

School Plan for Student Achievement

LEA: Mt. Diablo Unified School District
School: Sequoia Elementary School
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SPSA Year: **2022-2023**

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

School Site Council Approval: 11.07.22

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/Next Generation Science Standards (NGSS) aligned curriculum that will result in increased student achievement and student agency for all students.	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:	<p>Overall for students in grades 3-5, increase the distance from Level 3 (Level 3 represents standards met) from 17 to 22 in ELA.</p> <p>Overall for students in grades 3-5, increase the distance from a Level 3 from 8 to 13 in Math.</p> <p>For 3-5 Emerging Bilingual students, decrease the distance from Level 3 from -66 to -62 in ELA and from -33 to -26 in Math.</p> <p>For 3-5 Special Education students, decrease the distance from Level 3 from -37 to -34 in ELA and from -25 to -21 in Math.</p> <p>For socio-economically disadvantaged students, increase the distance from Level 3 from 11 to 21 in ELA and from 0 to 10 in Math.</p> <p>Increase the percentage of Emerging Bilingual students who are re-designated as English proficient from 20% to 25%.</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>	Actual Annual Measurable Outcomes: <p>MET- Overall for students in grades 3-5, we increased the distance from Level 3 (Level 3 represents standards met) from 17 to 38 in ELA.</p> <p>MET-Overall for students in grades 3-5, we increased the distance from a Level 3 from 8 to 21 in Math.</p> <p>NOT MET- For 3-5 Emerging Bilingual students, we increased the from Level 3 from -66 to -70 in ELA and from -33 to -50 in Math.</p> <p>MET- For 3-5 Special Education students, we decreased the distance from Level 3 from -37 to -27 in ELA and from -25 to -20 in Math.</p> <p>MET- For socio-economically disadvantaged students, we increased the distance from Level 3 from 11 to 53 in ELA and from 0 to 28 in Math.</p> <p>MET- We increased the percentage of Emerging Bilingual students who are re-designated as English proficient from 20% to 29%.</p> <p>NOT MET- 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 increased from 26% to 33% on the California Healthy Kids Survey.</p>
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made	We will provide additional teaching resources for the new IB units, provide Math intervention, continue Accelerated Reader in 3rd-5th grade (New Goal #1). We will also focus on supporting our Emerging Bilingual	

to improve student academic achievement and other student outcomes?	students through additional materials, targeted volunteering opportunities for academic support and increased parent communication through Parent Square (New Goal #4).
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SPSA Year: 2021-2022

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
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.	1.1	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We have built library of trade books correlated to our IB work. Teachers have met to reflect and revise their units based on the experience of teaching them after each unit. We have supported the creation of new projects and field trips to support the units.</p>
1.2 Teachers will implement Accelerated Learning in order to keep students moving forward while reviewing needed content areas.	1.2	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We have provided "just in time supports" to students needing support and continued to provide grade level instruction in every class.</p>
1.3 Utilize educational software licenses for intervention, advancement and homework.	1.3	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Our use of ESGI (in K and 1), Accelerated Reader (in 3-5) and iReady diagnostic and the associated, personalized lessons (grade 2-5) have helped to supplement our in class differentiation and targeted small group instruction.</p>

