



Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

Sequoia Elementary School

39685936042386

Manteca Unified School District

39685930000000

School Site Vision

Sequoia's vision, aligned to that of Manteca Unified School District, is that every student works to achieve grade level standards, feels safe and is supported to realize individual success.

School Site Mission

The mission of Sequoia Elementary School is to nurture and develop the intellectual, physical, cultural, and moral capacities of each student so he/she will become a productive citizen in our diverse, ever-changing society.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Homeless, African American, Students with Disabilities, White

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sequoia's plan for student success is aligned to Manteca Unified School District's goals for student success. Sequoia's plan includes measurable goals which target students acquiring grade level standards, support for emerging students, and safety for our students. We strive to create a positive school climate where students feel safe and parents are an integral part in promoting a positive school culture. We recognize that we must address the needs of our emerging students and their families, particularly our Socioeconomically Disadvantaged students who represent the majority of our population. All students must have access to the core curriculum to meet grade level standards in the content areas through base and supplemental services.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

All Sequoia stakeholder groups had the opportunity to review and provide input for our SPSA. During our April 25, 2023 School Site Council Meeting, parent and teacher members reviewed and discussed the upcoming 2023-2024 Title 1 budget. During our ELAC meeting held on May 3, 2022 parents were given an opportunity to review and discuss the Strategic Plan as well give input through a needs assessment. A schoolwide Needs and Facilities was sent to every household in 2/2023 allowing all stakeholders to evaluate and have input. Sequoia's leadership team, school staff, SSC, and ELAC representatives will review the Dashboard, CAASPP, MUSD Benchmark Assessments, NWEA MAP, Discipline and Attendance/Engagement data to determine what actions we need to take moving forward to meet the goals of both the district and the site.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource inequities were determined through stakeholder input on needs assessment surveys. Staff see a need for professional development and feel under prepared to serve the needs of our students, particularly English learner, socioeconomically disadvantaged, and homeless students. Families believe students who struggle need more intervention during the regular day, especially in the area of literacy. Families and staff also see a need for more before and after school programs as well as enrichment programs. Walkthrough data indicate students are often confused about what they are learning and why they are learning it. While staff utilize the district approved curriculum, there is a need for training that addresses effective use of the program including intervention programs available within the base curriculum.

Needs assessment surveys indicate a need for more student supervision (SSA) on campus during recess and lunch times. A need to provide training to yard staff in the area of de-escalation and structured play is evident by the analysis of student discipline reports. Q behavior data demonstrates that a majority of our behavior incidents occur during recess and lunch times.

A majority of our homeless students (50% 24 of 48 students) are chronically absent. Due to the high rate of absenteeism, our homeless students are significantly behind in meeting grade level standards. Our homeless students are not showing as much growth on MAP and statewide assessments. Many of our homeless students do not attend school due to lack of transportation. Homeless students and their families report feeling disconnected with school programs and activities.

School Site Description

Sequoia School, in partnership with its parents and community, is dedicated to continued high expectations of all students in a safe and secure learning environment. We are committed to providing academic support and life skills with current technology for all students to reach their fullest potential. Sequoia continues to achieve academic success by building a growing community of learners through collaboration with students, parents, teacher, support staff, and community members to create a school environment conducive to student success

Sequoia School is a K-8 school with an enrollment of approximately 825 students located in the center of the City of Manteca. The staff includes a full-time principal and vice-principal. There are twenty nine classroom teachers, two resource specialists and a part time music specialist. Additional credentialed personnel include a speech therapist and a part time psychologist. Other personnel vital to the effective operation of our school include a librarian, technology support specialist, three bilingual aides, two resource paraprofessionals, three K-3 paraprofessionals, an office manager, an attendance clerk, clerical assistant, custodians, yard supervisors and a Community Outreach Assistant. Approximately 77% of the students are identified as being socio-economically disadvantaged.

Sequoia's students come to the school from the surrounding neighborhoods. All students are within walking range of the site, and the majority live in single-family homes. The school site has a gym which provides a facility to hold community and school events. It also contains a library which is available to students. There is a preschool program housed on the campus which serves the immediate neighborhood. Sequoia also offers a grant funded after school program, Give Every Child a Chance (GECAC).

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.60	100.00	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	38.90	3.71	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	30.60	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Beginning with the 2018-2019 school year and continuing through the 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessment and accountability systems monitor student academic performance and growth in learning. Over the previous school years, MUSD spent valuable time looking at and evaluating whether or not identified assessments were meaningful, measurable, and valid. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. The information gleaned from these on-going assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The site leadership team team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2020-2021 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-8 maintain access to their devices within their school setting and are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2021-2022 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primary indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English Learners and Special Education students. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Manteca Unified provides instructional assistance and ongoing support to all teachers of ELA/ELD, Mathematics, core classes, and intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Manteca Unified facilitates and supports structured collaboration meetings in order for all teachers of ELA/ELD and Mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss and utilize the results of the local assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school. The district and site provide release days during the school year for development and collaboration. Teachers meet in Professional Learning Communities by grade level or by department to refine instructional practice and work to improve student outcomes.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Manteca Unified allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Manteca Unified prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the standards-aligned, basic core ELA/ELD, strategic support, intensive intervention programs, standards-aligned mathematics basic core, strategic support, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. ELD, small-group instruction and Tier I interventions are a focus when developing a master schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks are in adequate supply and fair to excellent condition. MUSD places great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil has a textbook and/or instructional materials to use in class and to take home. There are zero percent of pupils who lack their own assigned textbooks and/or instructional materials. Additional literature-based materials are used to enrich the state textbook matrix. All students, including those with special needs, have access to the core curriculum materials. MUSD provides students one to one access to a digital device.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

The District provides two days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English learners and Special Education students. Staff Development in the Manteca Unified School District focuses on two goals: improvement in the educational program and in student achievement. Assessment data is analyzed and reviewed by the site leadership teams through designed processes. Common assessments for each grade level or course are administered, each of which aligns with the appropriate Common Core State Standards. These assessments may be statistically normed tests such as MAP, or district common finals.

