

School Plan for Student Achievement

LEA: Mt. Diablo Unified School District
School: Sequoia Elementary School
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SPSA Year: 2020-2021

X **The school certifies completion of this plan.**

School Site Council Approval: 11/02/2020

Approved by MDUSD Board of Education:

Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

Annual Evaluation Goal 1:	All students at Sequoia Elementary will engage in Common Core aligned curriculum that will result in increased student achievement.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to: Grade/Department/Other: ALL Applicable Pupil Subgroups: EL, SPED		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Overall for students in grades 3-5, increase the distance from mean scaled score from 40.9 to 50.9 in ELA. Overall for students in grades 3-5, increase the distance from mean scaled score from 29.5 to 36.5 in Math. For 3rd-5th grade English Learners: ELA increased from 2521.1 by 5 mean scaled score points Math increase from 2534.6 by 10 mean scaled score points For 3rd-5th grade Special Education students: ELA increase from 2448.6 by 5 mean scaled points Math increase from 2486.9 by 8 mean scaled points Overall in IReady: Decrease the percentage of students performing at the Tier III level on the IReady #2 Diagnostic- ELA from 5% to 4%, Math 3% to 2%. Increase the percentage of students performing at the Tier I level on the IReady #2 Diagnostic- ELA from 45% to 55% , Math from 66% to 69% 	Actual Annual Measurable Outcomes: <p>As of March 17, 2020 we engaged in Distance Learning due to the School Closure as a result of the COVID-19 pandemic. Data collection was impacted as a result of the School Closure.</p> <p>CAASPP data is not available as students did not take the test.</p> <p>Overall in IReady: The following data sets represent both the percentage of students at the expected level of progress toward mastery of end of year standard (Standard) and the percentage of students that actually mastered the end of year standard (End of Year). The assessment (IReady Diagnostic 2 was given in Jan/Feb.) The percentage of students performing at the Tier III level in ELA remained at 5% (both Standard and End of Year). The percentage of students performing in Tier III increased by 1% in Math moving from 3% to 4% (both Standard and End of Year). The percentage of students performing at the Tier I level in ELA increased from 45% to 46%, an increase of 1% (End of Year). The percentage of students performing in Tier I in ELA increased from 68% to 72%, an increase of 4% (Standard). The percentage of students performing at Tier I in Math decreased from 38% to 33%, a decrease of</p>

	<ul style="list-style-type: none"> Increase the percentage of English Learners redesignated as English proficient from 35% to 40%. <p>*Collection of the data point for the low-income subgroup has shifted with the results being too small to be meaningful.</p>	<p>5% (End of Year View). The percentage of students in Tier I decreased by 12% in Math from 66% to 54% (Standard).</p> <p>English Learner Reclassification data is not available as students at Sequoia Elementary did not complete the ELPAC exam (one of the criteria for redesignation).</p>
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<p>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</p>	<p>Whole staff continues to use data to drive instruction. Teachers review formal and informal formative and summative data and collaborate to determine next steps. With distance learning/COVID learning the focus is on leveraging small groups and other interventions to support growth and social/emotional well-being.</p>
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SPSA Year: 2019-20

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>1.1 Instructional and school supplies for teachers and students to support learning and the implementation of the International Baccalaureate units</p>	<p>1.1 Instructional materials and school supplies were purchased to support learning.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Classroom were supplied with needed materials.</p>
<p>1.2 Provide students with hands-on opportunities to study Environmental Sciences</p>	<p>1.2 Students in Grades K-5 participated in the Garden program.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Students in Grades K-5 participated in the Garden Program while on campus prior to the Shelter in Place. The Garden educator continued to share lessons virtually during the school closure.</p>
<p>1.3 Utilize educational software licenses for intervention, advancement and homework.</p>	<p>1.3 Students completed RazKids lessons and participated in AR (Accelerated Reader) goal setting and comprehension</p>	<p>Effective</p>

	quizzes to improve their reading skills and comprehension skills.	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>On average students completed 30 minutes of online lessons per week.</p>
	1.4	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.5	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.6	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.7	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.8	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	1.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	1.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

