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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Sequoia Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Sequoia Elementary School

2026-27 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: 5/5/2026

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:

<p><u>Vanessa Flynn</u> <i>Principal</i></p>	<p><u>Vanessa Flynn</u> Signature</p>	<p><u>May 6th, 2026</u> Date</p>
<p><u>Sara Goldware</u> <i>SSC Chairperson</i></p>	<p><u>Sara Goldware</u> Signature</p>	<p><u>5/7/26</u> Date</p>
<p><u>SELLS Representative (optional)</u></p>	<p>_____ Signature</p>	<p>_____ Date</p>
<p><u>Leroy Gaines</u> <i>Network Superintendent</i></p>	<p><u>Leroy Gaines</u> Signature</p>	<p><u>05/06/2026</u> Date</p>
<p><u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i></p>	<p><u>Lisa Spielman</u> Signature</p>	<p><u>5/6/26</u> Date</p>

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/20/2026	Faculty, ILT	Reviewed data and identified school needs
4/14/2026	Faculty	Reviewed data and identified school needs
4/21/2026	SSC & SELLS	Reviewed SPSA goals and strategies
5/5/2026	SSC	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$115,920.00
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	\$505,617.49

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 Resource 3010	\$113,850
Title I Parent & Family Engagement Resource 3010	\$2,070
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$115,920

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$505,617.49

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$21,500
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$83,979
SUBTOTAL OF STATE & LOCAL FUNDING:	\$389,697

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Sequoia Elementary School		School ID: 151	
CDS Code: 1612596002174	SSC Approval Date:	Board Approval Date: 6/24/2026	

School Mission and Vision

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.

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

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

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
46.2%	11.1%	26.1%	0.7%	29.4%	13.1%	46.7%	10.2%	0.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
52.9%	18.4%	9.1%	1.6%	0.0%	0.0%	44.5%	1.3%	93.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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
Identified School Need:	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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	25.0%	47.8%	42.2%	53%	58%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	59.7%	74.3%	65.7%	80%	85% ^o
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	73.1%	59.5%	77.5%	65%	70%
English Language Arts Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	45.1	34.5	32.2	45	45.0
SBAC ELA Participation	All Students	98.0%	98.5%	96.8%	95.0%	98.5%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	51.0%	64.9%	55.7%	52.8%	59.0%
Mathematics/Science Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	12.9	18.8	23.2	29	35.0
SBAC Math Participation	All Students	98.5%	98.5%	96.8%	98.0%	98.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	56.9%	59.3%	50.0%	67.0%	72.0%
California Science Test (CAST) Participation	All Students	97.0%	100.0%	95.9%	98.0%	98.0%

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

School Goal:	By May of 2027 - 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
Identified School Need:	- 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 - Reading intervention with certificated reading teacher and Early Literacy Tutor

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-47.2	-66.5	-82.2	45	55.0
SBAC ELA Distance from Standard Met	African American Students	-29.9	-51.8	-39.9	-29.9	-20.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	34.1%	29.2%	44.1%	70.4%	34%
SBAC Math Distance from Standard Met	Special Education Students	-67.8	-77.8	-73.7	29	-62.0
SBAC Math Distance from Standard Met	African American Students	-36.2	-76.0	-64.1	-36.2	-54.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	22.6%	22.6%	10.0%	33.0%	22.0%
LTEL Reclassification	Long-Term English Learners	100.0%	0.0%	0.0%	n/a	n/a

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	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	2026-27 New Target
Student Connectedness to School	All Students	78.4%	77.5%	84.9%	88.0%	88.0%
Out-of-School Suspensions	All Students	3.0%	2.1%	0.2%	1.2%	1.0%
Out-of-School Suspensions	African American Students	13.3%	7.3%	0.0%	1.3%	1.0%
Out-of-School Suspensions	Special Education Students	18.8%	11.5%	1.6%	4.2%	1.0%
Chronic Absenteeism	All Students	51.6%	17.3%	12.4%	14.0%	10.0%
Chronic Absenteeism	African American Students	53.7%	35.8%	15.7%	29.0%	15.0%