After the assessments are given, data are collected and disaggregated for teachers to analyze. The data give teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. These data are analyzed for trends, looking for areas of success and for areas for growth. Data drive district-wide change, both large and small, in the curricular program (which is also aligned with state student content standards) which then leads students to higher levels of achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school-wide Title I site has a School Site Council (SSC), an English Learning Advisory Council (ELAC), which is comprised of both staff and parents. MUSD has district committees which include the District Parent Advisory Council and the District English Learner Advisory Committee. These committees at the site and district level provide parent input on students' instructional needs related to under-achieving students. There are also Parent-Teacher groups which support the sites.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

MUSD established a District English Learner Advisory Committee (DELAC) and a District Parent Advisory Council (DPAC), consisting of parents and school representatives and involve them in the application for funding programs provided by the state or federal government including those that serve English Learners and Title 1 students.

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members along with the DPAC members for review. Once approved, the Application for funding, which will be signed by the DELAC chairperson, lists the Categorical Program funding requests for the fiscal year. The ConApp will then be reviewed by Manteca Unified School District School Board during board meetings and be approved by the Board before making its way to the Superintendent to finalize it with a Certification of Assurance and Protected Prayer Certification. The Certification of Assurance verifies that MUSD will spend any federal funds received, legally and correctly. The Protected Prayer Certification is a certification of protected prayer within MUSD.

Both the DELAC and DPAC act as advisory councils in the development of the LCAP and make recommendations on activities and expenditures related to Local Control Accountability Funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical. LCFF funds are used to provide for the needs of all students in MUSD, including professional development related to underperforming students, tutorials, and intervention programs and materials.

MUSD uses LCFF supplemental/concentration funds as well as Title 1 funds district-wide to provide assistance for Homeless students, parent involvement activities, staff development, student achievement, teacher attraction and retention and for the Kindergarten Bridge program among many others.

Title III funds are used to provide support and resources related to English Learners. A District director and coordinator oversees EL trainings, resources, and strategies to improve ELD instruction. Trainings have focused on ELD instruction in coordination with the ELD/ELA standards and framework.

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

All Manteca schools receive formula-based allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Manteca Unified general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans (which contain all of the core elements of the School Plan for Student Achievement).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
814	77.0	34.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sequoia Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

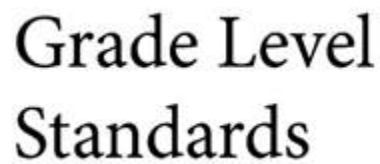
2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	283	34.8
Foster Youth		
Homeless	33	4.1
Socioeconomically Disadvantaged	627	77.0
Students with Disabilities	97	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	2.8
American Indian	2	0.2
Asian	16	2.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	6	0.7
Hispanic	649	79.7
Two or More Races	24	2.9
Pacific Islander	2	0.2
White	92	11.3

Conclusions based on this data:

1. According to the 2022 California Dashboard socio-economically disadvantaged students comprise 77% of our school population.
2. According to the 2022 California Dashboard English Learner students comprise 34.8% of our school population.
3. According to our 2022-2023 Q data system Students with disabilities comprise 10.5% of our school population.



District Goal

[illegible]

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2360.			5.38			12.90			30.11			51.61	
Grade 4		2408.			6.00			18.00			25.00			51.00	
Grade 5		2454.			9.09			19.48			20.78			50.65	
Grade 6		2482.			1.12			23.60			40.45			34.83	
Grade 7		2492.			1.10			28.57			20.88			49.45	
Grade 8		2541.			4.08			35.71			33.67			26.53	
All Grades	N/A	N/A	N/A		4.38			23.18			28.65			43.80	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.30			60.22			35.48	
Grade 4		8.00			57.00			35.00	
Grade 5		9.09			66.23			24.68	
Grade 6		4.49			55.06			40.45	
Grade 7		6.59			58.24			35.16	
Grade 8		9.28			65.98			24.74	
All Grades		6.95			60.33			32.72	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			51.61			41.94	
Grade 4		4.00			53.00			43.00	
Grade 5		6.49			59.74			33.77	
Grade 6		4.49			60.67			34.83	
Grade 7		10.99			49.45			39.56	
Grade 8		9.18			66.33			24.49	
All Grades		6.93			56.75			36.31	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.15			64.52			33.33	
Grade 4		7.00			68.00			25.00	
Grade 5		7.79			71.43			20.78	
Grade 6		4.49			80.90			14.61	
Grade 7		7.69			70.33			21.98	
Grade 8		8.25			74.23			17.53	
All Grades		6.22			71.48			22.30	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.38			53.76			40.86	
Grade 4		4.00			63.00			33.00	
Grade 5		6.49			54.55			38.96	
Grade 6		6.74			75.28			17.98	
Grade 7		7.69			56.04			36.26	
Grade 8		10.20			78.57			11.22	
All Grades		6.75			63.87			29.38	

