

Board Office Use: Legislative File Info.	
File ID Number	25-1781
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Sequoia Elementary School

---

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Sequoia Elementary School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Sequoia Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Sequoia Elementary School  
**CDS Code:** 1612596002174  
**Principal:** Vanessa Flynn  
**Date of this revision:** 4/21/25

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

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

**Contact:** Vanessa Flynn

**Position:** Principal

**Address:** 3730 Lincoln Avenue  
Oakland, CA 94602

**Telephone:** 510-531-6696

**Email:** [vanessa.flynn@ousd.org](mailto:vanessa.flynn@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/21/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Sequoia Elementary School

**Site Number:**

151

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/21/2025

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:

Vanessa Flynn

*Principal*

Vanessa Flynn

Signature

5/28/2025

Date

Sara Goldware

*SSC Chairperson*

*Sara Goldware*

Signature

5/28/2025

Date

*SELLS Representative (optional)*

Signature

Date

Leroy Gaines

*Network Superintendent*

*Leroy Gaines*

Signature

5/28/2025

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/28/25

Date

**2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/27/2025	SSC & SELLS combined	Shared data regarding priority students and student groups and need to align resources, gathered member input. Reviewed budget priorities and voted on Title I budget.
2/4/2025	Instructional Leadership Team	Reviewed school site data in math and ELA with focus on EL students, AA students, and students with IEPs
2/12/2025	SPTO Board	Presented budget needs around staffing that aligns to meeting needs of student groups.
2/18/2025	Culture and Climate Committee	Review priorities for students according to attendance data, Check in Check out data, and alignment of reco
3/12/2025	SSC & SELLS Combined	Send electronic copy of SPSA to voting members of SSC & SELLS.
3/17/2025	SSC & SELLS Faculty Combined	Share structure and overview of site plan parts 1, 2 and 3. Gather feedback and questions.
4/21/2025	SPSA Vote	Re-share SPSA post review from Network 4 Supervisors, ILT, SSC during 31/7 meeting and vote.

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$74,739.99
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$502,287.21

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$72,720
Title I, Part A Parent & Family Engagement (#3010)	\$2,020
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$74,740</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$502,287.21</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$20,600
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$123,914
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$427,547</b>

## 2025-26 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:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
At Sequoia Elementary School we believe that ALL students have unique talents and intellectual gifts. We know that their capacity as scholars is realized through learning experiences that challenge their minds and grow their hearts. Sequoia Elementary School students will graduate as problem solvers, active, compassionate and engaged humans. All students and families know they belong, and are part of a strong, connected community.		
<b>Resource Inequities</b> (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, 2023-24

% 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%

### 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets					
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%	47.8%	not available until fall 2025	53.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	59.7%	74.3%	not available until fall 2025	80%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	73.1%	59.5%	not available until fall 2025	65%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	45.1	34.5	not available until fall 2025	45
SBAC ELA Participation	All Students	98.0%	98.5%	not available until fall 2025	98%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.0%	64.9%	not available until fall 2025	70.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC Math Distance from Standard Met	All Students	12.9	18.8	not available until fall 2025	29
SBAC Math Participation	All Students	98.5%	98.5%	not available until fall 2025	98.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	43.9%	53.0%	not available until fall 2025	58.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	56.9%	59.3%	not available until fall 2025	67.0%
California Science Test (CAST) Participation	All Students	97.0%	100.0%	not available until fall 2025	98.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY				
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly				
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	-66.5	not available until fall 2025	-55
SBAC ELA Distance from Standard Met	African American Students	-29.9	-51.8	not available until fall 2025	-29.9
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	34.1%	29.2%	not available until fall 2025	24.0%
SBAC Math Distance from Standard Met	Special Education Students	-67.8	-77.8	not available until fall 2025	-67
SBAC Math Distance from Standard Met	African American Students	-36.2	-76.0	not available until fall 2025	-36.2
Reclassification Measures & Targets		*Reference <a href="#">Stages of ELD Data slides</a>			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	22.6%	22.6%	not available until fall 2025	33.0%
LTEL Reclassification	Long-Term English Learners	100.0%	0.0%	not available until fall 2025	n/a