1.4 Instructional Technology	1.4	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We have continued to upgrade and expand our technology including rolling out 1 to 1 devices in 2nd grade. We have pending work orders to move two 5th grade overhead projectors to new locations in the rooms to improve the use of technology in group instruction.</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?
	1.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	1.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	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 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, Accelerated Learning and IB.	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 <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:	<p>Overall for students in grades 3-5, increase the distance from Level 3 (Level 3 represents standards met) from 17 to 22 in ELA.</p> <p>Overall for students in grades 3-5, increase the distance from a Level 3 from 8 to 13 in Math.</p> <p>For 3-5 Emerging Bilingual students, decrease the distance from Level 3 from -66 to -62 in ELA and from -33 to 26 in Math.</p> <p>For 3-5 Special Education students, decrease the distance from Level 3 from -37 to -34 in ELA and from -25 to -21 in Math.</p> <p>For socio-economically disadvantaged students, increase the distance from Level 3 from 11 to 21 in ELA and from 0 to 10 in Math.</p> <p>Increase the percentage of Emerging Bilingual students who are re-designated as English proficient from 20% to 25%.</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>	Actual Annual Measurable Outcomes: <p>MET- Overall for students in grades 3-5, we increased the distance from Level 3 (Level 3 represents standards met) from 17 to 38 in ELA.</p> <p>MET-Overall for students in grades 3-5, we increased the distance from a Level 3 from 8 to 21 in Math.</p> <p>NOT MET- For 3-5 Emerging Bilingual students, we increased the from Level 3 from -66 to -70 in ELA and from -33 to -50 in Math.</p> <p>MET- For 3-5 Special Education students, we decreased the distance from Level 3 from -37 to -27 in ELA and from -25 to -20 in Math.</p> <p>MET- For socio-economically disadvantaged students, we increased the distance from Level 3 from 11 to 53 in ELA and from 0 to 28 in Math.</p> <p>MET- We increased the percentage of Emerging Bilingual students who are re-designated as English proficient from 20% to 29%.</p> <p>NOT MET- 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 increased from 26% to 33% on the California Healthy Kids Survey.</p>
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made We will provide additional teaching resources for the new IB units, provide Math intervention, continue Accelerated Reader in 3rd-5th grade (New Goal #1). We will also focus on supporting our Emerging Bilingual		

to improve student academic achievement and other student outcomes?	students through additional materials, targeted volunteering opportunities for academic support and increased parent communication through Parent Square (New Goal #4).
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SPSA Year: 2021-2022

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
2.1 Provide professional development for staff on International Baccalaureate program and methodology and inclusion.	2.1	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>All teachers were trained in International Baccalaureate practices, Category 1.</p>
2.2 To address the learning needs caused by the Covid 19 Pandemic school closures, teachers will be trained in Learning Acceleration strategies intended to increase student achievement. At Sequoia Elementary School, teachers will participate in professional development that will improve learning outcomes for students.	2.2	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We have spent Professional Development time reviewing student data (including both Academic and Social Emotional) and used our teacher collaboration time to reflect and revise our instructional units and embedded supports. We also revised our MTSS framework to capture the supports in place for students at each tier.</p>
2.3 Teachers will receive Professional Development on Math.	2.3	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Professional development priorities did not allow for this training to take place.</p>
	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?
	2.6	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.7	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.10	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	2.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	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?

Annual Evaluation 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
Goal Applies to: Grade/Department/Other: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Increase the number of students self reporting "High/Performance Met" on Social Emotional Survey from 68.8% (Fall 2021) to 75% (Spring 2022)</p>	Actual Annual Measurable Outcomes: <p>MET -The percentage of parents who agreed/strongly agreed with the statement, "Teachers communicate with parents about what students are expected to learn in class." increased from 89% to 95% on the California School Parent Survey.</p> <p>NOT MET- The percentage of parents who agreed/strongly agreed with the statement, "Letting you know how your child is doing in school between report cards." increased from 82% to 86% on the California School Parent Survey.</p> <p>NOT MET- The percentage of parents who agreed/strongly agreed with the statement, "Providing information about how to help your child with homework." decreased from 80% to 67% on the California School Parent Survey.</p> <p>MET -Increase the number of students self reporting "High/Performance Met" on Social Emotional Survey from 68.8% (Fall 2021) to 75% (Spring 2022) The test from 2021-22 was a pilot and the results cannot be compared across the year. Fall 2022 scores will be the baseline moving forward.</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?	We will further our students' social emotional growth through providing training for teachers in best practices of being a trusted adult, increasing our counseling services, developing a wellness center and continuing our PBIS incentive program (New Goal #2). We will also ensure that all grades have time in their curriculum to bring in home cultures, continue our SEL lessons and provide additional opportunities for parents to share their ideas about how to participate in the school (New Goal #3).	