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Annual Evaluation Goal 2:	All teachers will participate in Professional Development in order to engage all students in learning and provide a safe learning environment in alignment with the International Baccalaureate Learner Profiles and program design.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Overall for students in grades 3-5, increase the distance from mean scaled score from 40.9 to 50.9 in ELA. Overall for students in grades 3-5, increase the distance from mean scaled score from 29.5 to 36.5 in Math. For 3rd-5th grade English Learners: ELA increased from 2521.1 by 5 mean scaled score points Math increase from 2534.6 by 10 mean scaled score points For 3rd-5th grade Special Education students: ELA increase from 2448.6 by 5 mean scaled points Math increase from 2486.9 by 8 mean scaled points Overall in IReady: Decrease the percentage of students performing at the Tier III level on the IReady #2 Diagnostic- ELA from 5% to 4%, Math 3% to 2%. Increase the percentage of students performing at the Tier I level on the IReady #2 Diagnostic- ELA from 45% to 55% , Math from 66% to 69% 	Actual Annual Measurable Outcomes: As of March 17, 2020 we engaged in Distance Learning due to the School Closure as a result of the COVID-19 pandemic. Data collection was impacted as a result of the School Closure. CAASPP data is not available as students did not take the test. Overall in IReady: The following data sets represent both the percentage of students at the expected level of progress toward mastery of end of year standard (Standard) and the percentage of students that actually mastered the end of year standard (End of Year). The assessment (IReady Diagnostic 2 was given in Jan/Feb.) The percentage of students performing at the Tier III level in ELA remained at 5% (both Standard and End of Year). The percentage of students performing in Tier III increased by 1% in Math moving from 3% to 4% (both Standard and End of Year). The percentage of students performing at the Tier I level in ELA increased from 45% to 46%, an increase of 1% (End of Year). The percentage of students performing in Tier I in ELA increased from 68% to 72%, an increase of 4% (Standard). The percentage of students performing at Tier I in Math decreased from 38% to 33%, a decrease of 5% (End of Year View). The percentage of students in Tier I decreased by 12% in Math from 66% to 54% (Standard).

	<ul style="list-style-type: none"> Increase the percentage of English Learners redesignated as English proficient from 35% to 40%. <p>*Collection of the data point for the socio-economically disadvantaged subgroup has shifted with the results being too small to be meaningful.</p>	<p>English Learner Reclassification data is not available as students at Sequoia Elementary did not complete the ELPAC exam (one of the criteria for redesignation).</p>
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<p>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</p>	<p>Whole staff is continuing to receive Professional Development on equity, access and content core areas, with a focus on mathematics. Collaboration continues with the International Baccalaureate work and data analysis. With full time distance learning, extra focus is centered on social/emotional growth, equity and access, technological literacy, small groups and other interventions.</p>
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SPSA Year: 2019-20

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>2.1 Provide professional development for staff on International Baccalaureate program and methodologies, core content areas, equity and access</p>	<p>2.1 Teachers participated in a wide range of PD that supports access and the whole child. PD centered on universal design, equity (including gender, racial, and learning differences). Focus also centered on Inquiry, to build student agency, and Common Core math practices.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>100% of teachers participated in the Professional Development. IB units were implemented across the school and teachers reported increased student engagement and buy-in during lessons. Universal Design is used to guide lesson and assessment design to reach all students.</p>
	<p>2.2</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	<p>2.3</p>	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.4	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.5	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	2.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

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Annual Evaluation Goal 3:	Community members will be kept up to date on progress with the PBIS and International Baccalaureate candidacy progress and invited to provide feedback as we continue to develop these programs.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
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Goal Applies to:	Grade/Department/Other: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Referrals will maintain an average of 17 a month. The absenteeism rate will maintain at 1.9%. The percentage of parents who agreed with the statement, "School actively seeks the input of parents before making important decisions." will increase from 64% to 68%. No students were suspended at Sequoia last year. 	Actual Annual Measurable Outcomes:	Referrals averaged 10 a month from August through March 13th. Absenteeism rate remained at 1.9%. The percentage of parents who agreed with the statement, "School actively seeks the input of parents before making important decisions." increased from 64% to 72%. Student suspension rate was 1.1%.
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After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Parent outreach and communication will remain a priority, this is especially valuable in Distance Learning. In addition to the Monthly Newsletters we will put out a biweekly update. We will maintain a focus on IB Learner Profiles and PBIS in order to provide support for students social and emotional wellbeing. PBIS focus in Distance Learning is on routines to support class community and connectivity. Students will continue to learn about and reflect on their understanding of the Learner Profiles. This work supports the overall school climate.
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SPSA Year: 2019-20