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

School Goal:	80
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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	86.8%	86.7%	85.9%	86.8%	80%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<p>Our overall scores on the mid-year iReady for students in 1st-5th Grades increased by an average of 4% -students reading on Grade level, compared to the iReady overall reading data from MOY, 2025. This indicates we are on target for meeing our goal of 5% by May, 2026. According to DIBELS data fro K-2nd Grades, the composite score in reading increases by an average of ___ % from Fall to Mid-year. Indicating that the UFLY instruction is impactful for all students. In math, our 1st Grade students increased in the number of % proficient by 6% BOY to MOY on iReady. 2nd Grade students increased by 14% BOY to MOY in math. 5th Grade students increased in proficiency by 5% BOY to MOY in math.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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</p>	<p>20% of 4th Grade African American students are meeting their stretch growth on the MOY iReady in math 2025-26 as compared to 0% in 2024-25. For reading, in 5th Grade 2024-25, 7% of AA students met growth rate, as compared to 2025-26 17% of AA students met their growth rate in overall reading. In 4th Grade, Latino students-7% met their growth rate in 2024-25, where as in 2025-26, 26% of Latino 4th Graders met their growth rate on iReady Reading. For English Learners, in iReady Reading Overall, in 2024-25 school year on the MOY assessment, 12% met their growth rate, whereas in 2025-26, 46% met their growth rate on iReady Reading overall. The stretch growth for students with IEPs increased from 5% to 20% meeting between 40-100% of their stretch growth MOY 2024-25-MOY 2025-26.</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>We have a very impactful Community School's Manager, and our work with Parent Engagement and Listening Circles focused on caregivers of students in focal groups, caregivers will have structured and systematic ways to have voices heard and strengthen school to family connection.</p>
<p><i>LCAP Goal 4:</i></p>	<p>80</p>	<p>Sequoia's current TSA continues to work with 3 new teachers in the induction program. Two of the three teachers are exiting the induction program. All 3 of the teachers will maintain their employment at Sequoia. All three teachers have been consistent about using the structured PLC time to collaborate with grade level colleagues in the way of looking closely at academic data and determining instructional next steps. This will be a challenge area in the 2026-27 school year, as instructional coaching is shared by the principal and the TSA. Sequoia is not assigned a TSA in the coming year, thus the work around instructional coaching will need to take place in other structures and systems.</p>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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 	<p>The overall student population continues to make growth beyond the 5% goal in both ELA and Math.</p>
<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> - 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 	<p>Black/AA students in the 3rd-5th Grades, the MOY iReady from 2024-25 to 2025-26 shows that there is a 7% decrease in the number of students proficient. In math, for Black/AA students both MOY iReady math assessments for this year, there is a proficiency rate of 29%. Thus, a stagnation in proficiency in math for Black/AA students. For English Learners, the number of students that are between 2-3 grade levels below in math increased by 14%. These numbers signify a need to focus on instructional strategies at all grade levels in math, for our focus groups, that ensure more access mathematical concepts and skills. For students with IEPs, there is an increase in the number of students 2-3 grade levels below in math by 10% from last year's MOY Math iReady, to this year's MOY math iReady.</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>We will increase our caregivers enagement by 10% for students in focal groups, but instituting a math and literacy night.</p>
<i>LCAP Goal 4:</i>	80	<p>While new teachers have recieved consistent coaching and support in the classroom, it is evident that the coaching of new teachers around their focal students needs is a challenge. Ensuring that support staff to new teachers is focused on the instructional skills and strategies necessary for focal student progress is tantamount. Cycles of Inquiry, that are predictable and focused needs strengthening. This is a being built into the structures, practices and calendaring of the Instructional Leadership Team at Seuqoia where there will be more focus on a clearer cadence of data analysis with clear actions plants to follow. This will be especially important given there will be limited direct instructional coaching.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Sequoia Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

A second Literacy Tutor working with 2nd-5th Grade students based on iReady analysis working with up to 20 students, school-wide.