SPSA Year: 2021-2022

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 PBIS store prizes	3.1	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Student incentives have increased buy in to our schoolwide behavior compacts.</p>
3.2 Teachers will implement lessons with an equity lens that supports an inclusive community and students' social emotional well being. Teachers will utilize the Teacher Lending Library read aloud books as teaching tools.	3.2	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The lending library has provided fresh, culturally relevant texts for teachers to use in their lessons.</p>
3.3 Teachers will consistently implement Social Emotional lessons and community building lessons to support students' wellbeing and build a safe learning environment.	3.3	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>In concert with district expectations, our staff rolled out regular SEL lessons to each class.</p>
3.4 Parent Square will be utilized for parent communication as the message is received by parents in their preferred language.	3.4	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Staff agree that Parent Square is a helpful tool for parent communication and has increased the frequency and accuracy of our communication.</p>

3.5 Students will have access to inclusive materials.	3.5	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Materials have been provided to support IB units for students of all abilities.</p>
	3.6	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	3.7	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	3.8	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	3.9	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	3.10	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	3.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.16	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.18	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 2022-2023 SPSA	Annual Evaluation Impact on SPSA 2022-2023
<p>Staff Development Days 8/8 and 10/10 Reviewed LCAP goals, District Priorities and definitions of Educational Equity and MTSS. Reviewed student data and used rubrics to evaluate student work.</p>	<p>Refined MTSS matrix to align with priorities Reviewed student achievement and SEL data and developed priorities for new goals</p>
<p>Principal/Family Meet and Greet Meetings 8/12, 9/9 and 9/15 Reviewed yearly goals and obtained feedback from parents about schoolwide IB projects including increasing International-mindedness and bringing home cultures into the classroom in meaningful ways. Discussed school-wide learner exhibition for Spring 2023.</p>	<p>Added Goal that addresses these priorities: Increasing International Mindedness, bringing home cultures into class and end of year student exhibition</p>
<p>Staff Meetings 8/17 and 10/5 Discussed assessment calendar and student academic needs Discussed student social emotional needs and internal CARE team referral process.</p>	<p>Added new goals for Academic growth Added new metrics for Social Emotional focused goal Added Wellness Center Development</p>
<p>School Site Council Meetings 8/31 and 9/19 and 11/7 Reviewed California Healthy Kids Survey data Reviewed Academic and SEL progress on goals Reviewed Draft SPSA</p>	<p>Added new goals for Academic growth Added new metrics for Social Emotional focused goal</p>
<p>Mutli-tiered Systems of Support Team meeting 9/22 Reviewed MTSS Matrix and identified areas in need of revision</p>	<p>Updated the MTSS Matrix</p>
<p>English Learner Review Team meetings with Principal, ELD Teacher and each classroom teacher 10/4 Reviewed the progress of each individual English Learner and made individualized support plans as needed.</p>	<p>Increased the individualized support provided to each student but increasing funding for the Reading Intervention position.</p>
<p>Instructional Leadership Team 9/14 and 10/12 Formation of a MTSS Tier 1 team Creation of a Site Level Homework Policy</p>	<p>Added action regarding creation of Schoolwide Homework Policy and associated Executive Function grid</p>
<p>Sequoia Parents Association Meetings 9/12 and 10/17 Reviewed academic achievement data and SEL data</p>	<p>Increase Reading Intervention Development of International pen pals Increasing International Mindedness, bringing home cultures into class and end of year student exhibition Increased Counselor Time</p>

Annual Evaluation Involvement Process 2022-2023 SPSA	Annual Evaluation Impact on SPSA 2022-2023
ELAC Meeting on 11/9 Reviewed Draft SPSA	Added Wellness Center Development Added increased parent volunteering opportunities Additional teacher hours to provide tutoring/groups before and after school

