Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

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

Mission Statement

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

Sequoia Elementary School
39685936042386

Manteca Unified School District
39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> White, Students with Disabilities

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

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

School Site Description

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

Sequoia School is a K-8 school with an enrollment of approximately 845 students located in the center of the City of Manteca. The staff includes a full-time principal and vice-principal. There are 29 classroom teachers, one k-3 Special Day Class teacher, 2 resource teachers, and 2 part time music teachers. Additional credentialed personnel include a part time speech teacher, and a part time school psychologist. Other personnel vital to the effective operation of our school include a librarian, technology support specialist, three bilingual aides, 4 special education paraprofessionals, three k-2 paraprofessionals, an office manager, attendance clerk, clerical assistant, custodians, yards supervisors, and a community outreach assistant. Approximately 72.6% of the students are identified to be socioeconomically disadvantaged.

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

Comprehensive Needs Assessment Components

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

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

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.
Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels.
The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

The site instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

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

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies, and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12.   The adopted science materials are Amplify for grades K-8 and Stemscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

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

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

Manteca Unified provides instructional assistance and ongoing support to all K-12 teachers in all content areas including intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted curriculum programs and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

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

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

Teaching and Learning

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

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achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

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

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

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

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

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

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

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

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Fundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

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

MUSD provides Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and

ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms.
Social emotional learning is defined as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers "An Accountability Opportunity Project," to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group. This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
837	**72.6**	**34.6**	**0.1**
Total Number of Students enrolled in Sequoia Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	290	34.6
Foster Youth	1	0.1
Homeless	30	3.6
Socioeconomically Disadvantaged	608	72.6
Students with Disabilities	85	10.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	2.2
American Indian	3	0.4
Asian	33	3.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	10	1.2
Hispanic	652	77.9
Two or More Races	21	2.5
Pacific Islander	3	0.4
White	97	11.6

Conclusions based on this data:

1. According to the 2022 California Dashboard socio-economically disadvantaged students comprise 77% of our school population.

2. According to the 2022 California Dashboard English Learner students comprise 34.8% of our school population.

3. According to our 2022-2023 Q data system Students with disabilities comprise 10.5% of our school population.

Grade Level Standards

District Goal

Every student works to achieve mastery of grade level standards in all subjects.

Site Tier 1 Goal

Sequoia Elementary School students will be provided access to grade level standards and Tier 1 interventions by staff trained in academic engagement, effective instructional practices, and use of base and supplemental curriculum.

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2360.	2361.		5.38	11.76		12.90	11.76		30.11	23.53		51.61	52.94
Grade 4		2408.	2385.		6.00	3.19		18.00	14.89		25.00	20.21		51.00	61.70
Grade 5		2454.	2443.		9.09	7.00		19.48	17.00		20.78	28.00		50.65	48.00
Grade 6		2482.	2465.		1.12	6.10		23.60	17.07		40.45	34.15		34.83	42.68
Grade 7		2492.	2497.		1.10	5.00		28.57	20.00		20.88	37.00		49.45	38.00
Grade 8		2541.	2515.		4.08	5.38		35.71	27.96		33.67	26.88		26.53	39.78
All Grades	N/A	N/A	N/A		4.38	6.48		23.18	18.04		28.65	28.20		43.80	47.29

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2384.	2388.		4.30	8.91		24.73	16.83		23.66	26.73		47.31	47.52
Grade 4		2401.	2382.		2.00	1.08		14.00	11.83		21.00	20.43		63.00	66.67
Grade 5		2418.	2424.		1.30	3.00		3.90	6.00		20.78	22.00		74.03	69.00
Grade 6		2454.	2441.		2.27	2.44		7.95	10.98		30.68	25.61		59.09	60.98
Grade 7		2435.	2471.		4.35	3.00		5.43	9.00		18.48	37.00		71.74	51.00
Grade 8		2480.	2452.		4.08	4.35		8.16	7.61		26.53	15.22		61.22	72.83
All Grades	N/A	N/A	N/A		3.10	3.87		10.95	10.39		23.54	24.65		62.41	61.09

CAASPP Results
English Language Arts/Literacy (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	24.52
Female	24.91
Male	24.14
American Indian or Alaska Native	--
Asian	20.00
Black or African American	23.53
Filipino	--
Hispanic or Latino	24.55
Native Hawaiian or Pacific Islander	--
Two or More Races	25.00
White	20.63
English Learners	8.62
Foster Youth	--
Homeless	21.74
Military	31.25
Socioeconomically Disadvantaged	21.88
Students Receiving Migrant Education Services	0
Students with Disabilities	11.67

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	CAASPP Percent Met or Exceeded
All Students	14.26
Female	10.14
Male	18.15
American Indian or Alaska Native	--
Asian	10.53
Black or African American	12.50
Filipino	--
Hispanic or Latino	14.67
Native Hawaiian or Pacific Islander	--
Two or More Races	25.00
White	9.52
English Learners	6.40

| CAASPP Student Groups	CAASPP Percent Met or Exceeded
Foster Youth	--
Homeless	21.74
Military	6.25
Socioeconomically Disadvantaged	13.18
Students Receiving Migrant Education Services	0
Students with Disabilities	5.00