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	91	93		0	93		0	93		0.0	100.0	
Grade 4	64	100		0	100		0	100		0.0	100.0	
Grade 5	78	77		0	77		0	77		0.0	100.0	
Grade 6	82	89		0	88		0	88		0.0	98.9	
Grade 7	86	93		0	92		0	92		0.0	98.9	
Grade 8	94	99		0	98		0	98		0.0	99.0	
All Grades	495	551		0	548		0	548		0.0	99.5	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2384.			4.30			24.73			23.66			47.31	
Grade 4		2401.			2.00			14.00			21.00			63.00	
Grade 5		2418.			1.30			3.90			20.78			74.03	
Grade 6		2454.			2.27			7.95			30.68			59.09	
Grade 7		2435.			4.35			5.43			18.48			71.74	
Grade 8		2480.			4.08			8.16			26.53			61.22	
All Grades	N/A	N/A	N/A		3.10			10.95			23.54			62.41	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.68			48.39			41.94	
Grade 4		4.00			35.00			61.00	
Grade 5		1.30			28.57			70.13	
Grade 6		2.27			35.23			62.50	
Grade 7		3.26			30.43			66.30	
Grade 8		3.06			40.82			56.12	
All Grades		4.01			36.68			59.31	

Problem Solving & Modeling/Data Analysis

Using appropriate tools and strategies to solve real world and mathematical problems

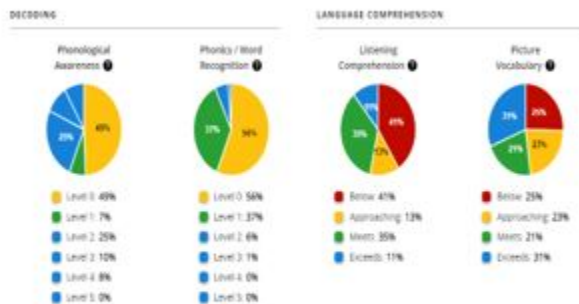
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.53			50.54			41.94	
Grade 4		5.00			40.00			55.00	
Grade 5		1.30			40.26			58.44	
Grade 6		2.27			47.73			50.00	
Grade 7		4.35			39.13			56.52	
Grade 8		4.08			59.18			36.73	
All Grades		4.20			46.35			49.45	

Communicating Reasoning

Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.68			53.76			36.56	
Grade 4		4.00			50.00			46.00	
Grade 5		3.90			45.45			50.65	
Grade 6		4.55			60.23			35.23	
Grade 7		3.26			56.52			40.22	
Grade 8		3.06			58.16			38.78	
All Grades		4.74			54.20			41.06	

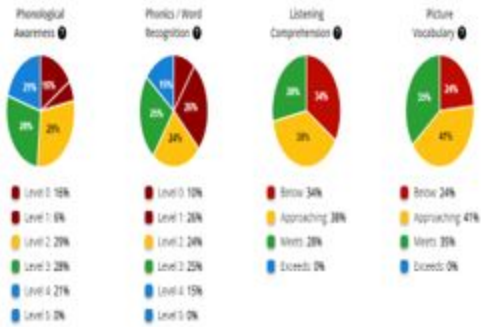
Foundational Skills Performance Breakdown



Kindergarten-71 students have foundational skills scores

DECODING

LANGUAGE COMPREHENSION

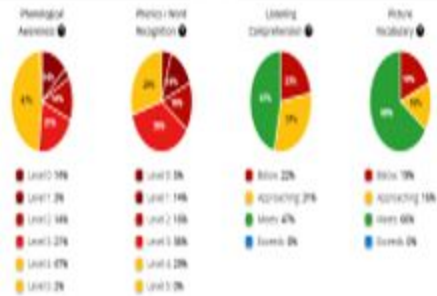


1st Grade- 68 students have foundational skills [scores](#)

Foundational Skills Performance Breakdown

DECODING

LANGUAGE COMPREHENSION

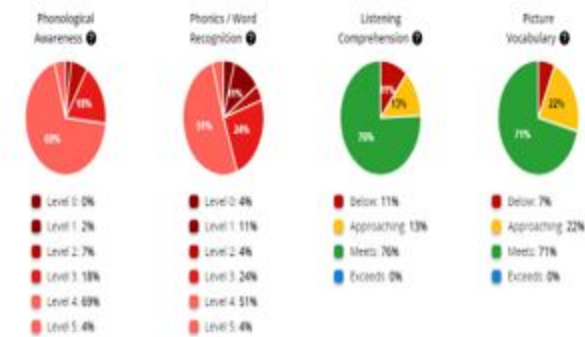


2nd 58 students have foundational skills [scores](#)

Foundational Skills Performance Breakdown





















DECODING

LANGUAGE COMPREHENSION



3rd grade – 45 students have foundational skills [scores](#)

2022-2023 Phonological Awareness term by term summary

KINDERGARTEN			
 Exceeds	43.1%	31.9%	27.1%
 Meets	6.9%	27.5%	30%
 Approaching	48.6%	5.8%	20%
 Below	0%	34.8%	21.4%
 No Expectation	0%	0%	0%
1ST GRADE			
 Exceeds	18.9%	0%	0%
 Meets	25.7%	44.8%	0%
 Approaching	27%	13.4%	43.9%
 Below	20.3%	28.4%	36.8%
 No Expectation	0%	0%	0%
2ND GRADE			
 Exceeds	0%	0%	0%
 Meets	0%	0%	0%
 Approaching	37.3%	0%	0%
 Below	40%	67.5%	53.6%
 No Expectation	0%	0%	0%
3RD GRADE			
 Exceeds	0%	0%	0%
 Meets	0%	0%	0%
 Approaching	0%	0%	0%
 Below	54.9%	86.7%	0%
 No Expectation	0%	0%	0%

Data Analysis

Sequoia students currently in Grades K-2 are lacking basic phonological awareness skills as evidenced by the NWEA MAP assessment.

Student Need 1:

Sequoia K-2 students need to increase their foundational/phonological awareness skills in order to access curriculum and make progress towards grade level standards mastery.

