

School Site Council (SSC)



Sequoia Academy
March 19, 2024

Call Meeting to Order & Roll Call

Members present:

Staff: Alisha Tardif, Brian Long, Kristal Mathis, Tanya Wu


Parents: Fawn Edwards, Rebekah Espinoza, Daniel Ramsey, Remi Rundzio
(Chair), Tuan Tran (Vice Chair)

Members Absent:

Staff: Wendy Thompson (Secretary)

Parents:

Agenda Review

- I. Call Meeting to Order
 - II. WSD LCAP Results
 - III. Review SPSA Effectiveness & Trimester 2 Data (added to agenda)
 - IV. Develop & Approve 2024–25 SPSA DRAFT Goals & Budget
 - V. Review Parent Education Opportunities
 - VI. Parent Comments or Concerns
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Approval of Previous Minutes

01-29-2024 Meeting Minutes

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Local Control Accountability Plan Results



LCAP Survey Completion					
	Certificated Staff	Classified Staff	Parent/Community	Students	Total Surveys
2024-2025 LCAP Survey Total Respondents	220 (4.3%)	118 (2.3%)	1844 (35.7%)	2986 (57.8%)	5168



Goal 1:
Academic Achievement & Continuous Innovation

Programs and initiatives that WSD is currently implementing or will implement next year to meet...

1. Strategic Plan focus areas and objectives
2. LCAP goals and actions
3. CA State Priorities
4. LCFF Priorities
5. CA accountability measures

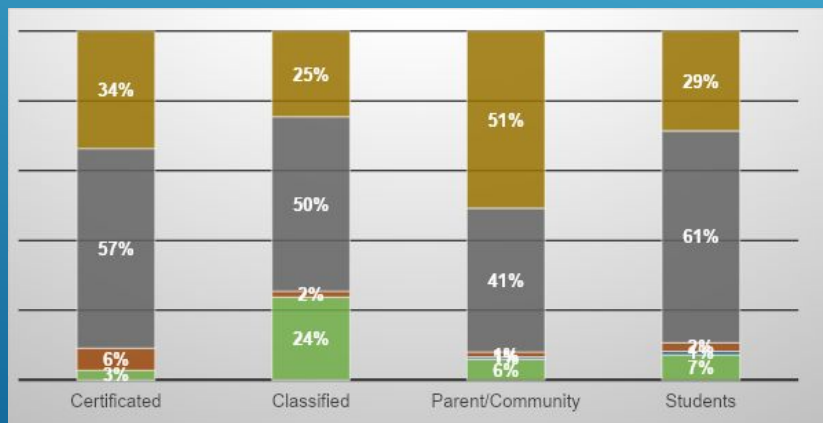
1.1 Instructional Program

Create, implement, and continually improve a district-wide plan for instructional programs, strategies, and assessment tools ensuring all learners achieve grade level proficiency in all core subject areas (Literacy, Language Arts, Math, Science, Social Studies, PE, and Electives).

- a) Continue to support the implementation of the state academic standards and aligned instructional materials.
- b) Develop and/or expand instructional programs and initiatives that promote college and career readiness.
- c) Continue to expand Advance Via Individual Determination (AVID) district-wide implementation.
- d) Expansion of Science, Technology, Engineering, Arts and Math (STEAM) programs.
- e) Develop and expand computer science during and after school.
- f) Instructional materials for specialized programs and initiatives.
- g) Writing across content areas
- h) Implementation of a District wide research-based English Learner instructional program.

LCAP Action: 1.1
Question: 3

Question 3 Our District/school provides a strong base program (ELA, Math, Social Studies, Science, ELD) that follows the California adopted standards.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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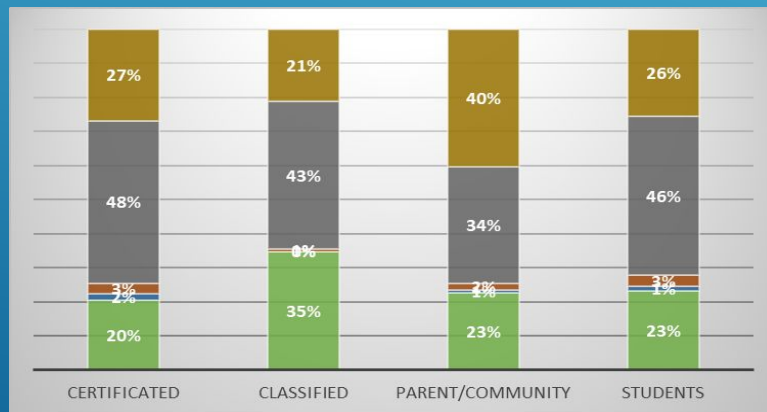
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- f) Instructional materials for specialized programs and initiatives.
- g) Writing across content areas
- h) Implementation of a District wide research-based English Learner instructional program.