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

Certificated Literacy instructor for 3rd-5th Grade students working with small groups 3-4 times per week on identified ELA needs.

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.

Students enrolled in Open Literacy receiving ongoing, systematic support and ongoing progress monitoring checks with key leadership sta

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Eva Gresham - Parent Engagement Workshops</p>	<p align="center">Student Connectedness to School</p>	<p>4 workshops for African American and Latinx families to facilitate caregiver parent voice and strenghten connectedness to school.</p>	<p>We are seeing an increase by 10% of parents of focal students attending larger school-wide workshop and caregiver conferences from fall to spring, as well as general engagement with teachers.</p>	<p>Because we have seen gains in parent of focal students we will continue to fund this expense.</p>

Certificated Reading Intervention Teacher	i-Ready Reading at or above Mid-Grade	Students demonstrating 1 or more grade level behind receive small group intervention 4 times per week.	As a result of the work of our Certificated Reading Intervention Teacher we have seen iReady for students in 1st-5th Grades increased by an average of 4% overall.	We have seen this strategy work well for students, we will continue to fund this out of Title I.
Extra time for teacher planning and collaboration.	ELL Reclassification	Collaborative planning focused on development and English Language Learner strategies.	Increase by 10% of English Learner strategies in classrooms K-5.	We have seen this strategy work well our ELL population, we will continue to fund this out of Title I.
3-5 grade SIPPS tutor.	i-Ready Reading at or above Mid-Grade	Expenditure goes toward paying part of the salary for literacy intervention during the school day for grade 3-5 with a focus on SIPPS.	As a result of the work of our SIPPS Tutor we have seen iReady for students in 1st-5th Grades increased by an average of 4% overall.	We have seen this strategy work well for students, we will continue to fund this out of Title I.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Sequoia Elementary School	SCHOOL ID:	151
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By May 2027, 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
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Identified Need:	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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Overall Population Tier 1: 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. During the year 2025-26, Sequoia staff engaged in professional development in Culturally Relevant Teaching, based on Zaretta Hammonds work. The staff will continue to deepen in strategies and shared practices in CRT, with a rubric that coincides with CRT, and behavioral and academic supports that reflect the components of a "Warm Demander" throughout the school year. How this gets operationalized will be the work of our Instructional Leadership Team and the Culture and Climate Team in collaboration with the principal.	All Students	Academic	Tier 1

1-2	Overall Population Tier 1, 2, 3: One to two 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 the certificated teacher, in small groups. Students' whose progress is 1 or less year's below grade level, will receive support from one of the two the site's literacy tutors. 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 done 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 occur through strategic scheduling.	All Students	Academic	Tier 1
1-3	Overall Population Tier 1, 2, 3: 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.	All Students	Academic	Tier 1, 2, 3
1-4	Overall Population Tier 1: Materials relevant to the EL Ed curriculum are purchased that will ensure further access for all students (e.g. literature, Science labs)	All Students	Academic	Tier 1 Universal
1-5	All students receive instruction in Visual and Performing Arts from professional, well trained teachers that collaborate with Gen Ed teachers.	All Students	Academic	Tier 1 Universal
1-6	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	All Students	Academic/SEL	Tier 1 Universal

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

School Goal:	By May of 2027 - 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
Identified Need:	- 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 - Reading intervention with certificated reading teacher and Early Literacy Tutor