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	78.4%	77.5%	not available until fall 2025	88.0%
Out-of-School Suspensions	All Students	3.0%	2.1%	not available until fall 2025	1.2%
Out-of-School Suspensions	African American Students	13.3%	7.3%	not available until fall 2025	1.3%
Out-of-School Suspensions	Special Education Students	18.8%	11.5%	not available until fall 2025	4.2%
Chronic Absenteeism	All Students	51.6%	17.3%	not available until fall 2025	14.0%
Chronic Absenteeism	African American Students	53.7%	35.8%	not available until fall 2025	29.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	86.8%	86.7%	not available until fall 2025	86.8%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"><li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li><li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li><li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li></ul>	<p>Our overall scores on the mid-year iReady for students in 1st-5th Grades decreased the number of students reading 1 to 2 Grade levels below by 2.6%. According to SARC, EL Math proficiently overall increased by 3.8 %. The overall number of students reading on grade level on iReady increased by 11% from BOY to Mid-year, 2024-25 iReady Assessment. This shows that there is progress toward growth by the overall population of students in reading. The overall number of students on grade level on math according to iReady grew by 21% from Fall to mid-year. This shows that there is progress toward growth by the <b>overall</b> population at Sequoia that exceeds the goal of 5% in both reading and math.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"><li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li></ul>	<p>As measured by iReady Midyear assessment 2023-24, 41% of Black/AA students were on grade level, as opposed to iReady mid-year assessment for 2024-25, 45% of Black/AA in 2024, students are on grade level in reading. Thus, a 4% increase in the number of AA students reading on grade level, mid-year 2023 to mid-year 2024. According to iReady Reading diagnostic, the number of students with IEPs reading on grade level has increased by 14% between the BOY and Mid-year Diagnostic. The number of students 1 grade levels below in math decreased by 14% from the BOY to the mid-year iReady Diagnostic. The number of students 2 or more grade levels below in math decreased by 15% from BOY to the Mid-year.</p>

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i>  <i>2. An annual suspension rate below 2%</i></p>	<p><i>The rate at which African American students were suspended for at least one day declined by 2.7%. The number of students with IEPs that were suspended for at least one day declined by 4.7% according to the California Dashboard for 2023/24. Our current (April 2025) suspension rate for 2024-25 is now .1%, one student was suspended for one day. Our current chronic absenteeism rate (April 2025) is 11.7%, whereas our chronic absenteeism during the 2023-24 school year was 18.5% according to the California Dashboard for 2023-24.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>We have instituted systems and structures with clear PLC (Professional Learning Communities) protocols where in teachers are allotted time every Wednesday to analyze student data, with a clear direction to identify strategies at each Tiered level of instruction, in order to ensure access and growth toward proficiency for all learners. Embedded in these systems and structures is time for professional development that aligns to our EL Ed and our Eureka Math curriculum and is especially focused on talk protocols, language dives, building background, ensuring that close reads are done with fidelity and that all students are doing the cognitive lift throughout the instructional day. Our TSA, brings our new teachers through a cycle of inquiry wherein teachers have structured time to analyze their students data, using multiple measures at least 2 times per month throughout the school year. Both the principal and the TSA spend at least 60 minutes per week in classrooms focused on providing feedback and hands-on support for both new teachers and veteran teachers. We have a total of 3 General Education new teachers (less than three years) at Sequoia. Of these three teachers, they all report that the support they have received from our TSA has had a significant impact on their moral, their confidence and data shows that high quality instructional practices have progressed significantly in each of these classrooms.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>The California School dashboard reflects a decrease of 11.3 points in English Language Arts 3rd-5th Graders on the SBAC from 2022-2023 to 2023-24, overall as one data point. When screening the overall population, the number of students that were reading 2 grade levels below, stayed at 6 students <b>that did not move from reading 2 grade levels below to reading 1 grade level below, 3rd-5th Grade.</b> In math, the number of students that were 2 grade levels below from BOY to Mid-year iReady, 2 students moved from 2 grade levels below to 1 grade level below in 3rd Grade.</p>

LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>For this goal, we are comparing i-Ready data from the BOY, 2024 to MOY 2024 as we don't yet have EOY data. This will give us a read as to whether or not we are moving toward this goal. 66.7 % of Black/AA students in 3rd Grade BOY i-Ready were on grade level in reading. 66.7% of AA/Black students were on grade level on the Mid-year iReady in reading. 0% growth, thus not on target. 50% of Black/AA students in 4th Grade were on grade level in reading BOY iReady. 43% of Black/AA students were on grade level in reading on Mid-year iready assessment. Thus a 7% decrease in the number of Black/AA students on grade level in reading in the 4th Grade. 30% of students in 5th Grade were on grade level according to iReady reading assessment for both BOY and Mid-year, showing no growth in overall reading. While there is significant growth in Kindergarten-2nd Grades in reading, there is a progressive decline, or a stagnation in overall reading scores in 3rd-5th Grades for Black/AA students. In math, 25 % of Black/AA students in 1st Grade were on grade level for both the BOY and the Mid-year iReady assessment. Indicating a stagnation in growth according to iReady Math. In 2nd Grade 10% of Black/AA students were on grade level in math for both the BOY and Mid-year iReady. Indicating no growth. English Learners: For the BOY iready assessment in reading, 81% of English Learner students were reading below grade level according to iReady. On the MOY assessment, 88% of students were reading below. An increase in the number of students reading below. This is in part due to the Matthew Effect, where in students in Third grade that don't receive intervention that is targeted and intentionally accelerates, is at risk for falling behind at a faster rate. English Learners and math: BOY iReady assessment 85% of students were below grade level in math, MOY, 88%. A 3% increase in the number of students behind in math. Students with IEPs: Students with IEPs that were 3 levels below in reading from BOY to MOY stayed at 22.4%. The query shows that these were the same students, and that all of them are from a focal group (English Learner, Black/AA, Latinx). All of the students in this category are in the 3rd, 4th, or 5th Grades. There is a similar pattern where, there is no more than 5% growth for students with IEPs in reading and math during the 2023-24 school year. This indicates a need for strategic focus on students in the upper grades with IEPs, which will be discussed in the <b>Strategies and Activities</b> section.</p>
LCAP Goal 3:	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>For the year 2024-25 we have reduced chronic absenteeism as described in the strengths section. Our current suspension rate has decreased significantly as described in the strengths section. The challenge to maintain these numbers will be in the continued work of creating a shared understanding and skill base for all staff to understand and implement Positive Behavior Interventions and Support school-wide, with all groups, in class and on playground.</p>

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>There has been a high level of effectiveness in the way that the TSA and principal are able to meet the needs of new teachers, the anticipated challenge is the TSA getting pulled away from focused work with new teachers, due to staff absences, given there is no allocation of a STIP sub for the 2025-26 school year. The principal, the ILT and the SPTO will work together to ensure that there is funding for a substitute teacher to cover absences, cover teachers when they are in IEPs, SSTs or coaching meetings rather than the TSA.</i></p>
----------------------------	--	---

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Sequoia Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

The overall implementation of last year's SPSA is in full effect. We have an Early Literacy Tutor who provides added SIPPS instruction in addition to the SIPSS instruction that students receive from classroom teachers, our STIP sub provides SIPPS instruction to 3rd-5th Grade students and our Special Education teachers are regularly providing specialized academic instruction both pushing into classrooms and pulling out for specialized instruction.

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

Our SIPPS Early literacy tutor led students to increase their reading in fluency and phonics according to iReady data, by . Our attendance clerk and our Community Schools Manager have decreased absenteeism by 18% from last year's absenteeism from last year at this time.