LCAP Action: 1.1
Question: 4

Question 4. The Advancement Via Individual Determination (AVID) program, advanced courses and a variety of electives offer opportunities that prepare our students in high school and college.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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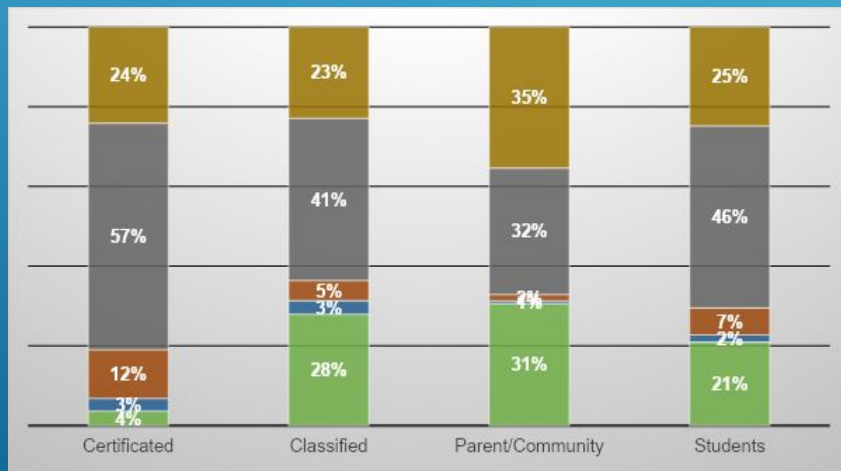
1.2 Differentiated Instruction

Provide timely and effective differentiated instructional practices that monitor progress, inform teaching practices, and ensure student growth.

- a) Develop District English Language Development (ELD) Master Plan for teaching and learning.
- b) Increase and calibrate supports for the effective implementation of designated and integrated ELD instruction for all students.
- c) Expansion of integrated technology to support a blended learning environment.
- d) Maintenance of a systemic District-wide intervention program to support student learning.
- e) Summer Learning Recovery Program (SLRP)
- f) Depth and Complexity Framework - increase the use of the depth and complexity icons to support differentiation in the classroom

LCAP Action: 1.2
Question: 5

Question 5. My school provides students who are not fluent in English with strong English language development instruction.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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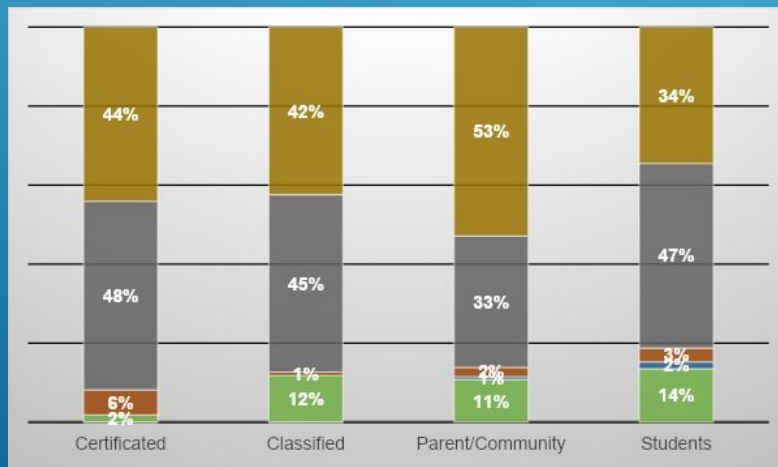
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- f) Depth and Complexity Framework - increase the use of the depth and complexity icons to support differentiation in the classroom

LCAP Action: 1.2
Question: 6

Question 6. My school provides access and academic support for students through programs outside of the school day such as summer school, ESP, ASES, PRIDE, and tutoring.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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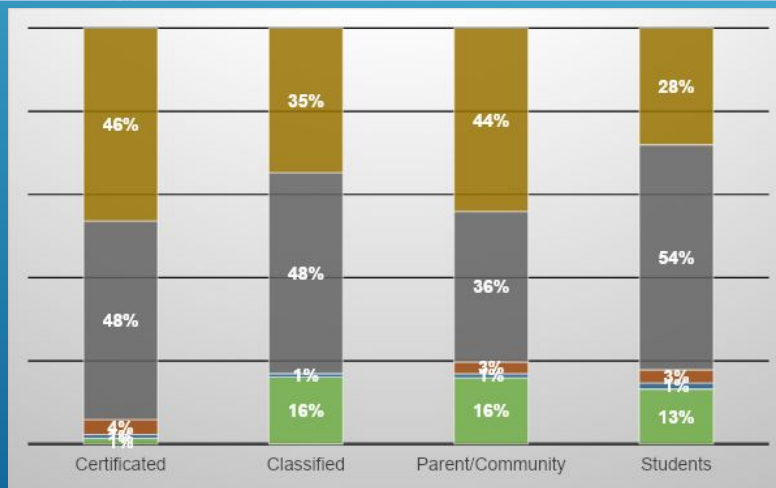
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- e) Summer Learning Recovery Program (SLRP)
- f) Depth and Complexity Framework - increase the use of the depth and complexity icons to support differentiation in the classroom

LCAP Action: 1.2
Question: 7

Question 7 My school continues to provide academic intervention for students such as tutoring, summer school, and intervention teachers