Data

Kindergarten- Winter 2023-2024
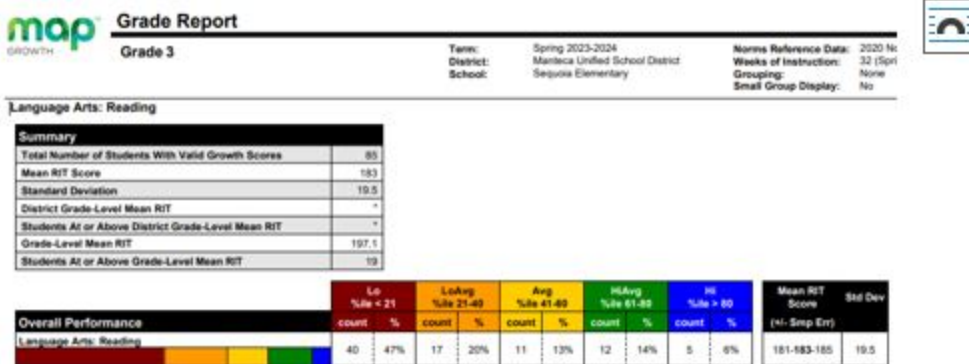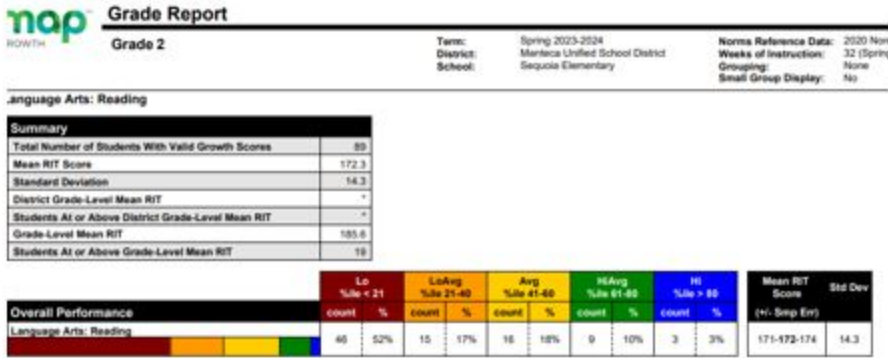
Foundational Skills Performance Breakdown
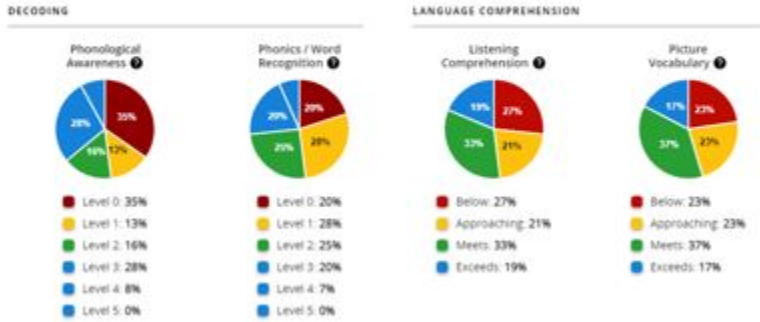
1st Grade- Winter 2023-2024

Foundational Skills Performance Breakdown
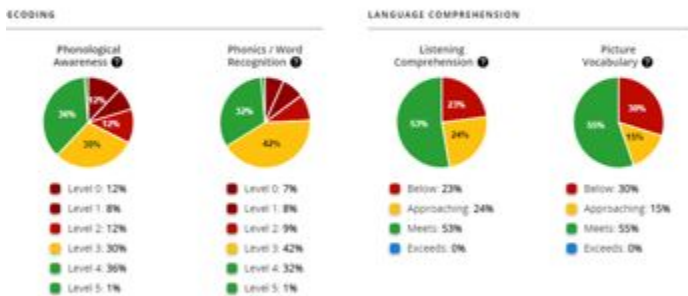
2023-2024 Winter MAP Fluency -Number of Student Below Expectation		
	Phonological Awareness	Phonics & Word Recognition
Kindergarten	43/74	54/74
First	23/74	17/74

Grade Report

Grade 2

Term: Spring 2023-2024
District: Manteca Unified School District
School: Sequoia Elementary

Norms Reference Data: 2020 Nor
Weeks of Instruction: 32 (Spring
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	89
Mean RIT Score	172.3
Standard Deviation	14.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	185.8
Students At or Above Grade-Level Mean RIT	19

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	46	52%	15	17%	16	18%	9	10%	3	3%	171-172-174	14.3

Grade Report

Grade 3

Term: Spring 2023-2024
District: Manteca Unified School District
School: Sequoia Elementary

Norms Reference Data: 2020 No
Weeks of Instruction: 32 (Spri
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	85
Mean RIT Score	183
Standard Deviation	19.5
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	197.1
Students At or Above Grade-Level Mean RIT	19

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	40	47%	17	20%	11	13%	12	14%	5	6%	181-183-185	19.5

Data Analysis

Winter MAP fluency scores show evidence that Sequoia K-1 students are lacking basic phonological skills.