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 focus on achievement of English Learners as our EL students have not progressed according to SBAC, iReady and CEAs at all grade levels. The focus on professional development will be directed toward implementing Tier 1 strategies in every classroom that are research based and beneficial to our EL students. We will be adding an Early Literacy tutor through our Title I funds in order to ensure that students in both upper grades and lower grades have access to SIPPS instruction and small group instruction during the ALL block.

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

<b>Title I Expenditure</b> (describe expenditure in column a)	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> (e.g., what does this person or program do?)	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Supplies for ELD and ELL	Staff Satisfaction with Professional Development	Spent funds on supplies that supplement the EL Ed curriculum in the way of complex text in non-fiction in order to create robust classroom libraries. Staff was provided with PD through the purchasing of books connected to ELA units.	With new text, teachers were using the EL Ed curriculum more frequently and students were in small groups, using purchased text to discuss.	We will continue to supplement our curriculum with high quality, culturally responsive text that promotes a deep understanding of content (science, social studies), critical thinking and taking on multiple perspectives.
STIP	i-Ready Reading at or above Mid-Grade	Teaches SIPPS to small groups of students, in grades 3-5, provides coverage to teacher when in IEP meetings ensuring compliance and full teacher participation.	7/10 students receiving SIPPS instruction from STIP improved in reading level by 10 points or more according to iReady. Stayed in compliance on IEPs and teacher attendance.	STIP Sub will no longer be at the site full time. Title I will pay for early literacy tutor allowing for full focus on reading intervention. STIP part time replacement is TBD.
TSA	i-Ready Math at or above Mid-Grade	Provides coaching, co-teaching, demonstration lesson and guided lesson planning for teachers. Creates systems and structures for PLC with a focus on students not yet proficient in reading and math. Does small group instruction with students far below grade level in math.	From BOY to Mid-year 1st-5th Grade students increased by 30% overall. New teachers reported feeling very supported in their ability to carry out instruction for different learners.	TSA was very impactful in structuring PLC meetings wherein there were clear deliverables, this work will continue. New Teachers were supported and there were clear improvements in their instructional practice. We will increase the frequency the TSA spends in classrooms, especially with new teachers. TSA will shift focus to literacy.
Consultant	One-Year Teacher Retention	NA	NA	NA

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b> Sequoia Elementary School		<b>SCHOOL ID:</b>	151	
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>		<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
<b>Identified Need:</b>		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
<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>
1-1	<b>Overall Population Tier 1:</b> Impactful Tier 1 Instruction begins with ensuring that there is consistent time and support allocated to the core subject matters everyday, every week, throughout the school year. The Core Subject Matters are Reading, Writing and Math. The principal, the ILT, the TSA and the COST team will collaboratively work together to ensure that each teacher is able to adhere to a daily schedule where in core subject instruction is not interrupted and ensures access to the minimum number of minutes required by the adapted curriculum in the core areas. All teachers, including the Enrichment teachers (music, PE and Drama) will receive Professional Development in how to best differentiate the varied levels, interests and skill levels in their classes. Sequoia staff will be engaging in Professional Development in Culturally Responsive Teaching as Framed by Zaretta Hammond, through a book study of "Culturally Responsive Teaching and the Brain". Beginning of the year Professional Development, led by Holly Wilson, our District's Gen Ed behavior specialist focused Trauma Informed instruction, and Positive Behavior Intervention and Supports. This Professional Development is essential to ensuring that students stay in classrooms and that our teachers are equipped with tools to respond to behavioral challenges in their classrooms.	All Students	Academic	Tier 1