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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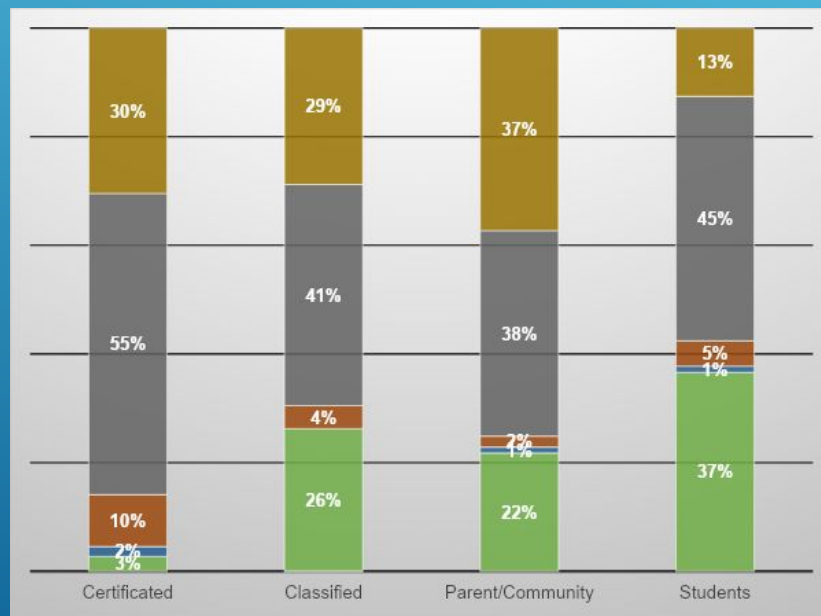
1.3 PLCs

Collaborate as a Professional Learning Community to determine guaranteed viable curriculum, create common assessments, analyze results, and share and adjust instructional practices.

- a) Support professional collaboration at all levels across the District with time and resources through a collaborative process: Site Administrators, grade level teams, classified teams, department teams.
- b) Allow collaboration time for teachers within the school day.

LCAP Action: 1,3
Question: 8

Question 8. Teacher professional collaboration time and professional learning communities (PLC) positively impact student learning.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

1.5 MTSS

Deliver intentional targeted Multi-Tiered Systems of Support and interventions for all students to close the achievement gap through evidence-based instructional strategies and differentiated instruction.

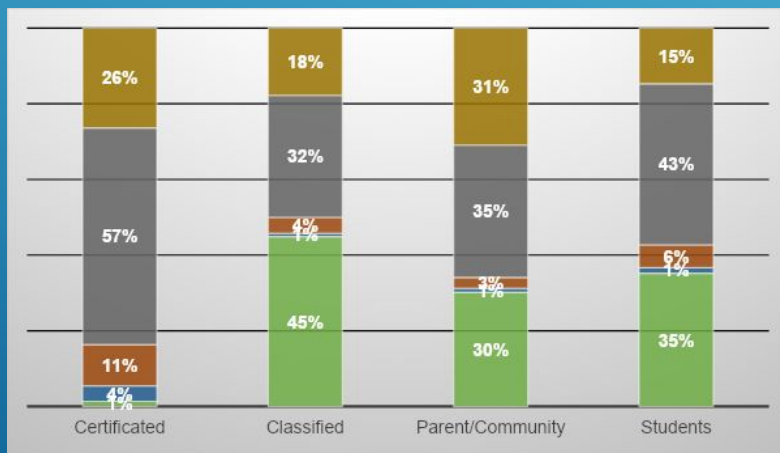
- Implement a District-wide MTSS system of support to support students' academic, behavior, and social-emotional needs.
- Increase RtI academic supports and interventions at all sites.
- Support the unique needs of McKinney-Vento/homeless students and foster youth: academic supports, transportation, and family resource referrals.
- Continued implementation of District wide behavior expectations using Positive Behavior Interventions and Supports (PBIS) framework.
- Expand support programs to enhance students' social emotional skills, specifically Tier II and III behavior supports and school connectedness.

LCAP Action: 1.5
Question: 10

Programs and initiatives that WSD is currently implementing or will implement next year to meet...

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Question 10. My school provides effective and intentional Multi-Tiered Systems of Support (MTSS) program that includes interventions aimed at closing the achievement gap for all students.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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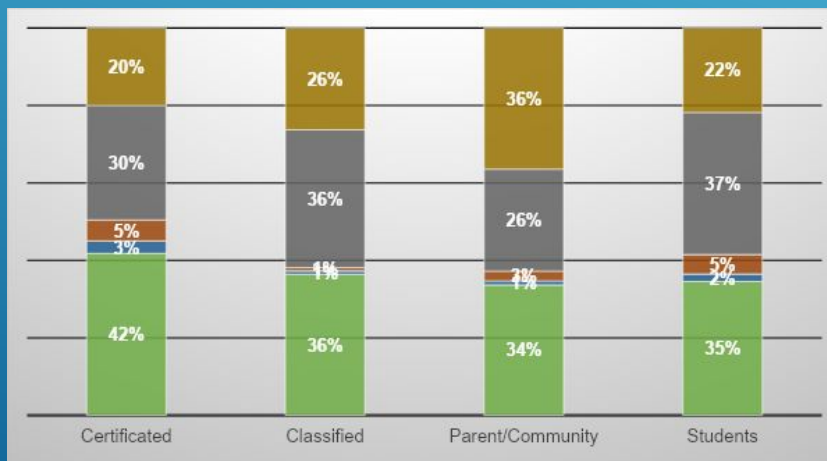
1.6 Specialty Programs

Concurrent with instructional coherence, expand and create targeted innovative specialty programs across all schools in the district that cultivate critical and creative thinking by integrating problem-based learning opportunities to attract and retain students.