Section 2: Goals, Actions, Expenditures

Goal 1:	Sequoia Elementary will ensure that all students receive a high-quality academic education based upon our International Baccalaureate curriculum and California State Standards that will prepare them for future success in College and Career.	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:	69% of students are meeting standard in ELA, and 61% in Math. While these results are far above the state and district averages, there is still room for growth, especially in our student groups classified as Emerging Bilingual and Special Education.			
Goal Applies to:	Grade/Department/Other: ALL			
	Applicable Pupil Subgroups: EL, SPED			
SPSA Year: 2022-23				
Expected Annual Measurable Outcomes:	<p>Overall for students in grades 3-5, will increase the distance from Level 3 (Level 3 represents standards met) from 38 to 42 in ELA.</p> <p>Overall for students in grades 3-5, we will increase the distance from a Level 3 from 21 to 25 in Math.</p> <p>For Emerging Bilingual students in grades 3-5, we will decrease the distance from Level 3 from -70 to -30 in ELA and from -50 to -30 in Math.</p> <p>For Special Education students in grades 3-5, we will decrease the distance from Level 3 from -27 to -20 in ELA and from -20 to -15 in Math.</p> <p>For Socio-Economically Disadvantaged students, we increased the distance from Level 3 from 53 to 55 in ELA and from 28 to 30 in Math.</p> <p>We will increased the percentage of Emerging Bilingual students who are re-designated as English proficient from 29% to 33%.</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	Site Discretionary	23,780
1.2 Provide Math Intervention	X All Students	Hire additional .2FTE Instructional	LCFF Supplemental	12,115

		Provide additional hours before/after	Site Discretionary	3,000
1.3 Purchase educational software licenses for intervention, advancement and homework.	X All Students	Accelerated Reader Software Licenses	LCFF Supplemental	5,373
1.4 Replenish Instructional Technology	X All Students	Computers and Docucams	Site Discretionary	3,000

Goal 2:	Sequoia Elementary will ensure all students experience an engaging school environment that is respectful of all students' backgrounds to promote optimal Social-Emotional growth for each student.	Related State and/or Local Priorities:
		<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:	Increase support for student mental health and wellness in areas identified in the California Healthy Kids Survey including meaningful participation, sense of fairness in classroom discipline and peer relations. <input checked="" type="checkbox"/>
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Goal Applies to:	Grade/Department/Other: All
	Applicable Pupil Subgroups: All

SPSA Year: 2022-23

Expected Annual Measurable Outcomes:	<p>Increase the following metrics on the California Healthy Kids Student Survey:</p> <p>Meaningful participation-- from 42% to 70%</p> <p>Students treated fairly when break rule-- from 68% to 90%</p> <p>School connectedness-- from 77% to 90%</p> <p>Caring adults in school-- from 70% to 90%</p> <p>Decrease the following metrics on the California Healthy Kids Student Survey:</p> <p>Been hit or pushed-- from 31% to 15%</p> <p>Mean rumors spread about you-- from 31% to 15%</p> <p>Called bad names of target of mean jokes-- from 46% to 15%</p>
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Train staff in Tier 1 strategies for acting as a trusted adult facilitating conversations about mental wellness with their students on a daily basis and triaging concerns to professional mental health providers.	X All Students	No additional cost- provided by CCCOE		0
2.2 Provide increased counseling services.	X All Students	Hire additional .4 FTE counselor.	Site Discretionary	20,000
2.3 Create Wellness Center in old computer lab to be open during all Recesses to provide an indoor recess option.	X All Students	Hire additional .5 FTE Noon Duty	LCFF Supplemental	7,500

2.4 Provide incentive "Star Bucks" to students in line with our PBIS Matrix to be used in the student store.	X All Students	Purchase incentives for the student	LCFF Supplemental	1,000
2.5 Provide additional training for Noon Duty Supervisors.	X All Students	training will be done by Principal		0

Goal 3:	Sequoia Elementary will provide family engagement through opportunities to bring students' home cultures into the classroom in support of the International Baccalaureate principle of International Mindedness.	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 3	

Identified Need: Sequoia Elementary will benefit from an emphasis on an inclusive school community that more broadly partners with all parents particularly parent reports of seeking the input and communicating with parents and supporting respect of cultural beliefs/practices.