Implementation Plan

- Students will be given the MAP assessment three times per year. Scores from these assessments will be utilized to inform instruction and create differentiated groups for Tiger Time
- NWEA MAP assessments will be utilized to identify individual learning goals for students.
- Students will be provided with access to grade level ELA standards by staff trained in academic engagement, effective instructional strategies and use of base/CORE curriculum designed to scaffold learning
- Students will have access and teachers will provide Tier 1 interventions daily during Tiger Time

- ILT and Grade Level PLC's will work together to develop and deliver agreed upon professional development specifically targeting Tier 1 interventions.
- Professional development will be provided by school site staff, peer observations, or externally via outside workshops, trainings, and conferences.
- Teachers and students will have access to base instructional supplies, textbooks, copies, technology, and peripherals, as well as supplemental materials as needed
- All students will be provided 30 minutes of Tiger Time for UDL to meet their individual learning goals
- Gen Ed paras will assist teachers to provide support
- Instructional Specialists and/or district TOSA's will target foundational skills in Grades k-3
- Teachers will be trained on Foundations and will use this in conjunction with Wonders to enhance Tier 1 base curriculum.

SMART Goal

By Spring, 2024 Sequoia K-2 students will grow the number of K-2 students that reach grade level on phonological awareness and phonics and word recognition by 5% as measured on Spring 2024 MAP Phonological Awareness Scores.

Metric/Indicator	Baseline	Expected Outcome
NWEA MAP Fluency	Spring MAP Phonological Awareness Scores K- 57.1% of students are meeting or exceeding grade level 1st: 0% of students are meeting or exceeding grade level 2nd: 0% of students are meeting or exceeding grade level	By Spring 2024, Sequoia expects to grow the number of K-2 students that reach grade level on phonological awareness and phonics word recognition by 5% as compared to Spring 2023

Targeted Resources Applied

Action	Resources	Money/Budget
Wilson Foundations Consumables	LCFF- Supplemental	7,989
Certificated staff trainings and collaboration	Title I Part A: Allocation	3,000
Substitutes for staff collaboration, planning, and peer observation pull out days.	Title I Part A: Allocation	5,333
Time sheeting for grade levels to collaborate and complete professional learning outside of the school day.	LCFF- Supplemental	500
Supplemental ELA supplies for Tier 2 instructional purposes	Title I Part A: Allocation	2,844

Progress Monitoring

October

January

April

Data

Grade	Math- met projected growth # of students	Math- showed growth # of students	Reading- met projected growth # of students	Reading- showed growth # of students
K	35	72	13	35
1	18	75	32	73
2	37	79	36	82
3	59	89	51	86
4	17	79	12	48
5	49	93	31	65
6	26	62	23	45
7	47	78	53	64
8	54	77	43	63
Total	342	704	294	561

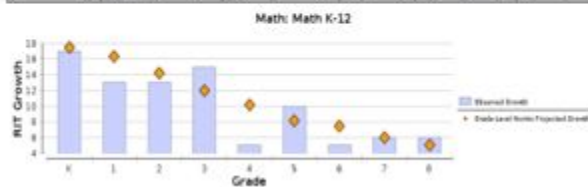
2022-2023 Met Projected Growth -ASTI Groups - students with disabilities

Grade	Reading	Math
K	2/4	3/4
1	3/6	1/6
2	7/21	9/19
3	3/17	3/16
4	2/23	2/20
5	7/20	13/19
6	2/15	6/14
7	8/13	8/11
8	5/19	9/16

2022-2023 Met Projected Growth- ASTI Groups- White

Grade	Math
K	3/7
1	2/6
2	5/12
3	9/14
4	1/6
5	6/18
6	3/11
7	3/5
8	8/11

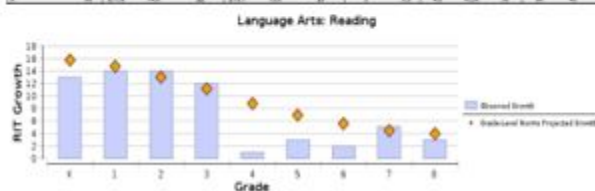
Sequoia Elementary																	Real Time Display	Go
Math: Math K-12																		
Grade (Spring 2023)	Total Number of Students	Fall 2022						Growth		Growth Exceeded Expectations						Student Growth Percentile		
		Mean SAT Score	Standard Deviation	Achievement Percentile	Mean SAT Score	Standard Deviation	Achievement Percentile	(Observed Growth)	(Original Growth)	Projected Growth	School Growth	School Growth	Number of Students	Number of Students				
K	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
1	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
2	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
3	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
4	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
5	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
6	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
7	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
8	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
9	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		
10	10	128.2	18.8	10	128.2	18.8	10	12	1.8	17.8	0.18	85	11	36	46	25		



Sequoia Elementary

Language Arts: Reading

Grade (Spring 2023)	Total Number of Students	Fall 2022			Competency Periods			Spring 2023			Growth			Growth Exceeded Expectations			Student Scores		
		Mean	SD	Percentile	Mean	SD	Percentile	Observed Growth	Original Growth	Projected Growth	School Growth	School Growth	Number of Students	Number of Students	Number of Students	Number of Students	Number of Students		
K	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10
1	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10
2	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10
3	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10
4	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10
5	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10
6	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10
7	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10
8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10	128.2	18.8	10



Data Analysis

294 students met their projected growth goal on the 2023 Spring MAP ELA assessment, 342 students met their projected growth goal on the 2023 Spring MAP Math assessment, 40 white students met their projected growth goal on the 2023 Spring MAP Math assessment, 39 students with disabilities met their projected growth on the 2023 Spring MAP ELA assessment, 54 students with disabilities met their projected growth on the Spring NWEA MAP Math assessment

Student Need 2:

Students in all grade levels including our white and students with disabilities subgroups need to show growth and master grade level standards in all core subjects to successfully transition to the next grade level.