- a) Continue development of Dual Language Immersion (DLI) programs: Spanish and Vietnamese.
- b) Provide and develop resources (curriculum and assessments, staff, and professional development) to support the implementation of the DLI program.
- c) Sustain the District Dual Language Immersion Task Force.
- d) Increase the number of students receiving the Pathways to Bi-Literacy Awards
- e) Gifted and Talented Education (GATE)
- f) Computer Science (Coding, Robotics, & computational thinking)
- g) Career readiness electives/pathways

LCAP Action: 1.6
Question: 11

Question 11. Our dual language immersion (DLI) programs (Spanish and Vietnamese) are of value to our students. Dual immersion is a program where students learn part-time in English and part-time in Vietnamese or Spanish. (Willmore/Stacey: English/Spanish) (DeMille/Warner: English/Vietnamese)



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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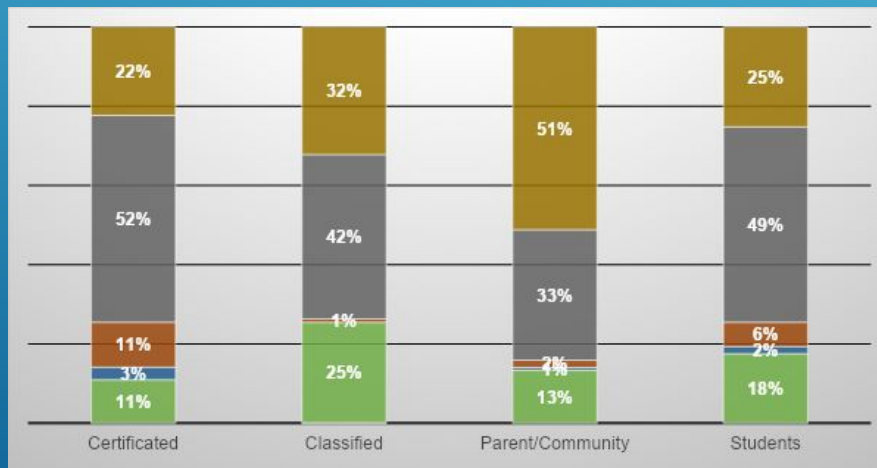
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LCAP Action: 1.6

Question: 12

Question 12. Specialty programs (such as Dual Language Immersion, coding, GATE, STEAM, etc.) are important components within our school's instructional program.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge



Goal 2:
Student and Staff Safety & Wellness

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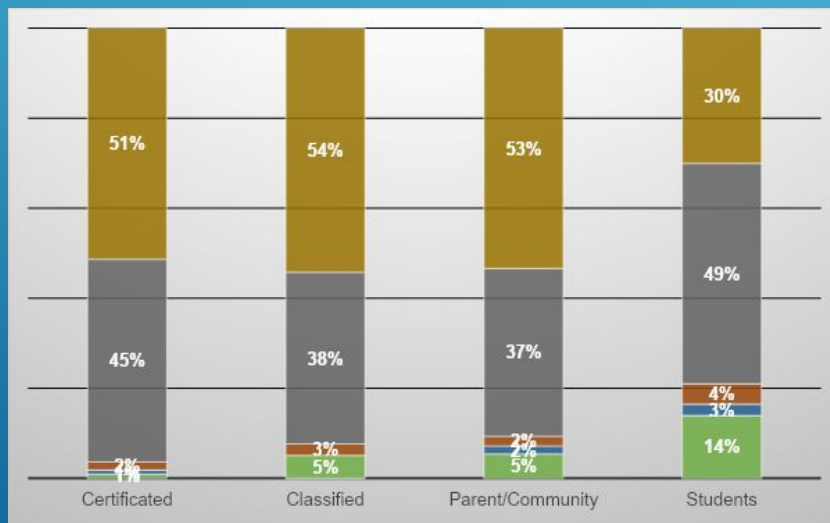
2.1 Diversity, Equity, and Inclusion

Integrate the importance of diversity, equity, and inclusion in all aspects of school life to promote respect and acceptance.

- a) Continue to offer full continuum of programs and services within inclusive settings
- b) Promote diversity, equity and inclusion initiatives at all school sites
- c) Foster connections with the local community to promote diversity and inclusivity.
- d) Promote professional development opportunities for educators to stay informed about diversity, equity and inclusion.

LCAP Action: 2.1
Question: 14

Question 14. The integration of diversity, equity, and inclusion in all aspects of school life is important to promote respect and acceptance.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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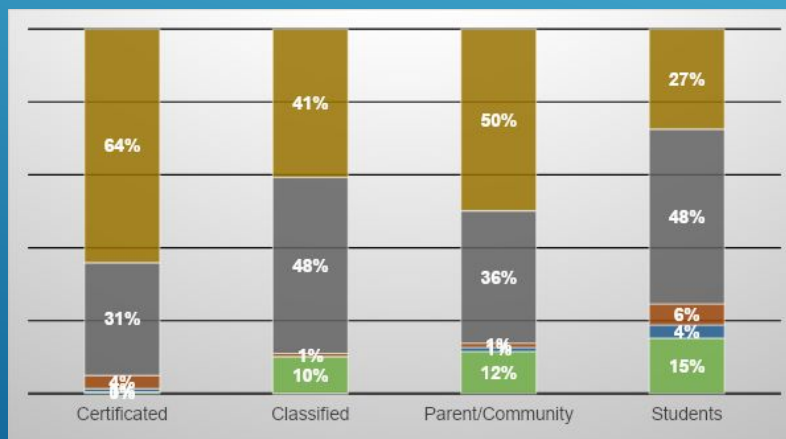
2.2 Social Emotional Supports

Implement a systematic and measurable approach to guarantee students and staff are supported socially, emotionally, and behaviorally in all school environments.