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

SPSA Year: 2022-23

Expected Annual Measurable Outcomes: Increase the following metrics on the California Healthy Kids Survey Parent Survey:

- Promotion of parent involvement-- from 50% to 70%
- School actively seeks the input of parents-- from 34% to 70%
- Parents feel welcome to participate at this school-- from 51% to 70%

- School motivates my student to learn-- from 46% to 70%
- School has adults who really care about children-- from 56% to 70%
- Communication with parents about school-- from 52% to 70%

- School treats all students with respect-- from 54% to 70%
- School promotes respect of cultural beliefs/practices-- from 48% to 70%

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Provide time in the curriculum for students to share about their home cultures as they relate to the IB units.	X All Students	No additional cost. Family survey is		0
3.2 Teachers will consistently implement Social Emotional- focused lessons with an equity lens that support an inclusive community and students' well being. Teachers will utilize the Teacher Lending Library read aloud books as teaching tools.	X All Students	Books	LCFF Supplemental	1,712

<p>3.3 Teachers will design an exhibition of student work for Open House that showcases student IB work.</p>	<p>X All Students</p>	<p>Display materials</p>	<p>LCFF Supplemental</p>	<p>2,200</p>
<p>3.4 Parent Square will be utilized for parent communication as the message is received by parents in their preferred language. Also explore the additional features of Parent Square such as the calendar and groups.</p>	<p>X All Students</p>	<p>No expenditure needed as Parent</p>		<p>0</p>
<p>3.5 Create mid-year parent survey to gather additional information from parents.</p>	<p>X All Students</p>	<p>No additional expenditures.</p>		<p>0</p>

Goal 4:	Our focus scholars, who are our Emerging Bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.	<input checked="" type="checkbox"/> Pupil Achievement
		Related State and/or Local Priorities:
		Related LCAP Goals:
		<input checked="" type="checkbox"/> MDUSD LCAP Goal 4

Identified Need: Our Emerging Bilingual students are our most under-achieving subgroup in both Math and ELA.

Goal Applies to: Grade/Department/Other: All
 Applicable Pupil Subgroups: English Language Learning Students

SPSA Year: 2022-23

Expected Annual Measurable Outcomes: For Emerging Bilingual students in grades 3-5, we will decrease the distance from Level 3 from -70 to -30 in ELA and from -50 to -30 in Math.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
4.1 Purchase additional materials to support our Emerging Bilingual students academic achievement.	X Emerging Bilingual	Additional software programs for our	Site Discretionary	3,500
4.2 Provide increased information to parents about grade level expectations for student independence.	X All Students	No additional cost. Teachers will build		0
4.3 Parent Square will be utilized for parent communication as the message is received by parents in their home language.	X All Students	District funded		0
4.4 Provide targeted volunteering opportunities where parents can support academic growth such as Math groups or Robotics.	X All Students	No additional expenditures		0

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	53,280	0.00
LCFF Supplemental	29,900	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF Supplemental	29,900.00
Site Discretionary	53,280.00

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: 2022-23

(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)
Rebecca Vichiquis	X				X					
Lisa Kehr	X					X				
Saskia Kremer	X					X				
Sarah Smith	X					X				
Margot Kuhre-Lipkin	X						X			
Ana Simo	X	X		X						
Charles Naughton	X	X		X						
Nicole Goree	X	X		X						
Violet Votin	X	X		X						
Navid Sabbaghi	X	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: 2022-23

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

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:

Rebecca Vichiquis

b. Five parents, elected by parents of English Learners:

1. Lia Mejia

2. Francisca Castillo

3. Anahita Nonri

4. Dan Wang

5. Anirban Roy

c. Two Staff members, elected by staff:

1. Claudia Rodriguez

2. Stacey Roth

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>11/07/22</u>
	Council Approval Date
	
Rebecca Vichiquis	<u>11/09/22</u>
Typed name of chairperson	Signature
	Date

If Applicable English Learner Advisory Committee reviewed the SPSA on	<u>11/09/22</u>
	Council Approval Date
	
Rebecca Vichiquis	<u>11/09/22</u>
Typed name of chairperson	Signature
	Date

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

If Applicable SCHOOL ADVISORY COMMITTEE:	
	Council Approval Date
	Date
	Signature

Typed name of chairperson	Signature	Date
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Typed name of Principal	Signature	Date

Sequoia Elementary School

Mission: Mt. Diablo Staff has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.