1-2	<p><b>Overall Population Tier 1, 2, 3:</b> 2 Wednesdays per month alternating, and during selected minimum days, outside of Wednesdays, Gen Ed teachers will have structured time to review student learning data in both math and ELA using a variety of assessment points to plan and organize their instruction around what the data calls out as the student learning needs both whole group and small group. Any students that are reading or showing 1-2 grade levels below in math will be surfaced and made known to the Principal, the ILT and the COST team and we will follow a clear protocol spelled out by the MTSS (multi-tiered systems of support) and place students in a targeted instructional support accordingly. Students that are at the most risk, will receive support from a certificated teacher (our .2 Literacy teacher, or TSA). Students' whose progress is 1 or less year's below grade level, will receive support from one of the two the site's literacy tutor. It must be noted that this means different things according to what the data shows. As decisions are made about students and matching them with Tier 2 supports in math or reading, it will be do through a clear set of criteria, and priority will be given to ensuring that students stay in classrooms during core instruction, rather than being pulled out. This will be done through strategic scheduling.</p>	All Students	Academic	Tier 1
1-3	<p><b>Overall Population Tier 1, 2, 3:</b> Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy, with a focus on differentiation, implementation of Integrated English Learner strategies, progress monitoring using a variety of tools, and providing timely and meaningful feedback to students around their academic goals. We will use funding to provide coverage for teachers to do peer observations, both allowing teachers to observe others at our school and at other schools, where there are high levels of engagement and academic progress by all students.</p>	All Students	Academic	Tier 1, 2, 3
1-4	<p><b>Overall Population Tier 1:</b> Materials relevant to the EL Ed curriculum are purchased that will ensure futher access for all students (e.g. literature, Science labs)</p>	All Students	Academic	Tier 1 Universal
1-5	<p>All students receive instruction in Visual and Performing Arts from professional, well trained teachers that collaborate with Gen Ed teachers.</p>	All Students	Academic	Tier 1 Universal
1-6	<p>Students recieve a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.</p>	All Students	Academic/SEL	Tier 1 Universal

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<b>Identified Need:</b>		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - Integrated ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	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	<b>Progress Monitoring and Action Steps:</b> Teachers progress monitor the learning of Black/AA students towards meeting the learning target to ensure that Black/AA students are engaging with the text/task and are deepening their understanding of the skills identified in both reading and math. Assessment tools for progress monitoring will be according to iReady Data, student work samples and EL Ed Curriculum embedded assessments. For students not yet at grade level in reading according to End of Year iReady 2024-25, at the 3rd, 4th and 5th Grades, students will recieve targeted intervention by both classroom teacher during ALL Block (Additional Language and Literacy) as well as an intervention cycle with the certificated literacy teacher during the school day, outside of core instructional time.	African American Students	Academic	Tier 1 - Universal
2-2	<b>Professional Learning Communities:</b> Grounding in language of strengths-based reflections and viewing of all students and their ability to learn at high levels, engage in collaborative inquiry to improve learning for students from Black/AA students, EL students and students with IEPs, we institute tructured cycles of collaborative inquiry during planned and formal PLC time allotted at least 2 Times per month. Cycles of Inquiry change every 6-8 weeks, and pivot from Reading and Writing to Math in all of the grades.	AA/Latinx/English Learner Students/Students with IEPs	Academic	Tier 1 - Universal

2-3	<b>Professional Development that Addresses English Learners, Black/AA Students:</b> All classroom teachers will be in continued training in research based English Learner strategies with embedded time to plan and create lessons according to trainings. English Learner strategies training will take place every other month during Wednesday PD time, led by the TSA and the principal. 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 and skill development. Each teacher will have an opportunity to identify one area from their learning through Culturally Responsive Teaching and the Brain and work with a teaching partner to reflect and build behavior and practice in this area.	English Learner Students	Academic	Tier 1 - Universal
2-4	<b>Professional Development and Coaching:</b> Ongoing feedback and support will be given to teachers around implementation of English Learner strategies based on classroom observations, progress monitoring of English Learners in iReady reading, math and examination of student work.	AA/Latinx/English Learner Students/Students with IEPs	Academic	Tier 1 - Universal
2-5	<b>Targeted Intervention Students Reading 2 Grades Below:</b> Certificated Literacy teacher .2 FTE or our TSA with a Literacy focus provides targeted intervention support to accelerate progress in reading as determined by iReady data, prioritization of students will be determined by the highest needs according to varying forms of data iReady Reading, SIPPS assessments and student work analysis using a rubric. This strategy will specifically focus on 3rd-5th Grade students reading 2 or more grade levels below, that do not have IEPs.	AA/Latinx/English Learners	Academic	Tier 2 - Supplemental
2-6	<b>Targeted Interventions Students Reading 1 Grade Level Below:</b> As we have increased from 1 Literacy Tutor to 2 Literacy Tutors, we will allocate one tutor to work with students in grades K-2 and the other tutor to work with students 3rd-5th that are identified as needing increased time and targeted support according to iReady, SIPPS and student work.	All Students	SEL / Mental Health	Tiers 2,3