- a) Districtwide school-based counseling services
- b) Provide access to qualified school counselors who can offer individual and group counseling to students.
- c) Use data-driven approaches to assess and address behavioral issues.
- d) Recognize and reward students for demonstrating positive behavioral traits.
- e) Implement a districtwide social-emotional learning (SEL) curriculum along with tiered SEL interventions
- f) Integrate evidence-based SEL programs into the curriculum to teach students essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- g) Provide ongoing training for educators on understanding and implementing social-emotional learning strategies.
- h) Implement assessments to gauge the overall school climate and identify areas for improvement.

LCAP Action: 2.2
Question: 15

Question 15. Counselors have an integral role in creating and implementing systems to ensure students and staff receive social, emotional, behavioral, and academic support in all school environments.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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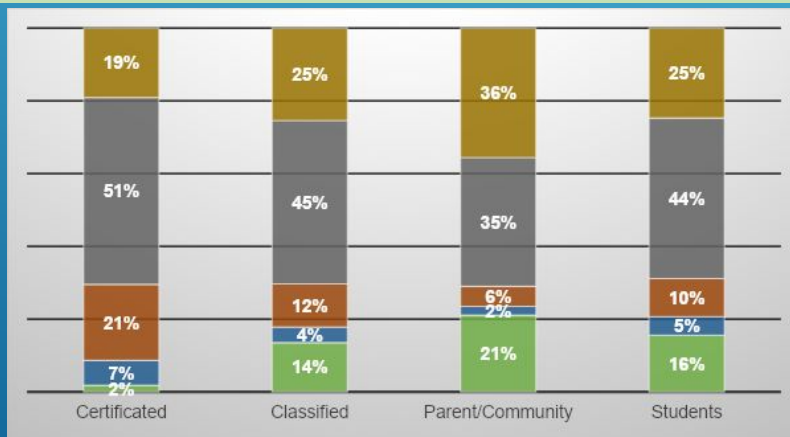
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- g) Provide ongoing training for educators on understanding and implementing social-emotional learning strategies.
- h) Implement assessments to gauge the overall school climate and identify areas for improvement.

LCAP Action: 2.2
Question: 16

Question 16 My school provides sufficient support for students who are struggling socially, emotionally, and/or behaviorally.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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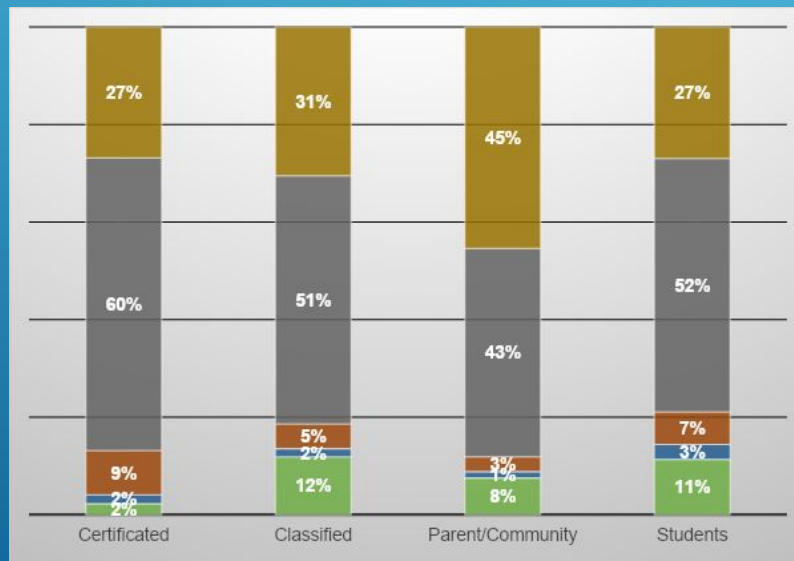
2.4 Safety

Ensure the ongoing safety of students and staff with consistent and comprehensive district-wide systems and up-to-date procedures.

- a) Sustain focus on school safety.
- b) Analyze and implement recommendations for facilities/equipment safety.
- c) Continue to provide professional development and resources related to disaster preparedness and student behavior management.
- d) School Resource Officer to support schools

LCAP Action: 2.4
Question: 18

Question 18. My school has a support system for promoting safety and positive behavior for all students, staff, and families.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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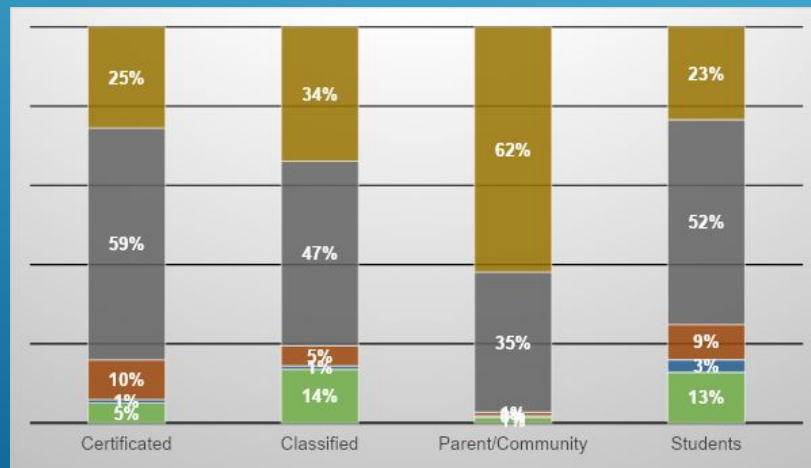
2.5 Attendance