Image 1 shows that in kindergarten 48% of students are below expectation in the area of Phonological Awareness; 28% are below expectation in the area of Phonics & Word Recognition; 48% are below expectation in Listening Comprehension; and 46% are below expectation in the area of Picture Vocabulary.

Image 2 shows that First grade 32% if students are below expectation in the area of Phonological Awareness; 25% of students are below expectations in the area of Phonics & Word Recognition; 47% of students are below expectation in the area of Listening Comprehension, and 45 % of students are below expectation in the area of Picture Vocabulary

Image 3 shows that 43/74 Kindergarten students are below grade level expectation in the area of Phonological Awareness, 54/74 students are below grade level expectation in Phonics and Work Recognition. 23/74 1st grade students are below grade level in Phonological Awareness; 17/74 students are below grade level in Phonics and Word Recognition.

Image 4 shows that 70% or 81 of 89 students in 2nd grade are below average on their Reading RIT scores for the Spring 2023-2024 MAP assessment.

Image 5 shows that 67% or 57 of 85 students in 3rd grade are below average on their Reading RIT scores for the Spring 2023-2024 MAP assessment.

CAASPP data shows that in ELA 24.52 % of our student population met or exceeded grade level expectations. English Learner students are considerably lower at 8.62% meeting or exceeding grade level expectations. Students with Disabilities are lower as well at 11.67% meeting or exceeding grade level expectations.

CAASPP data shows that in Math 14.26% of our student population met or exceeded grade level expectations. Our White and English Learner population are both at just over 6% of students meeting or exceeding grade level expectations. Our Students with Disabilities are considerably lower at just 5% of students meeting or exceeding grade level expectations. Our English Learner population is at 9.52% of students meeting or exceeding expectations.

Student Need 1:

Sequoia K-3 students need to increase their foundational/phonological awareness skills in order to access curriculum and make progress towards grade level mastery.

SMART Goal 1

By June 2027, 70% of K-3 students will meet the end of year benchmark as measured by NWEA Reading Fluency.

Implementation Plan

| Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
K-3 students in the red band will have the opportunity to attend before or after school tutorial to support growth in targeted student needs in the area of phonological awareness and phonics and word recognition. (ELOP)	# of students moving out of the red bands on Foundational Skills performance breakdown report.	Winter 2024 MAP scores:40 of 80 students in red band				Time Money People
Sequoia Elementary remains committed to supporting K-3 teachers in effectively implementing Base curriculum and Fundations.	Fundations Fidelity Learning Walks 1) Number of teachers that have Fundations implemented with fidelity. ___no evidence ___some evidence ___strong evidence	Fundations Fidelity Learning Walk Data March 2024 Learning Walks 1) 0/15 no evidence 2) 8/15 some evidence				Time Money People

We will continue to provide certificated staff training, professional development, collaboration time, peer observations in these areas to ensure consistency and proficiency in the program to support the increase of K-3 fluency scores.		3) 7/15_strong evidence				
Sequoia Elementary grade level teams will meet monthly to review data, identify student needs, discuss instructional practices, and plan accordingly to meet student needs in the area of fluency.	Grade Level Teams: # of action plans that show evidence of progress towards the Stages of Team Development Rubric found in Learning by Doing. (pre-initiating, initiating, implementing, developing, sustaining)	August grade level action plans will serve as the baseline for where PLC teams are in their stages of development. .				Time Money People
In order to increase fluency Sequoia K-3 teachers will collaborate, review data, and complete professional learning.	Grade Level Teams: # of action plans that show evidence of progress towards the Stages of Team Development Rubric found in Learning by Doing. (pre-initiating, initiating, implementing, developing, and sustaining)	August 2024 grade level action plans will serve as the baseline for where PLC teams are in their stages of development.				Time Money People
Teachers will utilize supplemental ELA materials for Tier 2/red band students instructional purposes when data is provided demonstrating need.	# of students moving out of the red band on the Foundational Skills performance breakdown report and NWEA Reading Foundation Skills report.	Winter 2024: 40 of 180 students in red band				Money
ILT will have access to training	# of ILT members ability and capacity to	August grade level team				Time Money

and collaboration time in order to support their grade level teams in K-3 base curriculum and Fundations.	report out effectively to their grade level team	action plans will serve as the baseline for effective PLC groups.				People
K-3 teachers will have access to Fundations consumables in order to ensure that the programs is implemented with fidelity in order to increase K-3 fluency skills.	Bimonthly Foundational Skills performance breakdown reports.	Fall 2024 Foundational Skills performance breakdown report.				
K-3 students will have access to academic incentives that will support positive student growth in the area of foundational skills.	# of students making progress in the 9-week cycle on pre and post assessment.	% of students that have improved foundational skills in the first 9 week cycle				Money