Implementation Plan

- 50% Intervention teacher to support instruction in the CORE subjects at a Tier 2 level
- Teachers and families will use MAP results to develop targeted individual learning goals
- Progress on MAP and other common formative assessments will be monitored throughout the year and reviewed each trimester with families
- Teachers will provide small group/differentiated instruction targeted to specific needs as a result of MAP and other Common Formative Assessments in the CORE subjects
- Teachers will assign individualized lessons and monitor student progress in Edmentum
- Teachers will provide daily Tier 1 interventions
- Professional development will be provided to both the ILT and individual teachers. A trainer of teachers model will be developed
- Before and/or after school tutoring will be held to address specific skills identified through MAP testing and other Common Formative Assessments

SMART Goal

By Spring 2024, each grade level will increase the number of students demonstrating growth on the NWEA Reading and Math MAP RIT score by 5% from Spring 2023.

NWEA MAP ELA growth report	NWEA Spring 2023 MAP RIT score ELA Growth report K: 13 students met growth projections 1: 32 students met growth projections 2: 36 students met growth projections 3: 51 students met growth projections 4: 12 students met growth projections 5: 31 students met growth projections 6: 23 students met growth projections 7: 53 students met growth projections 8: 43 students met growth projections	5% more Sequoia students in each grade level will meet growth projections on the Spring 2024 MAP ELA RIT score growth score report as compared to Spring 2023 scores
NWEA MAP ELA growth reports for students with disabilities	Illuminate MAP ELA growth report for students with disabilities. K: 2 SWD met growth projections 1: 3 SWD met growth projections 2: 7 SWD met growth projections 3: 3 SWD met growth projections 4: 2 SWD met growth projections 5: 7 SWD met growth projections 6: 2SWD met growth projections 7: 8 SWD met growth projections 8: 5 SWD met growth projections	5% more Sequoia students SWD will meet growth projections on the Spring 2024 MAP ELA RIT score growth report as compared to Spring 2023 scores
NWEA MAP MATH growth reports	NWEA Math Growth Report K: 35 students met growth projections 1st: 18 students met growth projections. 2nd: 37 students met growth projections 3rd: 59 students met growth projections 4th: 17 students met growth projections 5th: 49 students met growth projections 6th: 26 students met growth projections 7th: 47 students met growth projections 8th: 54 students met growth projections	5% more Sequoia students in each grade level will meet growth projections on the Spring 2024 MAP Math RIT score growth report as compared to Spring 2023 scores

NWEA MAP MATH growth reports for white students	<p>Illuminate MAP Math growth report for white students</p> <p>K: 3 white students met growth projections</p> <p>1st: 2 white students met growth projections</p> <p>2nd: 5 white students met growth projections</p> <p>3rd: 9 white students met growth projections</p> <p>4th: 1 white student met growth projections</p> <p>5th: 6 white students met growth projections</p> <p>6th: 3 white students met growth projections</p> <p>7th: 3 white students met growth projections</p> <p>8th: 8 white students met growth projections</p>	5% more Sequoia white students in each grade level will meet growth projections on the Spring 2024 MAP Math RIT score growth report as compared to Spring 2023 scores
NWEA MAP MATH growth reports for students with disabilities	<p>Illuminate MAP Math growth report for students with disabilities</p> <p>K: 3 SWD met growth projections</p> <p>1st: 1 SWD met growth projections</p> <p>2nd: 9 SWD met growth projections</p> <p>3rd: 3 SWD met growth projections</p> <p>4th: 2 SWD met growth projections</p> <p>5th: 13 SWD met growth projections</p> <p>6th: 6 SWD met growth projections</p> <p>7th: 8 SWD met growth projections</p> <p>8th: 9 SWD met growth projections</p>	5% more Sequoia students with disabilities in each grade level will meet growth projections on the Spring 2024 MAP Math RIT score growth report as compared to Spring 2023 scores
NWEA MAP ELA growth reports	Spring 2023 MAP ELA growth report for students in 4th, 5th, and 6th grades in lowest achievement and lowest growth quadrant.	Targeted groups in 2023-2024 school year in 4th, 5th, and 6th grades will make equivalent or more growth in MAP ELA RIT growth when compared to those with only Tier 1 instruction in the general education classroom.

Targeted Resources Applied

Action	Resources	Money/Budget
Certificated staff will provide bootcamp and tutorial opportunities in ELA and Math	LCFF- Supplemental	1,500
Supplemental curriculum and materials for Tier 2 support in ELA and Math	LCFF- Supplemental	1,000

Substitutes for certificated teachers to collaborate and plan instruction in ELA and Math	LCFF- Supplemental	1,500
Time sheeting for staff collaboration and professional development outside of the school day.	LCFF- Supplemental	500
Time sheeting for ILT collaboration and data discussions.	LCFF- Supplemental	1,000
Education activities and excursions both in person and virtual to support learning and engagement with understanding real world application of learning.	LCFF- Supplemental	2,500
Intervention teacher to support growth in ELA and Math.	Title I Part A: Allocation	70,000
Substitutes will be provided for certificated staff release time.	Title I Part A: Allocation	4,333
Supplemental ELA/Math supplies to support Tier 2 instruction.	Title I Part A: Allocation	3,844
Certificated staff will have access to trainings, collaboration, staff development, conferences, workshops, or other meaningful trainings to enhance their understanding of ELA and Math core standards and provide training for instruction, intervention, and/or enrichment.	LCFF- Supplemental	5,000
PBIS incentives and awards to enhance student engagement.	LCFF- Supplemental	2,500
Certificated staff will have access to trainings, collaboration, staff development, conferences, workshops, or other meaningful trainings to enhance their understanding of ELA and Math core standards and provide training for instruction, intervention, and/or enrichment.	Title I Part A: Allocation	4,000
Books and Novel sets will be purchased to support the stories presented in base/core curriculum	LCFF- Supplemental	1,562

Progress Monitoring

October

January

April



District Goal

Every student feels safe in the school environment inclusive of design, security and climate.