Create an environment that promotes daily attendance, fosters a sense of connectedness, and ensures that every student feels motivated and supported to attend school consistently through proactive measures, collaboration with families, and targeted interventions.

- a) Promote districtwide positive student attendance.
- b) Sustain the District Truancy Program.
- c) Expand the Saturday Academy attendance program.
- d) Sustain Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) programs.
- e) Professional development to support positive attendance programs.
- f) Community Liaisons provide parents with attendance supports and monitoring.

LCAP Action: 2.5
Question: 19

Question 19 My school has a positive support system for promoting regular student attendance.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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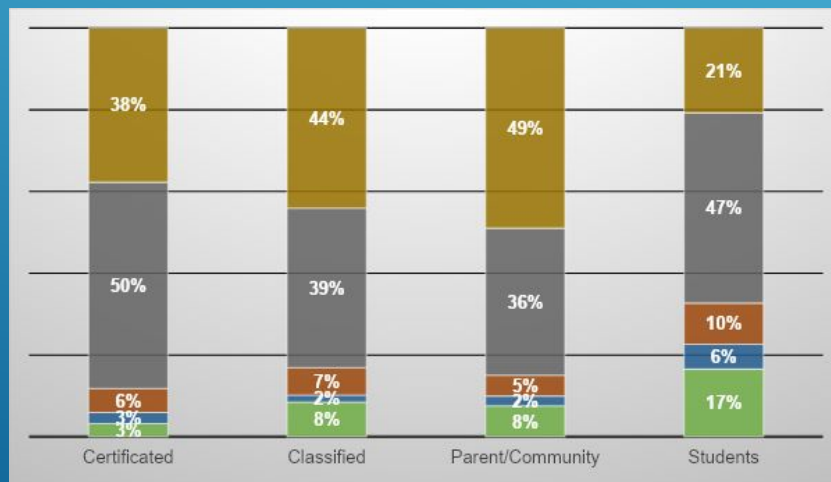
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- e) Professional development to support positive attendance programs.
- f) Community Liaisons provide parents with attendance supports and monitoring.

LCAP Action: 2.5
Question: 20

Question 20. The district should continue to support attendance recovery across the district through the Saturday Academy and Independent Study programs.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge



Goal 4:

Community Connections

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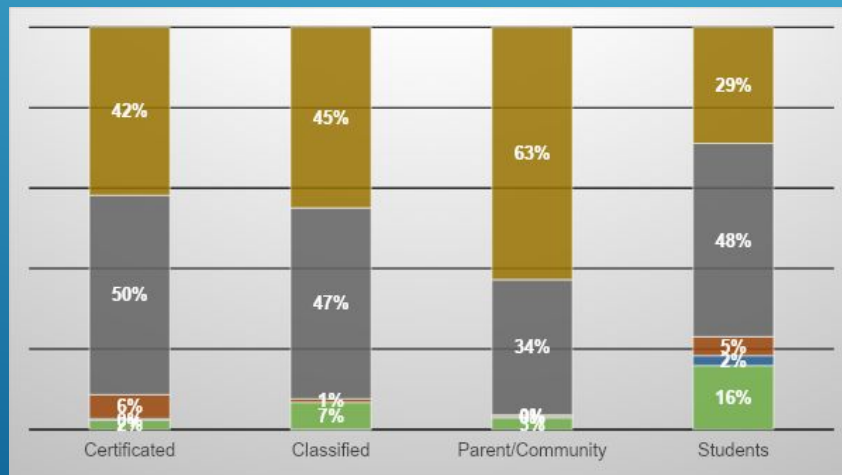
4.1 Celebration and Recognition

Celebrate and recognize students, staff, and site accomplishments through various communication channels.

- a) Continue to highlight staff and student recognitions across the district
- b) Communicate recognitions internally and externally using Social media and district communication platforms
- c) Develop more hyper-focused content that recognizes staff in all departments not only when they receive awards
- d) Collaborate with all departments to celebrate Classified and Certificated staff

LCAP Action: 4.1
Question: 28

Question 28. The celebration and recognition of student, staff, and site accomplishments through various communication channels greatly contribute to fostering a positive learning environment