Progress Monitoring

Progress Monitoring

Language Arts: Reading

Language Arts: Language Usage
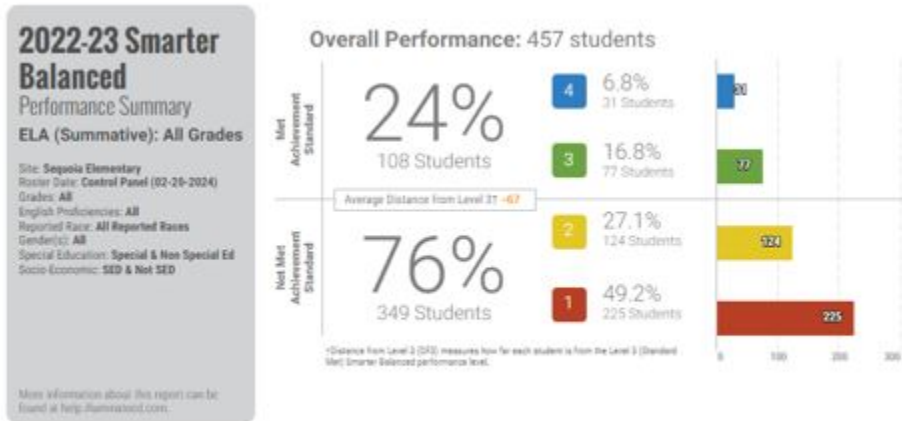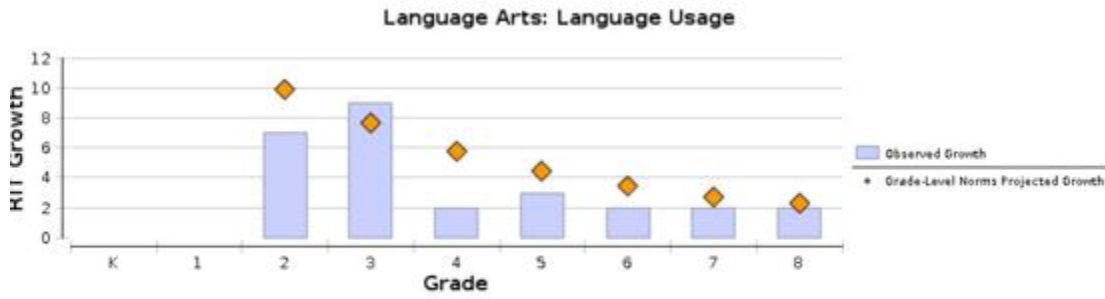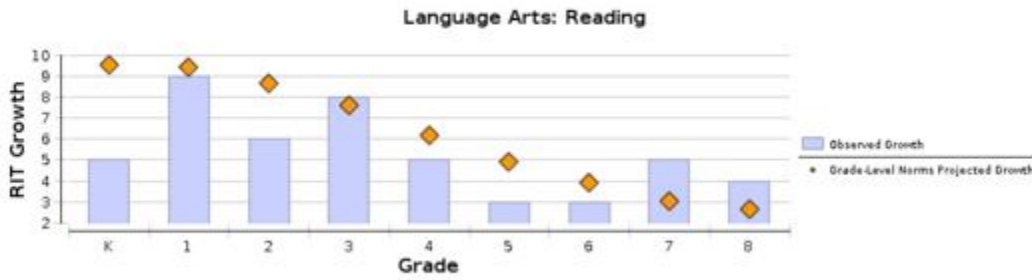
Data

Data Analysis
Image 1- Smarter Balance ELA scores from the 2022-2023 school year shows that 108 out of 457 students are at or above grade level. 349 students out of 457students are performing below standard/below grade level.

Image 2- Winter 2023 Reading MAP scores show the following:
Kindergarten- 10 of 37 students with growth scores met their projected growth expectation.
1st grade- 35 out of 85 students with growth scores met their projected growth expectation.
2nd grade- 26 out of 81 students with growth scores met their projected growth expectation.
3rd grade- 42 out of 84 students with growth scores met their projected growth expectation.
4th grade- 38 out of 88 students with growth scores met their projected growth expectation.
5th grade- 37 out of 86 students with growth scores met their projected growth expectation.
6th grade- 40 out 0f 97 students with growth scores met their projected growth expectation.
7th grade- 46 out of 78 students with growth scores met their projected growth expectation.
8th grade- 57 out of 97 students with growth scores met their projected growth expectation.