#	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	Progress Monitoring and Action Steps: 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 2025-26, at the 3rd, 4th and 5th Grades, students will receive 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	Professional Learning Communities: 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 structured cycles of collaborative inquiry during planned and formal PLC time allotted at between one and two times per month. Cycles of Inquiry change every 6-8 weeks, and pivot from Reading and Writing to Math in all of the grades, as aligned to our assessment calendar.	AA/Latinx/English Learner Students/Students with IEPs	Academic	Tier 1 - Universal
2-3	Professional Development that Addresses English Learners, Black/AA Students: All classroom teachers will be in continued training in research based English Learner strategies with embedded time to plan and create lessons. English Learner strategies training will take place every other month during Wednesday PD time, led a grade level leader or 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.	English Learner Students	Academic	Tier 1 - Universal

2-4	Professional Development and Coaching: 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	Targeted Intervention Students Reading 2 Grades Below: 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	Targeted Interventions Students Reading 1 Grade Level Below: 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. Targeted support occurs in 6-8 week cycles, and progress monitoring determines whether or not students exit the cycle.	All Students	SEL / Mental Health	Tiers 2,3
2-7	Strategies and Activities Addressing Students with IEPs not progressing: 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: 1. Align the curriculum being used by Resource teachers both with regard to instruction and assessment. 2. 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. 3. 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. 4. The principal works strategically to ensure that Special Education staff is in place at the start of the school year.	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.	ALL Students	Academic/SEL	Tier 2,3

2-8	Professional Development SEL/PBIS: All staff will engage in professional development in Postive 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.	ALL Students	Academic/SEL	Tier 1 - Universal

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%			
Identified Need:	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	Create oportunites for diverse voices to engage in community building . Improve partnerships with Latino and Black families through affinity spaces, small listening session, personal checkins and caregiver teacher conferences. Work with BIPOC families to plan and host at least 3 events that will increase a sense of belonging.	AA, Latino, All Students	Academic, SEL	Tier 1 - Universal
3-2	Work with families through regular communciation from the Attendance team to establish relationships and partnerships for student learning. Offer oportunites for caregivers to understand grade level expectations, the impact of chronic absenteeism and tardies. Attendance team, lead by CSM will reguarly review attendance data to identify focal groups of students and increase tier 1 incentives and interventions.	ALL Students	Academic and Social and Emotional	Tiers 1,2,3
3-3	Create oportunities to celebrate student academic and social emotional successes. Integrate BIPOC student cultures into school-wide rituals, traditions, and practices.	ALL Students	Academic	Tier 1 - Universal
3-4	Integrate Caring Schools Community currorulum/strategies, PBIS, Toolbox, Restorative Justice stategies, and other supports to proactively establish schoolwide behaviors and Sequoia Way expectations. Provide structure and system for tiered behavior supports. Focus on morming meetings, calm/peace corners, positive acknowledgement, and PBIS systems.	ALL Students	Academic and Social and Emotional	Tiers 1,2,3
3-5	CSM with Principal support montioring implementation of Sown to Grow and the expection that all classes 1st - 5th grade are administering Sown to Grow weekly.	ALL Students	SEL	Tiers 1,2,3

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

School Goal: 80				
Identified 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.				
#	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

#	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 specifics 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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	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	The principal and ILT will collaboratively 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	Designated ELD will be taught during UE 30 by certificated staff, using research-based curriculum designed specifically for EL students.	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	Tier 1 and 2
6-5	Continued professional development via learning walks to schools that are having high levels of success with English learners, or observing in classrooms where students have been GLAD trained, will be instituted.	English Learner Students	SEL/Academic	Tier 1 and 2

PROPOSED 2026-27 SCHOOL SITE BUC

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
Afterschool - Healthy Start	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00		Student Connectedness to School	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-1
Afterschool - Healthy Start	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00		Student Connectedness to School	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-2
VAPA Teacher	\$71,655	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10101	Teacher Education Enhancement	0.65		Student Connectedness to School	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-3
Art Supplies	\$636	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00		i-Ready Reading at or above Mid-Grade	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-4
VAPA Teacher	\$11,024	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10101	Teacher Education Enhancement	0.10		Student Connectedness to School	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-5
Art Supplies	\$665	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies			0.00		i-Ready Reading at or above Mid-Grade	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-6
Afterschool - Healthy Start	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00		Student Connectedness to School	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-7
Afterschool - Healthy Start	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00		Student Connectedness to School	Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-8
Extra time for teacher planning and collaboration.	\$15,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		Staff Satisfaction with Professional Development	Professional Learning Communities: 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.	151-9