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 PBIS team will include a class incentive for perfect attendance to address absenteeism and tardies.	3.1 This was not implemented. At the point when we were beginning to consider the model and implement a plan, COVID-19 became a concern. As COVID-19 spread it was recommended that we not use incentive programs as they can inadvertently encourage students to come to school when they are sick.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Sequoia's absentee rate is consistently at 1.9%. Our goal was to acknowledge students who are consistently at school

		and support students who are struggling with being absent.
3.2 PBIS team will continue to develop draft documents that will be shared with Sequoia Community Stakeholders.	3.2 Staff Handbook is complete and given to new staff. PBIS expectations were revised to align with Distance Learning. Parent Handbook was completed.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Staff Handbook was distributed to all staff. Implementation of PBIS Handbook lessons built students' ability to problem solve and get along on the playground and in the classroom. Referral rate of 10 a month is a an indicator of this.
	3.3	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.4	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.5	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.6	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	3.7	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2020-2021 SPSA	Annual Evaluation Impact on SPSA 2020-2021
Faculty Input October 26, 2020	Reviewed goals and action items. Positive feedback.
Sequoia Parent Association Meeting November 12, 2020	Shared goals and action items. Positive feedback.
School Site Council Meeting September 2, 2020	Reviewed goals and progress towards goals.
School Site Council Meeting October 12, 2020	Developed new goals, measurable outcomes, action items and began budget allocation.
School Site Council Meeting November 2, 2020	Reviewed and refined goals, measurable outcomes, action items and budget allocation. SPSA and budget approved.
Leadership Team Meeting November 4, 2020	SPSA Goals and action items. Positive feedback for both.
Leadership Team Meeting June 3, 2020	Reviewed potential budget and decided on priorities

Section 2: Goals, Actions, Expenditures

Goal 1:	All students at Sequoia Elementary will engage in Common Core/Next Generation Science Standards (NGSS) aligned curriculum that will result in increased student achievement and student agency.	Related State and/or Local Priorities:		
		<input checked="" type="checkbox"/>	Basic	
		<input checked="" type="checkbox"/>	Implementation of State Standards	
		<input checked="" type="checkbox"/>	Pupil Achievement	
		<input checked="" type="checkbox"/>	Pupil Engagement	
		Related LCAP Goals:		
		<input checked="" type="checkbox"/>	MDUSD LCAP Goal 1	
		<input checked="" type="checkbox"/>	MDUSD LCAP Goal 2	
Identified Need:	71% of students are meeting standard in ELA, and 66% in Math.			
Goal Applies to:	Grade/Department/Other: ALL			
	Applicable Pupil Subgroups: EL, SPED			
SPSA Year: 2020-21				
Expected Annual Measurable Outcomes:	<p>Overall for students in grades 3-5, increase the distance from the mean scaled score from 40.9% to 45.9% in ELA.</p> <p>Overall for students in grades 3-5, increase the distance from the mean scaled score from 29.5% to 34.5% in Math.</p> <p>For 3-5 English Language Learners, increase the mean scaled score by 5 points from 2521.1 to 2526.1 in ELA and by 10 in Math from 2534.6 to 2544.6.</p> <p>For 3-5 Special Education students, increase the mean scaled score by 3 points from 2448.6 to 2451.6 in ELA and by 5 in Math from 2486.9 to 2891.9.</p> <p>District/Site Level Data: This year we will collect data from district/site level assessments in order to establish baseline data as we no longer use IReady.</p> <p>Increase the percentage of English Learners that are re-designated as English proficient from 35% to 40%.</p> <p>The percentage of students who answered Yes, some of the time/Yes, most of the time/Yes all of the time with the question, "Do your teachers ask you what you want to learn about?" will increase from 26% to 40% on the California Healthy Kids Survey.</p>			
Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Instructional and school supplies for teachers and students to support learning and the implementation of content across all content areas, including the newly developed International Baccalaureate units.	X All Students	Supplies and Materials	LCFF Supplemental	2,832
			Site Discretionary	6,000
			19-20 LCFF	4768
			Supplemental Carryover	
1.2 Provide students with hands-on opportunities to study Environmental Sciences through Garden Education program.	X All Students	NGSS Garden Program	LCFF Supplemental	4,100.00
1.3 Utilize educational software licenses for intervention, advancement and homework.	X All Students	Software Licenses	LCFF Supplemental	4,000