Image 3- Winter 2023 Language Usage MAP scores show the following:
Kindergarten- no scores
1st grade- no scores
2nd grade- 21 out of 80 students with growth scores met their projected growth expectation.
3rd grade- 45 out of 84 students with growth scores met their projected growth expectation.
4th grade- 27 out of 90 students with growth scores met their projected growth expectation.
5th grade- 33 out of 86 students with growth scores met their projected growth expectation.
6th grade- 32 out of 93 students with growth scores met their projected growth expectation.
7th grade- 33 out of 78 students with growth scores met their projected growth expectation.
8th grade- 46 out of 97 students with growth scores met their projected growth expectation.

Student Need 2:

Students in grade K-8 need to show growth and master grade level standards in English Language Arts to successfully transition to the next grade level.

SMART Goal 1

By June 2027 Sequoia Elementary students will increase their NWEA MAP Reading scores by 15%,

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
K-8th students in the red band will have the opportunity to attend boot camps and/or before or after school tutorial to support growth in ELA based on identified target student needs.	NWEA MAP grade level report for reading- Fall, Winter, Spring	Spring 2024 Reading MAP scores K- 1- 2- 3- 4- 5- 6 7-				Time Money People
Supplemental curriculum and materials for Tier 2/red band students to support in ELA including Just Words to make growth towards grade level skills in reading and language usage.	Teacher created pre and post assessments.	Growth on teacher created post assessments give after a specific cycle. TBD- cycle will be refined in grade level PLC's in August 2024.				Money
Instructional Specialist to support Tier 1 Inclusive Instuction through highly effective collaborative teams to focus on grade level essential	SMART goals created by Instructional Specialist in the Fall 2024 for teachers and groups worked with targeting an identified need.	Monthly progress report of teacher/stude nt growth towards achieving growth towards SMART goals.				Time Money People

|						
standards, unit design, plan for assessment and adjusting instruction to meet the needs of Sequoia learners. The Instructional Specialist will help to develop scaffolded instruction and interventions for both Tier 1 and Tier 2 support.						
Certificated staff will have access to trainings, collaboration, staff development, conferences, workshops, or other meaningful training to enhance their understanding of ELA core standards in order to support students growth in the area of Reading and Language Usage.	Evidence of training practices in classroom walkthrough. No evidence, some evidence, strong evidence.	Fall post PD classroom walk throughs ___no evidence ___some evidence ___strong evidence				Time Money People
Sequoia K-3 teachers will collaborate, review data, and complete professional learning outside of the school day in the area of Language Arts in order to support student growth in the area of reading and language usage.	# of grade level team agendas to that show no evidence, some evidence, strong evidence to ensure discussion includes data analysis, student needs, goals, and action items.	August 2024 Grade Level action plans: ___no evidence ___some evidence ___strong evidence				People Time Money
ILT will have access to training and collaboration time in order to support their grade level teams both during and outside of the school day in K-8	# of ILT members ability and capacity to report out effectively to their grade level team	August grade level team action plans will serve as the baseline for effective PLC groups. __pre-initiating __Initiating				Time Money

base curriculum and Fundations.		__ __ Implementing __ Developing __Sustaining				
Educational activities and excursions both in person and virtual to support learning and engagement with understanding of real-world application of learning in ELA.	Teacher created pre and post assessments.	# of students demonstrating understanding from a pre and posttest on a targeted grade level standard. TBD Fall 2024				Time Money People
PBIS incentives and awards to enhance student engagement and positive growth in the area of language arts.	# of students making progress in the 9-week cycle on pre and post assessment.	% of students that have improved targeted skill in the first 9-week cycle				Time Money
All students will have access to library books that support the grade level core curriculum content being taught in class.	library visits that offer current grade level content	August 2024 # of library sessions offering grade books based on current classroom curriculum content				Money
Intervention specialist to support collaboration, teaching, and small group intervention skills to support student programming and work in a small group setting in order to focus on Tier 2 and Tier 3 instruction in the area of reading and language usage.	Teacher created pre and post assessments.	# of students showing mastery of targeted skill in a TBD learning cycle on teacher created pre and post assessments.				Time Money People