All Means All

MDUSD Multi-Tiered System of Support			
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Universal screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community		
Tier I	<p>Small groups, peer/buddy support, preferential seating, or specific seating arrangement, modified assignments, extra time to complete assignments</p> <p>Fluid groups, especially targeting reading and math instruction.</p> <p>Whole class in room instruction</p> <p>Sit by teacher</p> <p>Modifying assignments, read alouds, audio books, scaffold assignments and directions, one-on-one instruction, peer tutoring, more time for assignments and assessments; alternative ways to assess</p> <p>Parent communication</p>	<p>Morning meeting daily to check in with class. Builds a strong community.</p> <p>Marble jars, Table points</p> <p>Starbucks (PBIS token economy), fix-it tickets (playground mostly, classroom?), classroom behavior chart, class prizes (eg.: extra recess time)</p> <p>Lots of praise, compliments from teacher and students,</p> <p>Learner Profile Traits</p> <p>CW-FIT Positive behavior Lesson & game to keep students engaged (5th)</p>	<p>Morning Meetings, read-alouds to discuss specific topics, Monthly learner profile traits.</p> <p>SEL activities (whole class)</p> <p>Rating of attitude how they are feeling for the day with emojis or numbers, how to fill one's bucket for the day</p> <p>Teacher Action Cycle (Act—Reflect—Choose)</p> <p>Zen Den Videos</p> <p>Gratitude jar</p> <p>Wellness Center</p> <p>Shining Star Lunch Group/Lunch Bunch</p>
Tier II	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks		
Tier II	<p>Reading Intervention with Mrs. Roth</p> <p>Small groups with parent volunteers or teachers</p>	<p>Behavior Contracts/Charts</p> <p>Sticker Charts</p> <p>Increased Parent Contact</p>	<p>Short-term General Ed counseling (not part of a 504 or IEP)</p>
Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services)		
Tier III	<p>Resource with Madhu</p> <p>Speech with Miss Patty</p>	<p>Individual counseling</p> <p>Counseling Groups</p>	<p>Individual counseling</p> <p>Counseling Groups</p>

**yellow shaded areas are district-wide structures and systems that cross academic-behavior-social emotional instruction.*

	Administrative Leadership Strong & engaged site leader & educator support system	Integrated Framework Fully integrated organizational structure & strong and positive school culture	Family & Community Engagement Trusting family and community partnerships	Inclusive Policy Structure & Practice Strong LEA/School relationship & LEA policy framework
Tier I	<ul style="list-style-type: none"> -District, department, and level meetings and support to schools and job alike groups -Instructional support, training, and coaching -Data driven decisions making and Cycle of Inquiry (COI) -English Language Learner support 	<ul style="list-style-type: none"> -Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School based team to develop, monitor, and assess teaching and learning through a COI process -Universal screening and benchmarks 3 xs a year -Pre-referral interventions -Professional development and collaboration time for staff -Student voice and engagement in their learning -Engagement with parents/community 	<ul style="list-style-type: none"> -Clear and ongoing communication to parents/community (Parent Square, website, email, phone) -Parent/School groups and meetings (Site Council, Sequoia Parent Association) -Speaker Series and Panels (at district level) 	<ul style="list-style-type: none"> -AERIES Student Data Management System _Data systems to assess and monitor student learning and needs -Clear and effective board policies and administrative regulations -Clear communication, practices, and policies across the district -School Single Plan for Student Achievement and Site Councils -School based Leadership Team (PBIS) District Leadership Team (Cabinet) -
Tier II	<ul style="list-style-type: none"> -Equity coaching, cohorts and professional development 	<ul style="list-style-type: none"> -Coordinated Care Team and identified interventions and support monitored every 6-8 weeks -Content specific interventions (ELA, Math, Writing) -Alternatives to suspension -Restorative Practices -School Counselor targeted counseling services -SEL instruction and groups -expanded district support by Behavioral Health Specialist, Equity Team 	<ul style="list-style-type: none"> -District Advisories (CAC, DELAC) 	<ul style="list-style-type: none"> -District Local Control Accountability Plan (LCAP) -Alignment of Plans (LCAP, ELO, CCEIS) -Grants and Partnership to enhance and expand services/supports to students and families
Tier III	<ul style="list-style-type: none"> -Regular COI and data and accountability support 	<ul style="list-style-type: none"> -Student Success Team and possible assessment for Special Education -English Learning (EL) Instructional Program and supports 	<ul style="list-style-type: none"> -District Welcome Center -District Parent/Community Liaison -School Attendance Review Board (SARB) - 	