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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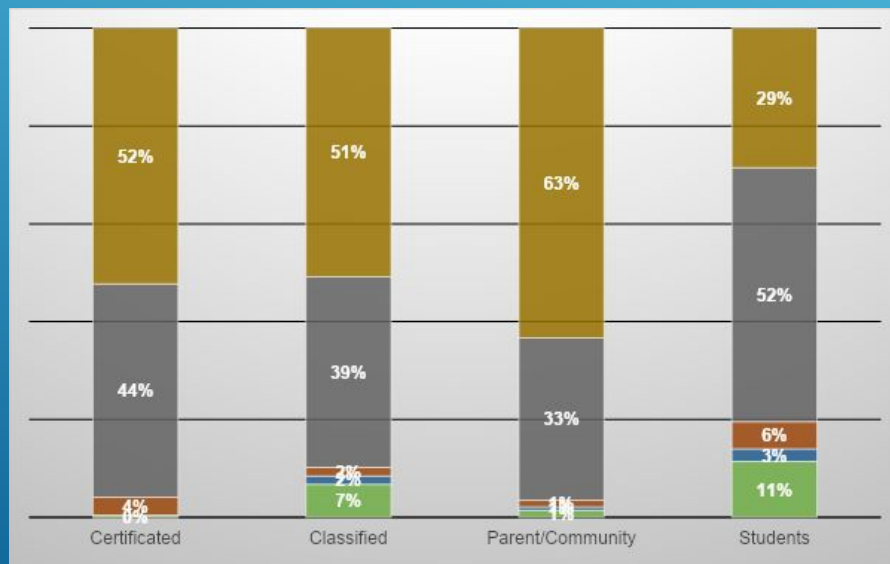
4.2 District Wide Communication

Streamline communication efforts district-wide to improve and ensure consistency in promoting messaging and branding of the district through the use of various communication platforms.

- a) Continue to implement the on-line student registration system at all sites.
- b) Continue to provide parent portal access to Aeries.
- c) Utilize a variety of communication systems to engage parents and families District wide.
- d) Provide accessible information pertaining to District programs

LCAP Action: 4.2
Question: 29

Question 29. My school communicates effectively through forms, newsletters, phone messages, flyers, online, and meetings.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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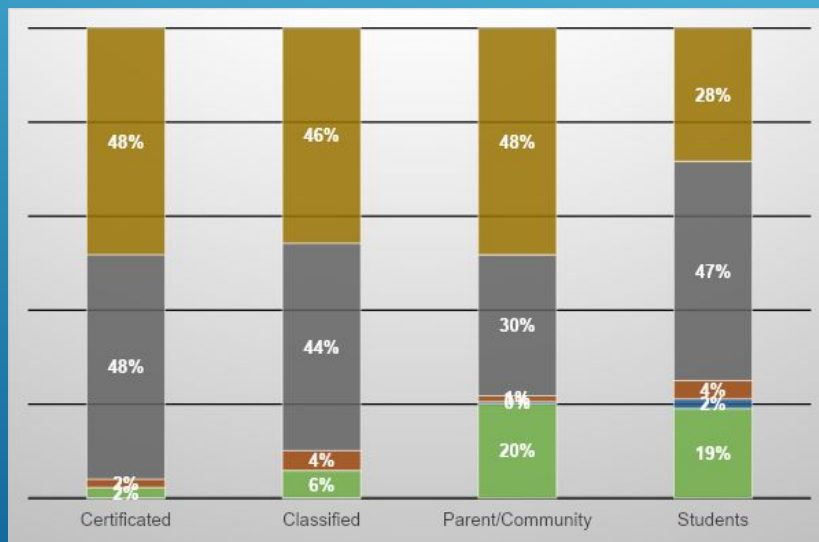
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- c) Utilize a variety of communication systems to engage parents and families District wide.
- d) Provide accessible information pertaining to District programs

LCAP Action: 4.2
Question: 30

Question 30. My school provides interpretation/translation services to communicate with parents in their primary language when needed.



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

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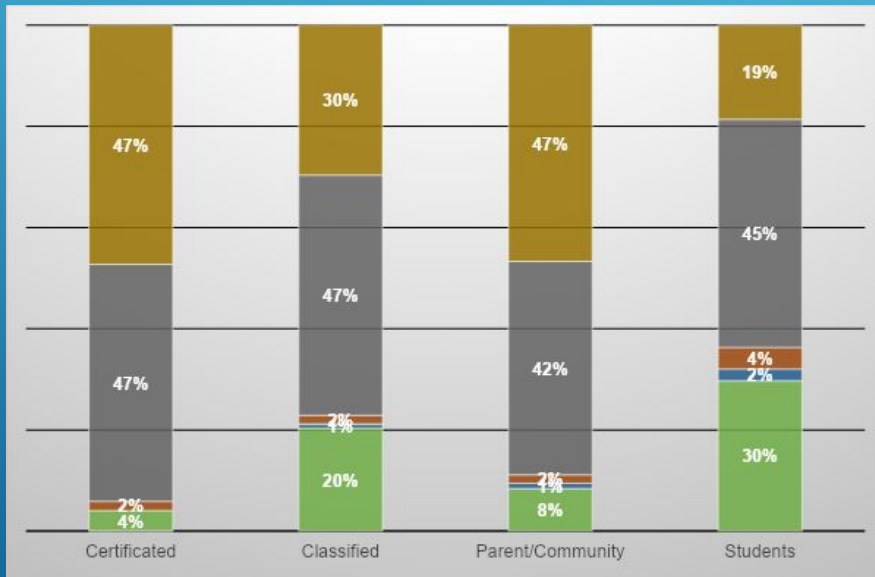
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4.3 Educational Partners

Implement opportunities for students and community members to voice their opinions, encourage participation in the decision-making process, and acknowledge all ideas from community partners.