2-7	<p><b>Strategies and Activities Addressing Students with IEPs not progressing:</b> Students with IEPs have specific academic goals according to their individualized educational plans. And, while their goals are individualized, we must align our instructional strategies to meet their needs. In the 3rd, 4th and 5th Grades, there is a stagnation in students' reading and math levels, especially for students that are reading 2 or more grade levels below. As students move up the grades, the level of text complexity and the demand for reading comprehension increases. Strategies addressing this are the following: <b>1.</b> Align the curriculum being used by Resource teachers both with regard to instruction and assessment. <b>2.</b> Train all special education staff members to effectively use Tier 2 and 3 math and reading curriculum. Extend this training to ensure that impactful strategies that support reading comprehension are addressed, and in ways that are balanced with phonics and fluency. <b>3.</b> Ensure time for collaboration between Special Education staff and General Education teachers to analyze data and make action plans for students with Reading and Math goals in their IEPs at least 3 times per year. <b>4.</b> The principal works strategically to ensure that Special Education staff is in place at the start of the school year.</p>	Students with IEPs	Academic/SEL	Tier 2,3
2-9	Ensure that there is adequate staffing for coverage when Gen Ed teachers attend IEPs, SSTs and COST meetings.	Students with IEPs, English Learners, Black/African American Students	Academic/SEL	Tier 2,3
2-8	<p><b>Professional Development SEL/PBIS:</b> All staff will engage in professional development in Positive Behavior Intervention Support. Ensuring that social and emotional learning and responses to behavior needs are met at all three Tiers of SEL instruction (Tier 1, Tier 2, Tier 3). This is an essential strategy to ensuring that all students' time in the classroom accessing instruction and mitigates the need for sending students out of classrooms, ensures belonging to the classroom community and prompt redirection and response to behaviors in ways that are based on a growthmindset and development social and emotional learning while maintaining academics.</p>	ALL Students	Academic/SEL	Tier 1 - Universal

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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	Implement a multifaceted approach including regular communication channels, culturally sensitive outreach programs, and comprehensive safety protocols to ensure all families, specifically new, entering families, families of new comers and English learners, 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	Academic and Social and Emotional	Tiers 1,2,3
3-2	All staff will get training and professional development in Positive Behavior Interventions and Support through our Net 4 Behaviorist. Aligned to this action we will have systems and supports in place that support mentorships for students through social groups, student leadership opportunities that connect to our students' interests and motivation to be leaders, such as a Junior Coach program, an organized Green Team.	ALL Students	Academic and Social and Emotional	Tiers 1,2,3
3-3	We will re-structure our COST meetings to ensure that classroom teachers are present at COST meetings, in turn ensuring that a collaborative and cohesive framework is implemented at all Tiers (1,2,3) and that teachers have access to expertise offered by COST members (Speech, OT, TSA, CSM and Principal) as they respond to student needs within the classroom.	ALL Students	Academic and Social and Emotional	Tiers 1,2,3
3-4	Structure focus groups around the experiences of our African-American, Latinx, families of students with IEPs to ensure connectivity, inclusion and diversity of voice.	AA, Latinx, Students with IEPs	Academic, SEL	Tiers 1,2,4
3-5	Ensure that there is a high quality after-school program that prioritizes working families.	ALL Students	SEL	Tiers 1,2,3
3-6	Ensure a safe and inclusive playground during recesses, that include mentorship and explicit social and emotional learning	ALL Students	SEL	Tiers 1,2,3

