson:	Cristin VanderPlas
Secretary:	Dan Bellino

### 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?)
1 Dr. LeJon Payne	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Jackie Roth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1 Karen Loeser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
1 Candace Inclan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Tracey Kelp	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Rachel Tibbetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1 Josh Cline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1 Cristin VanderPlas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1 Dan Bellino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Haley Pollack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<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.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members