Progress Monitoring
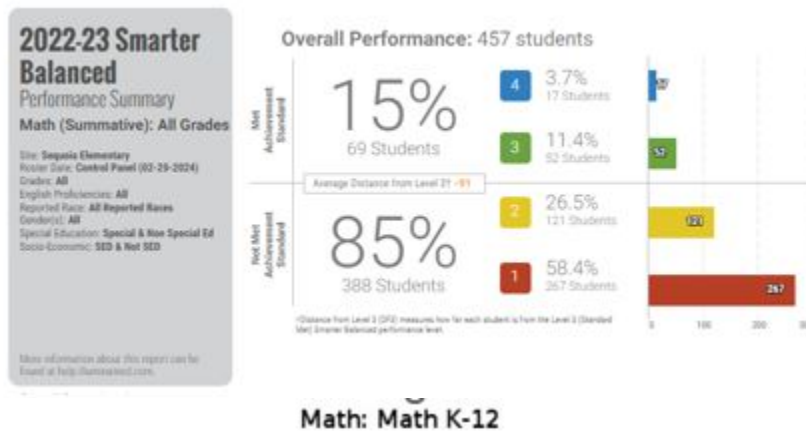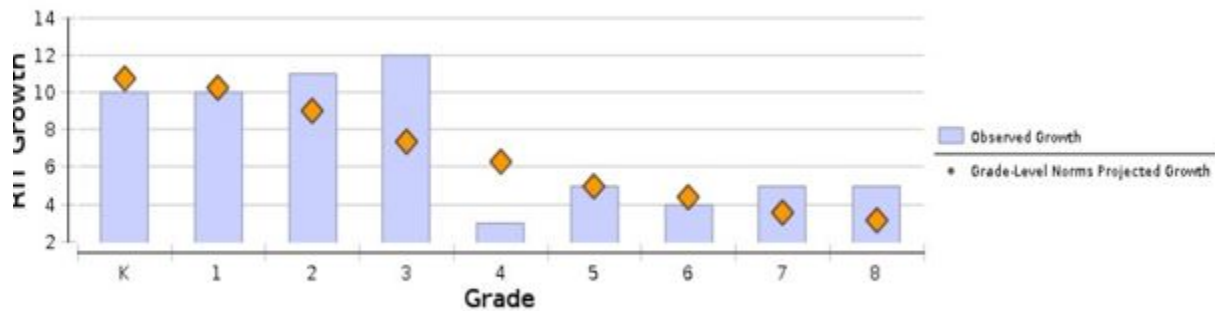
Data

Data Analysis

Figure 1 show that 85% of Sequoia Elementary students scored below grade level expectations in Math on the 2023 Spring Smarter Balance Assessment.

Figure 2- Winter 2023 Math MAP scores show the following:
Kindergarten- 34 out of 76 students with growth scores met their projected growth expectation.
1st grade- 439out of 85 students with growth scores met their projected growth expectation.
2nd grade- 48 out of 83 students with growth scores met their projected growth expectation.
3rd grade- 57 out of 84 students with growth scores met their projected growth expectation.
4th grade- 27 out of 89 students with growth scores met their projected growth expectation.
5th grade- 38 out of 86 students with growth scores met their projected growth expectation.
6th grade- 43 out 0f 92 students with growth scores met their projected growth expectation.
7th grade- 46 out of 78 students with growth scores met their projected growth expectation.
8th grade- 60 out of 97 students with growth scores met their projected growth expectation.

Student Need 3:

Students in all grade levels need to show growth and master grade level standards in Math to successfully transition to the next grade level.

SMART Goal 1

By June 2027 Sequoia Elementary students will increase their NWEA MAP Math scores by 15%,

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
ELOP- K-8th students in the red band will have the opportunity to attend boot camps and before or after school tutorial to support growth in Math.	Teacher created pre and post assessments	TBD # Beginning of academic opportunities showing growth from pre to post assessment.				Time Money People
Supplemental curriculum and materials for Tier 2//Red Band students to improve and show growth in targeted Math skills.	Teacher created pre and post assessments.	% of students showing growth on post assessments.				Money
Sequoia teachers will incorporate Mathematical Practices and Thinking Strategies within their math instruction in order to increase knowledge of foundational math skills.	Math Learning Walk Data: Evidence of thinking strategies being used during Math instruction. (No evidence, some evidence, strong evidence)	August 2024 Math Learning Walk Data ____ of 32 teachers showed no evidence. ____of 32 teachers showed some evidence. ____of 32 teachers showed strong evidence.				Time
Sequoia staff will have the opportunity to collaborate and receive Professional Deveoopment in order to support growth in student grade level math skills.	Administration will review grade level meeting agendas to ensure that discussions include data, student need, goals, and assessment.	Fall 2024 grade level collaboration agendas				Time Money
Time sheeting for ILT collaboration and data	# of ILT members ability and capacity to report out effectively	August grade level team action plans				Time Money

discussion outside of the school day to focus on Math data and prepare actions steps to lead grade level teams.	to their grade level team	will serve as the baseline for effective PLC groups. __pre-initiating __Initiating __ Implementing __ Developing __Sustaining				
Certificated staff will have access to trainings, collaboration, staff development, conferences, workshops, or other meaningful training to enhance their understanding of Math core standards. This will include Math workshop model Implementation Coaching and Collaboration with PEBC (Public Education and Business Coalition), support from Instruction Specialists, and District Math TOSA's	Math Learning Walk Data: Evidence of the math workshop model implementation. No evidence, some evidence, strong evidence	August 2024 Math Learning Walk Data ___ of 32 teachers showed no evidence. ___of 32 teachers showed some evidence. ___ of 32 teachers showed strong evidence.				Time Money People
PBIS incentives and awards to enhance student engagement in Math.	# of students making progress in the 9-week cycle on pre and post assessment.	% of students that have improved targeted skill in the first 9-week cycle				Money
Educational activities and excursions both in person and virtual to support learning and engagement with understanding of real-world application of learning in Math.	Teacher created pre and post assessments.	% of students increasing mastery on teacher created post assessments. TBD				Money People