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

<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
<b>Identified Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES 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.	African American	Academic	Tier 1-3 - 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 1-3 - Universal
5-3	Teachers engage in professional development that facilitates understanding of how expectations and beliefs inform their behavior and communication toward AA students, in effect growing in ability to ensure that academic expectations are set high for AA students, in turn furthering African American student success.	African American	Academic and SEL	Tier 1
5-4	Hiring committee actively recruits and retains AA teaching staff.	African American	Academic and SEL	Tier 1
5-5	Social groups matching African American students with mentors, accessed at least 1X per week for students referred through COST.	African American	Academic and SEL	Tiers 2,3
5-6	Structures and systems for Caregivers of African-American students are put into place that ensure there is voice and input around the ways that the school functions on behalf of our African American students and families. An action item around this are specific times in the school year, where in the principal schedules/calendars times for AA caregivers to give input, a systematic feedback loop is created. This structure will be co-created with African American caregivers.	African American	Academic and SEL	Tiers 1,2,3
	All teachers will engage in Culturally Responsive Teaching and the Brain Book study in small groups, meeting 3 times per year as a whole group to create shared understanding and identify action items in teaching and learning according to the principles of CRT.	African American	Academic and SEL	Tiers 1,2,3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS			<u>Stages and Actions for ELD Implementation</u>	
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	All classroom teachers will provide Integrated English Learner strategies, that support 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 / Academic	Tier 2 - Supplemental
6-4	Systems and structures for caregivers of English Learner students will be put into place that ensure that caregivers have voice and input, as well as share their experiences of the Sequoia community and their views and perspectives on inclusion, belonging and understanding their rights as caregivers of EL Learners.	English Learner Students	SEL /Academic	
6-5	All teachers will engage in Culturally Responsive Teaching and the Brain Book study in small groups, meeting 3 times per year as a whole group to create shared understanding and identify action items in teaching and learning according to the principles of CRT.	English Learner Students		

**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Ensure that there is a high quality after-school program that prioritizes working families.	151-1
The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Ensure that there is a high quality after-school program that prioritizes working families.	151-2
This expenditure pays arts and music teacher salary. Teacher provides arts and music enrichment as it pertains to the California Visually and Performing Arts standards.	\$53,869	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10101	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			All students receive instruction in Visual and Performing Arts from professional, well trained teachers that collaborate with Gen Ed teachers.	151-3
Equip Arts Enrichment teachers with the necessary tools and resources for effective instruction.	\$7,774	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			All students receive instruction in Visual and Performing Arts from professional, well trained teachers that collaborate with Gen Ed teachers.	151-4
This expenditure pays arts and music teacher salary. Teacher provides arts and music enrichment as it pertains to the California Visually and Performing Arts standards.	\$53,869	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10101	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			All students receive instruction in Visual and Performing Arts from professional, well trained teachers that collaborate with Gen Ed teachers.	151-5
Ensure that Arts and Music teachers have the necessary supplies to implement teaching and learning aligned to VAPA standards.	\$8,402	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			All students receive instruction in Visual and Performing Arts from professional, well trained teachers that collaborate with Gen Ed teachers.	151-6
The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Ensure that there is a high quality after-school program that prioritizes working families.	151-7