Site Goal

Sequoia students will feel safe, both emotionally and physically, and will have access to clean and safe facilities.

Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.

Climate

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.07	0.36	5.22	0.91	3.47	0.20
Expulsions	0.00	0.00	0.23	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.61	4.19	2.45
Expulsions	0.11	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	844	821	123	15.0
Female	422	411	62	15.1
Male	422	410	61	14.9
American Indian or Alaska Native	3	3	1	33.3
Asian	16	13	4	30.8
Black or African American	19	19	2	10.5
Filipino	6	5	1	20.0
Hispanic or Latino	657	643	86	13.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	28	28	5	17.9
White	113	108	24	22.2
English Learners	267	264	40	15.2
Foster Youth	3	3	0	0.0
Homeless	67	65	19	29.2
Socioeconomically Disadvantaged	765	752	118	15.7
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	111	111	16	14.4

Chronic Absenteeism 2022-2023 (student/percent)									
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
Kinder	19/24%	25/34%	20/27%	50/68%	36/49%	33/45%	34/46%	29/39%	20/27%
1	21/26%	16/21%	22/28%	45/57%	32/41%	31/40%	37/47%	23/29%	26/34%
2	18/19%	14/14%	22/21%	36/33%	30/29%	24/24%	37/35%	31/30%	32/30%
3	22/21%	12/12%	20/19%	37/36%	33/32%	35/24%	35/33%	25/25%	33/32%
4	27/28%	15/16%	23/24%	44/46%	37/39%	32/34%	31/32%	31/33%	31/33%
5	14/14%	17/17%	22/22%	38/37%	36/35%	33/33%	27/27%	37/37%	29/29%
6	18/22%	12/14%	19/22%	31/36%	27/31%	20/23%	21/24%	31/36%	24/29%
7	17/17%	11/11%	16/16%	35/35%	22/22%	34/34%	25/25%	40/39%	24/24%
8	20/21%	14/14%	29/29%	49/50%	28/28%	35/36%	34/35%	39/41%	23/24%

Chronic Absenteeism 2022-2023 White/SPED/Homeless (student/percent)									
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
White	10/11%	24/25%	36/38%	42/41%	52/55%	22/23%	39/41%	30/32%	26/27%
SPED	19/20%	20/21%	33/35%	44/47%	38/40%	26/28%	37/39%	32/24%	27/29%
Homeless	9/18%	9/18%	14/29%	19/29%	13/27%	13/27%	19/40%	18/38%	21/44%

Count of Incident	
Incident	Grand Total
Assault/Battery	2
Cheating/Dishonest	2
Damage School/Personal Property	2
Dangerous Object	2
Defiance	12
Disruptive	22
Electronic Device	2
Fighting/Attack w/o Weapon	44
Hate Crime/Racial Slurs	2
Inappropriate Behavior/Object	38
Left Campus, No Checkout	2
Possess/Use Drugs	1
Possess/Use Imitation Drug	2
Possess/Use Tobacco	1
Profanity	4
Pushing/Shoving	9
Sexual Harassment	2
Tardiness	6
Theft/Robbery/Extortion	2
Threat of Attack - w/ Firearm/Explosive	2
Threat of Attack - w/o Weapon	4
Truant (CWA ONLY)	2
Unsafe Behavior	107
Vape Pen: Nicotine	1
Verbal Fight	1
Grand Total	274

2022-2023 Suspension African American/Homeless/White	
African American	3
Homeless	1
White	22

Data Analysis

Unsafe behaviors, fighting, and inappropriate behavior are the main behavior incidents at Sequoia.

Student Need 1:

All students including those in the African American, Homeless, White, and Students with disabilities subgroups need support in social emotional development, interpersonal skills and conflict management as well as acknowledgement for appropriate behavior both online and in person.

Implementation Plan

- The PBIS tier one team will continue to refine tier 1 supports, communication of expectations, and incentives and monitor efficacy through discipline, attendance and engagement data.
- PBIS Tier 1 team will meet regularly.
- Sanford Harmony will continue to be developed and utilized in grades K-5.
- Base program will continue to be developed and utilized in grades 6-8
- COST team will meet regularly to provide support for students struggling with attendance and behaviors
- Valley Community Counselor(s) will hold student groups that address student needs around social emotional issues using the Strong Kids Program
- 2 full time VCC counselors will be on site to address social/emotional well being
- SSA's will receive training specific to working with and providing support to students (SEL)
- Para's will receive training specific to working with and providing support to students (SEL)
- Teachers will receive training specific to working with and providing support to students (SEL)
- The ELEVATE program will provide wellness coaches and weekly groups for our students most in need.

SMART Goal

Overall behavior incidents at Sequoia will reduce by 27 incidents/10% by April 2024 as measured in our Q data system.

Metric/Indicator	Baseline	Expected Outcome
Q data for behavior incidents	From August 2022 to April 2023 there were 274 behavior incidents.	Overall behavior incidents at Sequoia will reduce by 10% by the end of the 2023/2024 school year as measured in our Q data system.
Q data for suspension incidences for African American	From August 2022-April 2023 there were 3 suspensions for our African American Population.	We will continue to monitor our African American population to ensure that behavior incidents don't increase in the 2023/2024 school year.
Q data for suspension incidences for Homeless	From August 2022-April 2023 there was 1 suspension for our Homeless population.	We will continue to monitor our homeless population to ensure that behavior incidents don't increase in the 2023/2024 school year
Q data for suspension incidents for White	From August 2022-April 2023 there were 22 suspensions for our White population.	Overall suspensions will decrease for our white students by 5% by the end of the 2023/2024 school year.