			Site Discretionary	2,000
			19-20 LCFF Supplemental Carryover	932.79
1.4 Print Shop Materials in order to ensure access for all students to the grade level content during Distance Learning.	X All Students	Printed Materials for students	LCFF Supplemental	2,000
			Site Discretionary	2,000
1.5 Technology in order to ensure access for all students during Distance Learning.	X All Students	Technology to support online learning/access	LCFF Supplemental	3,000
			19-20 LCFF Supplemental Carryover	3,500

Goal 2:	All teachers will participate in Professional Development to engage all students in learning and provide a safe learning environment to develop students who are critical thinkers that understand they are part of a global community. Emphasis will be placed on inclusion, mathematics, and IB.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2		
Identified Need:	71% of students are meeting standards in ELA, and 66% in Math. <input checked="" type="checkbox"/>			
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All			
SPSA Year: 2020-21				
Expected Annual Measurable Outcomes:	Overall for students in grades 3-5, increase the distance from the mean scaled score from 40.9% to 45.9% in ELA. Overall for students in grades 3-5, increase the distance from the mean scaled score from 29.5% to 34.5% in Math. For 3-5 English Language Learners, increase the mean scaled score by 5 points from 2521.1 to 2526.1 in ELA and by 10 in Math from 2534.6 to 2544.6. For 3-5 Special Education students, increase the mean scaled score by 3 points from 2448.6 to 2451.6 in ELA and by 5 in Math from 2486.9 to 2891.9. District/Site Level Data: This year we will collect data from district/site level assessments in order to establish baseline data as we no longer use IReady. Increase the percentage of English Learners that are re-designated as English proficient from 35% to 40%.			
Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Provide professional development for staff on International Baccalaureate program and methodologies, core content areas, equity and access.	X All Students	Workshops Collaboration	LCFF Supplemental LCFF Supplemental	1,500 500

Goal 3:	Sequoia Elementary will foster an inclusive, supportive and safe school climate by promoting intercultural understanding, equity and accessible outreach and dialogue with all families.	Related State and/or Local Priorities:
		<input checked="" type="checkbox"/> Basic
		<input checked="" type="checkbox"/> Parental Involvement
		<input checked="" type="checkbox"/> Pupil Engagement
		<input checked="" type="checkbox"/> School Climate
		Related LCAP Goals:
		<input checked="" type="checkbox"/> MDUSD LCAP Goal 1
		<input checked="" type="checkbox"/> MDUSD LCAP Goal 3

Identified Need: Sequoia Elementary will benefit from an emphasis on an inclusive school community that more broadly partners with all parents.

Goal Applies to: Grade/Department/Other: All
 Applicable Pupil Subgroups: All

SPSA Year: 2020-21

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Referrals will maintain and average of 10 a month. • The absenteeism rate will maintain at 1.9%. • The percentage of parents who agreed/strongly agreed with the statement, "Teachers communicate with parents about what students are expected to learn in class." will increase from 89% to 93% on the California School Parent Survey. • The percentage of parents who agreed/strongly agreed with the statement, "Letting you know how your child is doing in school between report cards." will increase from 82% to 90% on the California School Parent Survey. • The percentage of parents who agreed/strongly agreed with the statement, "Providing information about how to help your child with homework." will increase from 80% to 85 on the California School Parent Survey. • The suspension rate will decrease from 1.1% to 0%.
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Student engagement will be tracked, threshold goals established in consultation with PBIS/Leadership Team and Student Services, and recognition awards will honor students who reach targets.	X All Students	Certificates (no funds required as we will print out own certificates.)		0.00
3.2 Teachers will implement lessons with an equity lens that supports an inclusive community and students' social emotional well being. Students will have access to inclusive materials.	X All Students	Books	LCFF Supplemental	500
			19-20 LCFF	500
			Supplemental Carryover	
3.3 PBIS and International Baccalaureate program documents will be shared with stakeholders.	X All Students	Documents will be posted on website (no funds required)		0.00

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	27072	17,072.00
LCFF Supplemental	18432	0.00
19-20 Site Discretionary Carryover	1,962.73	1,962.73
19-20 LCFF Supplemental Carryover	9,700.79	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
19-20 LCFF Supplemental Carryover	9,700.79
LCFF Supplemental	18,432.00
Site Discretionary	10,000.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: Sequoia Elementary School

Year: 2020-21

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council
Elementary

() Principal	() Teachers	() Other school staff
() Parents and other community members		() Students

Schoolsite Council
Secondary

() Principal	() Teachers	() Other school staff
() Parents and other community members		() Students