Budget By Expenditures

Sequoia Elementary School

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
District funded		\$0.00	Goal 4	Parent Square will be utilized for parent communication as the message is received by parents in their home language.
		\$0.00		
		\$0.00		

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
No additional expenditures		\$0.00	Goal 4	Provide targeted volunteering opportunities where parents can support academic growth such as Math groups or Robotics.
No additional cost- provided by CCCOE and the MDUSD Equity Department		\$0.00	Goal 2	Train staff in Tier 1 strategies for acting as a trusted adult facilitating conversations about mental wellness with their students on a daily basis and triaging concerns to professional mental health providers.
training will be done by Principal		\$0.00	Goal 2	Provide additional training for Noon Duty Supervisors.
No additional cost. Family survey is being built in collaboration with MDUSD Equity Department. Teacher planning will occur during each grade levels' IB Release days.		\$0.00	Goal 3	Provide time in the curriculum for students to share about their home cultures as they relate to the IB units.
No expenditure needed as Parent Square is provided by the district.		\$0.00	Goal 3	Parent Square will be utilized for parent communication as the message is received by parents in their preferred language. Also explore the additional features of Parent Square such as the calendar and groups.
No additional expenditures.		\$0.00	Goal 3	Create mid-year parent survey to gather additional information from parents.

Sequoia Elementary School

No additional cost. Teachers will build out an Executive Function/Developmental Matrix to share with parents that details the expected organizational and study skills for each grade level. The Site Level Homework Policy will be created based upon this matrix.

\$0.00 Goal 4

Provide increased information to parents about grade level expectations for student independence.

Total Expenditures: \$0.00

Allocation Balance: \$0.00

Funding Source: LCFF Supplemental

\$29,900.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Books		\$1,712.00	Goal 3	Teachers will consistently implement Social Emotional- focused lessons with an equity lens that support an inclusive community and students' well being. Teachers will utilize the Teacher Lending Library read aloud books as teaching tools.
Display materials		\$2,200.00	Goal 3	Teachers will design an exhibition of student work for Open House that showcases student IB work.
Hire additional .5 FTE Noon Duty Supervisor.		\$7,500.00	Goal 2	Create Wellness Center in old computer lab to be open during all Recesses to provide an indoor recess option.
Purchase incentives for the student store.		\$1,000.00	Goal 2	Provide incentive "Star Bucks" to students in line with our PBIS Matrix to be used in the student store.
Hire additional .2FTE Instructional Assistant		\$12,115.00	Goal 1	Provide Math Intervention
Accelerated Reader Software Licenses		\$5,373.00	Goal 1	Purchase educational software licenses for intervention, advancement and homework.
LCFF Supplemental Total Expenditures:		\$29,900.00		
LCFF Supplemental Allocation Balance:		\$0.00		

Sequoia Elementary School

Funding Source: Site Discretionary

\$53,280.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Computers and Docucams		\$3,000.00	Goal 1	Replenish Instructional Technology
Provide additional hours before/after school for teachers to work with students on Math		\$3,000.00	Goal 1	Provide Math Intervention
Hire additional .4 FTE counselor.		\$20,000.00	Goal 2	Provide increased counseling services.
Supplies and Materials		\$23,780.00	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.
Additional software programs for our Emerging Bilingual students		\$3,500.00	Goal 4	Purchase additional materials to support our Emerging Bilingual students academic achievement.

Site Discretionary Total Expenditures: \$53,280.00

Site Discretionary Allocation Balance: \$0.00

Sequoia Elementary School Total Expenditures: \$83,180.00