Resources to Support

Action	Resources	Money/Budget
PBIS assemblies both in person and virtual	LCFF- Supplemental	2,500
VCC Counselors	District Funded	
Elevate Youth solutions for Tier 2 behavior supports	LCFF- Supplemental	24,000
All K-5 certificated staff will have access to Sanford Harmony curriculum and 6th-8th staff will have access to BASE curriculum.	District Funded	
Artist/Dance in Residence	Other	9,000
Time sheeting for both certificated and classified staff to attend PBIS meetings, trainings, and workshops.	LCFF- Supplemental	1,000
PBIS incentives and awards.	LCFF- Supplemental	1,000

Progress Monitoring

September

December

March

Data

Climate

Data Analysis

During the 2022-2023 school year, 254 of 833 students at Sequoia were chronically absent. Our Community Outreach Assistant created many opportunities for parents/students to engage with Sequoia.

Student Need 2:

All students including Homeless, White, and Students with Disabilities need parental support/community resources to be successful and attend school on a regular basis.

Implementation Plan

- Community Outreach Assistant will conduct information nights, meetings, workshops with parents and students.
- Title 1 Parent Meeting to be scheduled for early September
- Kindergarten Orientation will be held prior to the start of the school year to engage families
- Parent information nights, meetings, and workshops will be offered by Admin/Certificated/Classified staff that will help ensure that students are being supported both in and outside the classroom so that attendance will increase.
- In conjunction with Manteca Adult School, ESL classes will be offered on site at Sequoia in the Fall for parents
- PIQE will be offered to parents

SMART Goal

By April 2024 all families will have attended at least one parent engagement event. Through the use of our Community Outreach Assistant and targeted intervention for our chronically absent students we will reduce our overall chronic absenteeism rate by 10% or 25 students.

Metric/Indicator	Baseline	Expected Outcome
Events on School Calendar	During the 2022/2023 there were two evening parent/community engagement activities offered Back to School Night/Open House	Sequoia will engage our parents/community with a minimum of 3 evening events, 1 per trimester.
Parent attendance for events	During the 2022-2023 school year Parent Cafe and PIQE meetings were held each month: August- 13 parents were in attendance	During the 2023-2024 school year Sequoia expects to increase attendance at our parent classes and events by 25%.

	September- 8 parents were in attendance October- 8 parents were in attendance November- 8 parents were in attendance December- 8 parents were in attendance January- 30 parents were in attendance February- 30 parents were in attendance March-3 parents were in attendance April- 4 parents were in attendance	
Chronic Absenteeism Report	During the 2022-2023 school year 254 students or 30% of students at Sequoia were chronically absent.	Decrease the number of chronically absent students by 25 students.
Chronic absenteeism report for Homeless students	During the 2022-2023 school year 24 of 48 homeless students were chronically absent	Decrease the number of chronically absent homeless students by 5 students.
Chronic absenteeism for Students with disabilities	During the 2022-2023 school year 30 of 94 students with disabilities were chronically absent	Decrease the number of chronically absent students with disabilities by 6 students.
Chronic absenteeism for White students	During the 2022-2023 school year 30 of 95 white student were chronically absent.	Decrease the number of chronically absent white students by 6 students.

Resources to Support

Action	Resources	Money/Budget
Community Outreach Assistant Salary, mileage, laptop, books/supplies for parent events/trainings	Title I Part A: Allocation	33,000
Translations for parent meetings	LCFF- Supplemental	500
Time sheeting for classified staff to provide childcare for parent education events	LCFF- Supplemental	500
Incentives and awards for attendance and engagement.	LCFF- Supplemental	3,510
Materials and supplies will be provided for parent meetings	Title I Part A: Allocation	1,000
PIQE SEL program for parents	Title I Part A: Allocation	12,500

Progress Monitoring

September

December

March

Data



District Goal

Every student is supported within a multi-tiered system to realize their individual success.

Site Strategic Goal

Strategically target specific subgroups to improve overall attendance/engagement and academic performance

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	225	283	290	28.9%	34.8%	34.6%
Fluent English Proficient (FEP)	101	100	105	13.0%	12.3%	12.5%
Reclassified Fluent English Proficient (RFEP)	38			16.9%		

Chronic Absenteeism 2022-2023 EL/SPED/Homeless (student/percent)									
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April
EL	58/20%	46/16%	60/21%	124/43%	94/32%	91/31%	91/31%	93/32%	82/28%
SPED	19/20%	20/21%	33/35%	44/47%	38/40%	26/28%	37/39%	32/24%	27/29%
Homeless	9/18%	9/18%	14/29%	19/29%	13/27%	13/27%	19/40%	18/38%	21/44%

Grade	Math-met projected growth	Reading-met projected growth
English Learners		
K	15/31	5/31
1	7/35	12/35
2	12/37	10/37
3	16/31	12/31
4	2/38	6/38
5	18/33	12/33
6	8/28	5/28
7	14/27	14/27
8	17/35	14/35

Grade	Math-met projected growth	Reading-met projected growth
Students with Disabilities		
K	3/4	2/4
1	1/6	3/6
2	9/21	7/21
3	3/17	3/17
4	2/23	2/23
5	13/20	7/20
6	6/15	2/15
7	8/13	8/13
8	9/19	5/19

Grade	Math-met projected growth	Reading-met projected growth
Homeless		
K	1/3	0/3
1	0/4	1/4
2	1/3	0/3
3	2/5	4/5
4	2/3	0/3
5	1/3	0/3
6	0/1	0/1
7	1/4	2/4
8	0/3	0/3

Student Need 1:

Students need to improve overall attendance, connectedness and engagement to ensure access and proficiency in grade level standards, specifically English learners, homeless, and students with disabilities

Implementation Plan

- Identify chronically absent students in our subgroups
- COST team will further be developed to address the needs of our targeted subgroup
- Students will be referred to COST
- Students referred to VCC
- Community Outreach Assistant will help provide resources for students/families that are disengaged

SMART Goal

During the 2023-2024 school year we will work with our emerging student populations to decrease overall chronic absenteeism by 10% in each grade level as measured by the Q chronic absenteeism report to improve student learning.