PROPOSED 2026-27 SCHOOL SITE BUD

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
Extra time for classified staff (Family engagement and translation)	\$5,000	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation			0.00		Student Connectedness to School	Work with families through regular communication from the Attendance team to establish relationships and partnerships for student learning. Offer opportunities for caregivers to understand grade level expectations, the impact of chronic absenteeism and tardies. Attendance team, lead by CSM will regularly review attendance data to identify focal groups of students and increase tier 1 incentives and interventions.	151-10
Instructional school supplies to enhance program	\$500	LCFF Supplemental	4310	School Office Supplies			0.00			Overall Population Tier 1: 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.	151-11

PROPOSED 2026-27 SCHOOL SITE BUC

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
Ignite Software License	\$1,000	LCFF Supplemental	5846	Licensing Agreements			0.00			Overall Population Tier 1: 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.	151-12
Community School Manager	\$103,009	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9842	Program Mgr Community School	0.50			Integrate Caring Schools Community curriculum/strategies, PBIS, Toolbox, Restorative Justice strategies, and other supports to proactively establish schoolwide behaviors and Sequoia Way expectations. Provide structure and system for tiered behavior supports. Focus on morning meetings, calm/peace corners, positive acknowledgement, and PBIS systems.	151-13
3rd-5th grade SIPPS tutor	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	11031	Early Literacy Reading Tutor	0.80			Targeted Intervention Students Reading 2 Grades Below: 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.	151-14

PROPOSED 2026-27 SCHOOL SITE BUC

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
PE EEIP Teacher	\$67,078	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1218	Teacher Education Enhancement	0.80			Students receive a well-rounded instructional program that includes access to Physical Education programming that is aligned to the California Physical education standards.	151-15
Librarian	\$36,096	Measure G, Library Support	2205	Classified Support Salaries	9688	Library Technician	0.50			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.	151-16
EEIP VAPA Teacher	\$27,560	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10101	Teacher Education Enhancement	0.25			All students receive instruction in Visual and Performing Arts from professional, well trained teachers that collaborate with Gen Ed teachers.	151-17
EEIP VAPA Teacher	\$93,084	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10192	Teacher Education Enhancement	0.55			All students receive instruction in Visual and Performing Arts from professional, well trained teachers that collaborate with Gen Ed teachers.	151-18
Community School Manager	\$61,805	PTA/PTO Donations	2305	Classified Supervisors' and Administrators' Salaries	9842	Program Mgr Community School	0.30			Integrate Caring Schools Community currorulum/strategies, PBIS, Toolbox, Restorative Justice strategies, and other supports to proactively establish schoolwide behaviors and Sequoia Way expectations. Provide structure and system for tiered behavior supports. Focus on morning meetings, calm/peace corners, positive acknowledgement, and PBIS systems.	151-19
Noon Sup	\$9,101	PTA/PTO Donations	2905	Other Classified Salaries	10194	Noon Supervisor	0.20			Integrate Caring Schools Community currorulum/strategies, PBIS, Toolbox, Restorative Justice strategies, and other supports to proactively establish schoolwide behaviors and Sequoia Way expectations. Provide structure and system for tiered behavior supports. Focus on morning meetings, calm/peace corners, positive acknowledgement, and PBIS systems.	151-20
Workshops for African American and Latinx families to facilitate caregiver parent voice and streghten connectedness to school.	\$2,070	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Student Connectedness to School	Work with families through regular communciation from the Attendance team to establish relationships and partnerships for student learning. Offer opportunites for caregivers to understand grade level expectations, the impact of chronic absenteeism and tardies. Attendance team, lead by CSM will reguarly review attendance data to identify focal groups of students and increase tier 1 incentives and interventions.	151-21