Intervention specialist to support collaboration, teaching, and small group intervention skills to support student programming and work in a small group setting in order to focus on Tier 2 and Tier 3 instruction in the area of Math.	Teacher created pre and post assessments.	% of students showing mastery on targeted skill in a TBD learning cycle on teacher created pre and post assessments.				Time Money People

Progress Monitoring

Progress Monitoring

Safety

District Goal

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

Site Tier 1, 2, and 3 Goals

All Sequoia students will feel safe, both emotionally and physically, and will have access to clean and safe facilities. All students in need will have access to programs at Tier 1, 2, and 3 that will support them at their individual level of need.

Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.36	4.60	0.91	4.62	0.20	3.17
Expulsions	0.00	0.22	0.01	0.09	0.00	0.07

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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	6.46	4.96	3.60
Expulsions	0.10	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate

All Students	960	911	304	33.4
Female	470	445	147	33.0
Male	490	466	157	33.7
American Indian or Alaska Native	4	4	2	50.0
Asian	51	42	18	42.9
Black or African American	25	23	8	34.8
Filipino	15	14	3	21.4
Hispanic or Latino	731	699	227	32.5
Native Hawaiian or Pacific Islander	4	3	0	0.0
Two or More Races	22	22	8	36.4
White	108	104	38	36.5
English Learners	350	331	108	32.6
Foster Youth	4	3	0	0.0
Homeless	54	49	24	49.0
Socioeconomically Disadvantaged	723	684	249	36.4
Students Receiving Migrant Education	0	0	0	0.0
Students with Disabilities	115	109	42	38.5

Behavior Analysis - Incidents
Events from 08/03/2023 to 04/03/2024
Printed: 4/3/2024 10:45 AM

School	(All)

Count of Incident

Incident	Grand Total
Aide/Abet	6
Assault/Battery	18
Bullying/Cyberbullying	3
Bus Referral	1
Damage School/Personal Property	4
Dangerous Object	3
Defiance	10
Disruptive	13
Electronic Device	3
Fighting/Attack w/o Weapon	18
Hate Crime/Racial Slurs	4
Inappropriate Behavior/Object	37
Possess/Use Alcohol	1
Possess/Use Tobacco	1
Possess/Use Weapon	3
Profanity	2
Pushing/Shoving	6
Theft/Robbery/Extortion	1
Threat of Attack - w/ Firearm/Explosive	2
Threat of Attack - w/ Weapon	1
Threat of Attack - w/o Weapon	4
Truant (CWA ONLY)	3
Unsafe Behavior	38
Vape Pen: Nicotine	3
Verbal Fight	1
Violation of Contract	1
Grand Total	187

Incidents: White Population

Track	(All)
School	(All)

Count of Student	
Incident	Total
Assault/Battery	8
Bullying/Cyberbullying	3
Bus Referral	1
Damage School/Personal Property	1
Dangerous Object	3
Defiance	3
Disruptive	3
Electronic Device	1
Fighting/Attack w/o Weapon	6
Hate Crime/Racial Slurs	1
Inappropriate Behavior/Object	11
Possess/Use Tobacco	1
Possess/Use Weapon	2
Pushing/Shoving	2
Threat of Attack - w/ Firearm/Explosive	2
Threat of Attack - w/o Weapon	4
Unsafe Behavior	14
Verbal Fight	2
Grand Total	68

Incidents: Students with Disabilities Population

Track	(All)
School	(All)

Count of Student	
Incident	Total
Assault/Battery	3
Bullying/Cyberbullying	1
Defiance	1
Fighting/Attack w/o Weapon	1
Inappropriate Behavior/Object	8
Pushing/Shoving	2
Truant (CWA ONLY)	1
Unsafe Behavior	6
Grand Total	23

Suspension August 2023-April 2024

	All	White population	Students w/Disabilities
Aide/Abet	6		
Assault/Battery	16	8	1
Bullying/Cyberbullying	3	1	
Damage School/Personal Property	1		
Dangerous Object	1	1	
Disruptive	1	1	
Fightin/Attack w/o a weapon	26	3	1
Hate Crime/Racial Slurs	1		
Inappropriate Behavior/Object	1		
Possess/Use Alcohol	4		
Pushing/Shoving	1		
Theft/Robbery/Extortion	1		
Threat of Attack w/firearm/explosive	2	1	
Threat of Attack- w/weapon	1		
Threat of Attack- w/out weapon	4	3	1
Unsafe Behavior	7		1
Violation of Contract	1		
Possess/Use Weapon			1

Suspensions 23-24 School Year	
Overall	99
White	20
Hispanic	70
African American	7
English Learner	25
Students with Disabilities	5

Data Analysis

Image 1 shows that between August 2023 and April 2024 there have been 187 total behavior incidents on campus. The top reported behaviors include Unsafe Behavior, Inappropriate Behavior/Object, Fighting and Attack w/o a weapon, Disruption, and Assault/Battery.