Metric/Indicator	Baseline	Expected Outcome
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Chronic absenteeism report	SPED- 30 students (32%) Homeless- 24 students (50%), and EL- 86 students (30%) students.	Decrease Chronic absenteeism by 10% in each subgroup
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Targeted Resources Applied

Action	Resources	Money/Budget
Time Sheeting for COST team members to attend meetings outside their regular work day hours	LCFF- Supplemental	500
Science camp and other educational excursions equity.	Title I Part A: Allocation	9,932
VCC counselor	District Funded	
Educational Excursions both in person and virtual	Title I Part A: Allocation	6,002
Time sheeting for translations.	LCFF- Supplemental	500

Progress Monitoring

November

February

May

Data

Student Need 2:

Increase rates of mastery of grade level standards for English Learners, Students with Disabilities and Homeless students including ASTI subgroups in all CORE subjects for an easier transition to the next grade level.

Implementation Plan

- Staff will be trained and will collaborate on integrating ELD strategies across the curriculum
 - ELD student progress and success will be monitored with MAP data, benchmark assessments, and attendance
 - Walk-throughs will demonstrate fidelity of ELD integration and designated EL block
 - Instructional specialist and district TOSA's will be utilized to support academic areas of need
- Special education teachers will provide general education teachers with each student's IEP at a glance.
- After MAPS assessment in August, the special education teachers will collaborate with general education teachers using data to determine curriculum use, small group placement, and strategies
 - General education teachers and Special education teachers will collaborate monthly to examine formative data and growth in goals

- Walk-through data will be collected to monitor differentiation

SMART Goal

By Spring 2024 our emerging student population will increase the number of students that met projected growth by 5% as measured by the NWEA ELA and MATH MAP growth reports.

Metric/Indicator	Baseline	Expected Outcome
Spring NWEA MAP ELA -EL students (NWEA Assessment Summary	Spring 2023 MAP ELA scores- 90 met growth projections.	By Spring 2024, 5 additional students will meet growth projection as measured by the Spring ELA MAP growth report
Spring NWEA MAP Math- EL student growth report	Spring 2023 MAP MATH scores-109 students met growth projections	By Spring 2024, 6 additional students will meet growth projections as measured by the Spring MATH MAP growth report
Spring NWEA MAP ELA- Homeless students growth report	Spring 2023 MAP ELA scores- 7 met growth projections	By Spring 2024, 2 additional students will meet growth projection as measured by the Spring ELA MAP growth report
Spring NWEA Math- Homeless students growth report	Spring 2023 MAP MATH scores-8 students met growth projections	By Spring 2024, 2 additional students will meet growth projections as measured by the Spring MATH MAP growth report
Spring NWEA MAP ELA- students with disabilities student growth report	Spring 2023 MAP ELA scores- 90 met growth projections	By Spring 2024, 5 additional students will meet growth projection as measured by the Spring ELA MAP growth report
Spring NWEA MAP Math- students with disabilities student growth report	Spring 2023 MAP MATH scores-109 students met growth projections	By Spring 2024, 6 additional students will meet growth projections as measured by the Spring MATH MAP growth report

Targeted Resources Applied

Action	Resources	Money/Budget
ELA and Math bootcamps and tutorials for emerging student population	LCFF- Supplemental	1,000
Substitutes for certificated teacher release time to collaborate and plan in core subjects and ELD to enhance instruction for our emerging student population.	Title I Part A: Allocation	4,334
Supplemental supplies for core subjects.	Title I Part A: Allocation	3,844

Time sheeting/substitutes for peer observation, training and data analysis.	LCFF- Supplemental	3,000
Rosetta Stone Licenses	District Funded	
IEP's at a glance provided to all gen ed teachers.	Other	

Progress Monitoring

November

February

May

Data

Student Need 3:

Implementation Plan

SMART Goal

Targeted Resources Applied

Progress Monitoring

November

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	163,966	0.00
LCFF- Supplemental	63,561	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF- Supplemental	63,561.00
Other	9,000.00
Title I Part A: Allocation	163,966.00

Stakeholder Input

Date

Stakeholder Input Meetings were held on the following dates:

SSC: 9/12/2022, 10/18/2022, 1/24/2023, 2/28/2023, 4/25/2023

ELAC: 2/21/2023, 4/25/2023

Staff and Students: 2/28/2023, 3/8/2023

ILT: 2/28/2023, 3/6/2023, 4/18/2023

Groups

SSC, ELAC, Students, Staff (Certificated & Classified), ILT

Outcome

Based on Stakeholder input employees, students, parents and families are pleased with many activities that are occurring at Sequoia. All are quick to praise our efforts for engaging families and providing monthly opportunities for them to enjoy time engaging with their students and staff. All stakeholders understand that the Strategic Plan will help to guide us and to allot our resources over the course of the year in order to reach our target goals in Grade Level Standards, Safety, and Emerging Students.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Denise Buske	Principal
Danielle Janes	Classroom Teacher
Jorden Weiher	Classroom Teacher
Kirsten Thompson	Classroom Teacher
Elizabeth Mix	Other School Staff
Medali Garcia	Parent or Community Member
Chris Gresham	Parent or Community Member
Sarah Kemptner	Parent or Community Member
Teresa Pulido	Parent or Community Member
Lizeth Perez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/19/2023.

Attested:

	Principal, Denise Buske on 5/19/2023
	SSC Chairperson, Christopher Gresham on 5/19/2023