- a) Improve communications to allow for community and family involvement and input.
- b) Further develop district wide parent committees (DAC/DELAC).
- c) Administer yearly Districtwide surveys (LCAP/CAHKS) to obtain input.

Question 31 My school provides opportunities for students and community members to be part of the decision-making process through surveys or committees such as (School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC).



Strongly Agree Agree Disagree Strongly Disagree No Personal Knowledge

LCAP Action: 4.3
Question: 31

Review SPSA Effectiveness & Trimester 2 Data

Goal 1: Student Achievement

- Students will increase proficiency by 2% in ELA and Math (in all subgroups) through first best instruction.
 - STAR Reading Goal 63%. Trimester 2 Data: 63%
 - STAR Early Literacy Goal 78%. Trimester 2 Data: 67%
 - STAR Math Goal 79%. Trimester 2 Data: 74%

Goal 2: Personal and Professional Growth

- Staff will have increased opportunities to collaborate, develop professionally, and focus on first best instruction to personalize learning and meet the needs of all learners.
 - PLC Meetings Goal 15. Trimester 2: 9, 18 so far this year
 - SLT Meetings Goal 9. Trimester 2: 5, 10 so far this year
 - PD Opportunities Goal 10: Trimester 2: 6, 10 so far this year

Review SPSA Effectiveness & Trimester 2 Data

Goal 3: Fiscal Stewardship

- Sequoia Academy will implement programs with a an emphasis on the GATE Framework, AVID WICOR strategies and STEAM to personalize learning and meet the needs of all learners.
 - SARC Completed February 1, 2024
 - Williams Review O findings completed October 2, 2023
 - Standards Aligned Curriculum 100%
 - School Enrollment Goal 465 students. Trimester 2: 480 students

Goal 4: Learning Environment

- Students will strive to maintain safe and high quality programs around Sequoia Academy.
 - Parent Participation opportunities Goal 10. Trimester 2: 13, 47 so far this year
 - Overall Daily Attendance Goal 97%. Trimester 2: 96%
 - Chronic Absenteeism Goal 5%. Trimester 2: 6.0%
 - Suspension Rate Goal 0%. Trimester 2: 1%

Develop & Approve 2024–25 SPSA DRAFT Goals

Goal 1: Student Achievement

- Students will increase proficiency by 2% in ELA and Math (in all subgroups) through first best instruction.

Goal 2: Personal and Professional Growth

- Staff will have increased opportunities to collaborate, develop professionally, and focus on first best instruction to personalize learning and meet the needs of all learners.

Goal 3: Fiscal Stewardship

- Sequoia Academy will implement programs with a an emphasis on the GATE Framework, AVID WICOR strategies, Write From the Beginning & Beyond, and STEA³M to personalize learning and meet the needs of all learners.

Goal 4: Learning Environment

- Staff and students will strive to maintain safe and high quality programs around Sequoia Academy.

Develop & Approve 2024-25 SPSA Budget

Budget Priorities Survey

Goal 1: Student Achievement

- Budget: \$55,000

Goal 2: Personal and Professional Growth

- Budget: \$41,000

Goal 3: Fiscal Stewardship

- Budget: \$34,000

Goal 4: Learning Environment

- Budget: \$18,000

Parent Education Opportunities

- 10 Education Essentials Parent Workshop
 - Wednesdays 5:00–6:30pm
 - Postponed due to low turnout

The poster is for a "10 Education Essentials Parenting Workshop". It features a large yellow diagonal banner with the word "POSTPONED" in bold black letters. The poster includes the Sequoia Academy logo, a "FREE! NIGHT CLASS" badge, and a list of five weekly topics. At the bottom, there is a "REGISTER NOW" button, a QR code, and contact information for the front office.

10 Education Essentials Parenting Workshop

Following the 10 Education Essentials, parents will be able to receive the support they need to prepare their student for college and a great career.

POSTPONED

WEDNESDAYS 5:00 - 6:30 PM

WEEK 1 JAN. 10, 2024

- Commit to get involved in my child's school
- Support my child's studies at home

WEEK 2 JAN. 17, 2024

- Understand how grades work
- Understand how schools are structured

WEEK 3 JAN. 24, 2024

- Understand what my child needs to graduate successfully from high school
- Support the learning of core subject areas

WEEK 4 JAN. 31, 2024

- Encourage my child to take challenging courses
- Help my child be college and/or career ready

WEEK 5 FEB. 7, 2024

- Help my child afford college
- Teach my child to have a mindset for success

REGISTER NOW

CALL THE FRONT OFFICE, OR SCAN HERE!

DON'T MISS OUT!

SCAN ME

Other Ways to be Involved

- Student Clubs
- Kids Run the OC
- Before/After School Programs
- Parent–Teacher Association (PTA)
- Crossing Guard
- Parking Lot Safety
- Noontime Supervisor
- STEA³M Academy Guest Speaker

Contact Wendy Thompson wthompson@wsdk8.us

Parent Comments or Concerns



SSC Meetings 2023–2024

~~9/25 3:00–4:00pm via Zoom~~
~~10/23 4:00–5:00pm via Zoom~~
~~1/29 3:00–4:00pm via Zoom~~
~~3/18 3:00–4:00pm via Zoom~~
5/20 4:00–5:00pm (tentative)