**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Ensure that there is a high quality after-school program that prioritizes working families.	151-8
Expenditure pays for Technology lead, Science lead, English Learner Lead. Each of these provides professional development and coaching support to teaching staff.	\$13,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy, with a focus on differentiation, implementation of Integrated English Learner strategies, progress monitoring using a variety of tools, and providing timely and meaningful feedback to students around their academic goals.	151-9
Ensure teachers are equipped with literature connected to units/topics of study/Materials for English Learners	\$7,600	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a			Materials relevant to the EL Ed curriculum are purchased that will ensure further access for all students (e.g. literature, Science labs.	151-10
Expenditure goes toward paying for the .2 of the 1.0 FTE for PE Enrichment.	\$16,212	PTA/PTO Donations	1105	Certificated Teachers' Salaries	1218	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-11
Expenditure goes toward paying a noon supervisor to oversee recess safety during lunch periods.	\$12,914	PTA/PTO Donations	2905	Other Classified Salaries	10194	Noon Supervisor	0.3			Ensure a safe and inclusive playground during recesses, that include mentorship and explicit social and emotional learning	151-12
Expenditure goes toward paying part of the salary (the other .6 is paid through Title I) for literacy intervention during the school day.	\$10,973	PTA/PTO Donations	2105	Classified Instructional Aide Salaries	New Position 06	Early Literacy Tutor	0.2		Reading Inventory (RI) Multiple Years Below Grade Level	Certificated Literacy teacher provides targeted intervention support to accelerate progress in reading as determined by iReady data.	151-13

[illegible]

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Sequoia Elementary School

**Site Number:** 151

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/21/2025

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:

Vanessa Flynn <i>Principal</i>	Vanessa Flynn Signature	5/28/2025 Date
Sara Goldware <i>SSC Chairperson</i>	<i>Sara Goldware</i> Signature	5/28/2025 Date
<i>SELLS Representative (optional)</i>	Signature	Date
Leroy Gaines <i>Network Superintendent</i>	<i>Leroy Gaines</i> Signature	5/28/2025 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	5/28/25 Date



## **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 or in person where data, standards and assessments are discussed.
- Caregiver-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:

- Caregiver letters from school administration and classroom teachers
- Caregiver meetings include 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, and 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, and sending ParentSquare messages to inform families of SSC meetings 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 Teacher on Special Assignment (TSA) to school-wide meetings to review reading and math data, and 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, and 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 they find a need to communicate with their 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:

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

- Coordinating with district offices to provide engagement activities, and 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 Sequoia Elementary School on August 28, 2024, and will be in effect for the period August 12, 2024, through May 29, 2025.

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

<u>Vanessa Flynn</u>	<u>Vanessa Flynn</u>	<u>8/29/24</u>
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

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



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

# Sequoia Elementary School

## School-Parent Compact

**2024-25**

*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 2024-25 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, newsletter, email, and telephone as needed.
  - There will be two site-wide caregiver-teacher conference schedules over the first and second trimesters. Conferences will be the week of September 30 and March 3.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, and assessments, and how to monitor and improve the achievement of their children.

- Report Cards will be available via Aeries Parent Portal at the end of each trimester.
- Teachers will communicate student progress through Parent Square, emails, 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 teachers voluntarily through the Oakland Ed Fund.
- Parents can work with the Parent Teacher Organization (SPTO) to schedule opportunities to volunteer.
- Principal's/CSM Coffee: The Principal and CSM report 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 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 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.

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 28, 2024, and will be in effect for the period of August 1, 2024, to May 31, 2025.

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.

Vanessa Flynn	<i>Vanessa Flynn</i>	8/29/24
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

Please link the [Parent and Family Engagement Policy](#) to this document.

## Strategic Resource Planning (SRP)



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

## Sequoia ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Sara Goldware
Vice Chairperson:	Lisa Shultz
Secretary:	Erich Turk

### 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?)
Vanessa Flynn	<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"/>	2nd
Lisa Rasler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jeremy Wolff	<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"/>	1st
Lisa Schultz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Ravinder Singh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Desiree Carver-Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Erich Turk	<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"/>	2nd

#### SSC Meeting Schedule:

(Day/Month/Time)

3rd Monday of the Month @ 5:00 pm - 6:00 pm

#### 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.