PROPOSED 2026-27 SCHOOL SITE BUD

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
Certificated Reading Intervention Teacher	\$76,160	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10192	Teacher Education Enhancement	0.45		i-Ready Reading at or above Mid-Grade	Targeted Intervention Students Reading 2 Grades Below: 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.	151-22
Collaborative planning focused on development and English Language Learner strategies.	\$3,860	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		ELL Reclassification	Targeted Intervention Students Reading 2 Grades Below: 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.	151-23
3-5 grade SIPPS tutor.	\$29,830	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	11032	Early Literacy Reading Tutor	0.40		i-Ready Reading at or above Mid-Grade	Targeted Intervention Students Reading 2 Grades Below: 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.	151-24



Title I, Part A School Parent and Family Engagement Policy

2025-26

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 parent-teacher-student lead conferences to discuss students' assessments, progress, achievements, and report cards, as well as other family engagement events..
- Building capacity with new and existing families around parent engagement and how they can learn more about the school and get involved
- Holding monthly school site council virtual meetings or in person, where data, standards, and assessments are discussed.

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:

- Provide parents with reasonable access to staff and Regular meetings between parents and teachers.

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:

- During specific School Events, monthly SSC meeting, & end of data cycles, Sequoia teaching staff will provide an explanation of the curriculum, assessments, & proficiency levels students are expected to meet.

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 the 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:

- Parents, volunteers, administration, and school staff participate in supporting school activities through information about volunteering in the classroom and coordinating the role of the Family Room Leader.
- Seasonal events inform families of school goals.
- 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. 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:

- Monthly (SELLS) Site English Language Learners subcommittee, weekly Parent Square messages to families, and parent/teacher conferences several times per school year.

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

- Monthly SPTO (parent teacher organization meetings), coffee with the principal/CSM meetings, and School Site Council (SSC). Committees can also communicate with staff via email, Parent Square, in-person scheduled meetings, or phone calls.

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 27, 2025, and will be in effect for the period August 12, 2025, through May 29, 2026.

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

Vanessa Flynn	<i>Vanessa Flynn</i>	8/28/2025
Name of Principal	Signature of Principal	Date

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



Sequoia Elementary School

School-Parent Compact

2025-26

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 2025-26 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, science, social studies, and social-emotional learning
- 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 frequent 2-way communication with families about student learning. This includes check-ins and frequent communication through Parent Square, the school newsletter, email, and telephone.
- In addition to informal meetings by caregiver/teacher requests, we offer many family engagement opportunities.
- There will be two site-wide caregiver-teacher conference schedules over the first and second trimesters. Conferences will be held the week of September 29 and March 2.

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 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 or Community Schools Manager 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, the Principal, and the teacher 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), SPTO, and others from the school site.
- 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.

- All staff members participate in Professional Development that outlines Sequoia's expectations for family engagement, as well as planning time for family engagement events.
- All staff members are encouraged to continue communication with families through Parent Square, emails, and texts/calls.

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 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.

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 for the number of minutes assigned by my teacher 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 and Sequoia Way agreements.

This Compact was adopted by Sequoia Elementary School on August 27, 2025, and will be in effect for the period of August 1, 2025, to May 31, 2026.

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 30th** of this current school year.

Vanessa Flynn	<i>Vanessa Flynn</i>	8/28/2025
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Name of Principal

Signature of Principal

Date

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

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Strategic Resource Planning (SRP)

Sequoia ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-26

SSC - Officers

Chairperson:	Sara [REDACTED]
Vice Chairperson:	Ravinder [REDACTED]
Secretary:	Tracey Kelp

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
Dyendis Jones	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Lisa Rasler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jeremy Wolff	<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"/>	2nd
Mayra [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Ravinder [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Desiree [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Lisa [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Sara [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of the Month @ 5:00 pm - 6:00 pm
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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.