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Patricia Kawahara	X				X					
Tannaz Heaney	X					X				
Kim Gayrard	X					X				
Jennifer Risken	X					X				
Maggie Meme	X						X			
Kris Donovan	X	X		X						
Aaron Edell	X	X		X						
Eunice Vukosavljevic	X	X		X						
Anne Wu	X	X		X						
Shannon Ward	X	X		X						
Numbers of members	10	5		5	1	3	1			

Section 4: Common Pages

English Learner Advisory Committee

School: Sequoia Elementary School

Year: 2019-20

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: 10/11/2019

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

- a. Principal/ Principal's Administrative designee:

- b. Five parents, elected by parents of English Learners:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

- c. Two Staff members, elected by staff:
 - 1.
 - 2.

Section 4: Common Pages

School: Sequoia Elementary School

**Schoolsite Councils/Committees
Assurances & Recommendations**

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on		<u>11/02/2020</u>
		Council Approval Date
Patricia Kawahara		<u>11/04/2020</u>
Typed name of chairperson	Signature	Date

If Applicable		
English Learner Advisory Committee reviewed the SPSA on		_____
		Council Approval Date
_____	_____	_____
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
_____		_____
		Council Approval Date
_____	_____	_____
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
_____		_____
		Council Approval Date
_____	_____	_____
Typed name of chairperson	Signature	Date

Patricia Kawahara



11/05/2020

Typed name of Principal

Signature

Date

Budget By Expenditures

Sequoia Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Certificates (no funds required as we will print out own certificates.)		\$0.00	Goal 3	Student engagement will be tracked, threshold goals established in consultation with PBIS/Leadership Team and Student Services, and recognition awards will honor students who reach targets.
Documents will be posted on website (no funds required)		\$0.00	Goal 3	PBIS and International Baccalaureate program documents will be shared with stakeholders.
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: 19-20 LCFF Supplemental Carryover **\$9,700.79 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00	Goal 3	Teachers will implement lessons with an equity lens that supports an inclusive community and students' social emotional well being. Students will have access to inclusive materials. Technology in order to ensure access for all students during Distance Learning.
		\$3,500.00	Goal 1	
		\$4,768.00	Goal 1	Instructional and school supplies for teachers and students to support learning and the implementation of content across all content areas, including the newly developed International Baccalaureate units.
		\$932.79	Goal 1	Utilize educational software licenses for intervention, advancement and homework.

Sequoia Elementary School

19-20 LCFF Supplemental Carryover Total Expenditures: \$9,700.79

19-20 LCFF Supplemental Carryover Allocation Balance: \$0.00

Funding Source: LCFF Supplemental

\$18,432.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Printed Materials for students		\$2,000.00	Goal 1	Print Shop Materials in order to ensure access for all students to the grade level content during Distance Learning.
Supplies and Materials		\$2,832.00	Goal 1	Instructional and school supplies for teachers and students to support learning and the implementation of content across all content areas, including the newly developed International Baccalaureate units.
NGSS Garden Program		\$4,100.00	Goal 1	Provide students with hands-on opportunities to study Environmental Sciences through Garden Education program.
Software Licenses		\$4,000.00	Goal 1	Utilize educational software licenses for intervention, advancement and homework.
Workshops		\$1,500.00	Goal 2	Provide professional development for staff on International Baccalaureate program and methodologies, core content areas, equity and access.
Collaboration		\$500.00	Goal 2	Provide professional development for staff on International Baccalaureate program and methodologies, core content areas, equity and access.
Books		\$500.00	Goal 3	Teachers will implement lessons with an equity lens that supports an inclusive community and students' social emotional well being. Students will have access to inclusive materials.
Technology to support online learning/access		\$3,000.00	Goal 1	Technology in order to ensure access for all students during Distance Learning.

LCFF Supplemental Total Expenditures: \$18,432.00

LCFF Supplemental Allocation Balance: \$0.00

Sequoia Elementary School

Funding Source: Site Discretionary

\$27,072.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00	Goal 1	Utilize educational software licenses for intervention, advancement and homework.
		\$6,000.00	Goal 1	Instructional and school supplies for teachers and students to support learning and the implementation of content across all content areas, including the newly developed International Baccalaureate units.
		\$2,000.00	Goal 1	Print Shop Materials in order to ensure access for all students to the grade level content during Distance Learning.

Site Discretionary Total Expenditures: \$10,000.00

Site Discretionary Allocation Balance: \$17,072.00

Sequoia Elementary School Total Expenditures: \$38,132.79