Image 2 shows that we have had 68 Incidents with our White population ASTI group. Unsafe and inappropriate behaviors are the top reported behaviors.

Image 3 shows that we have had 23 incidents with our Students with Disabilites populations ASTI groups. Unsafe and inappropriate behaviors are the top reported behaviors.

Image 4 shows that we have had 80 suspensions overall between August 2023 and April 2024.
Students in our White ASTI group have 18 suspensions.
Students in our SWD ASTI group have 5 suspensions.

Image 5 shows overall we had 99 suspensions for the entire school year. Our Hispanic population shows to be highly disproportionate in the fact that they were 70 of the 99 suspensions. Hispanics do make up the majority of Sequoia's

population. ASTI groups White have 20 suspension and ASTI group Students with Disabilities have 5 suspensions for the entire school year.

Student Need 1:

All students including those in White, and Students with Disabilities subgroups need support in SEL, interpersonal skills and conflict management as well as acknowledgement for appropriate behaviors both online and in person

SMART Goal 1

By June 2027 Sequoia Elementary will decrease the percentage of suspended students by 15% as measured by the student dashboard.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
PBIS teams will build capacity to review behavior data and refine tier 1 supports, share with staff, and monitor efficacy.	Classroom learning walks that focus on PBIS structures. (No evidence, some evidence, strong evidence)	# of classrooms showing evidence of PBIS structures. _____ no evidence _____some evidence _____strong evidence				Time Money People
Students and teachers will have access VCC counselors to support positive behavior at a Tier 3 level through both individual and small group supports.	Collect feedback from VCC counselors to monitor progress of students achieving their goal in the allotted number of sessions. # of students who have decreased student behaviors	# of students who have met with VCC on August 31st.				Time Money People
Sequoia classroom teachers will use Sanford harmony and base SEL curriculum to support students at the Tier 1 level to decrease the number of penalties that occur within the classroom setting.	Collect feedback and monitor the number of behavior penalties that occur within the classroom setting.	Fall Q behavior visits.				Time People

Time sheeting for both certificated and classified staff to attend PBIS meetings, trainings, and workshops. Substitutes for certificated members of PBIS team for professional development, data analysis, and planning.	Evidence on PBIS structures being used on campus both in the classroom and in other campus settings during classroom, playground, and cafeteria walk throughs. (No evidence, some evidence, strong evidence)	Fall walk throughs with a PBIS Lense. ___no evidence ___some evidence ___strong evidence				Time Money People
PBIS incentives and awards in order to support a positive PBIS support system on campus.	Collect feedback from students, teachers, and parents through FORMS surveys or interviews to gauge perceptions of the effectiveness of PBIS incentives.	Spring 2024 feedback form results.				Time Money
Students in our white and Hispanic population will have access to VCC counseling and other behavior supports in order to decrease suspensions.	Q behavior reports	Fall 2024, Q behavior reports.				Time Money People
Time sheeting for all certificated and classified staff members for Professional Development in Trauma informed practices, PBIS, and restorative practices.	Evidence of Professional Development practices being utilized as seen in classroom walkthroughs. (no evidence, some evidence, strong evidence)	Fall classroom walkthroughs. ___no evidence ___some evidence ___strong evidence				Time Money People
Time sheeting for certificated and classified COST team members to meet outside of the school day to review student behavioral, attendance, and academic needs based on teacher referrals.	COST referrals due to behavior	# of students referred to COST in August 2024 for behavior concerns				Time Money People

PBIS assemblies both in person and online to support positive behaviors and problem solving in difficult situations.	Analyze behavior data, such as attendance records, disciplinary incidents, and academic performance to identify any changes that may result from information learned at the assembly.	Q reports pre and post assembly. TBD				Time Money People
Staff will have access to SEL TOSA's in order to support the promotion of positive social emotional development of students at the classroom level.	Evidence of social emotional activities completed in the classroom setting.	August teacher surveys that provide evidence of social emotional instruction in the classroom.				Time People
Elevate Program will offer weekly small group instruction with Elevate wellness coaches to help students to strengthen peer relationships, grow competency to plan and overcome personal barriers, problem-solve, set goals, and better navigate family and social relationships. Elevate coaches will offer consistent presence of a caring adult who offers stability and security. 1 BASE CAMP 6-8 grade group per semester 1 SEE 3-5 grade group per semester.	Analyze behavior data, such as attendance records, disciplinary incidents, and academic performance to identify any changes that may result in participation in the ELEVATE program.	Q attendance, behavior data and academic performance for students that are enrolled in the Elevate program. Pre and post session data.				Time Money People
6th-8th grade students will engage in Point Break workshops	Behavioral data such as attendance records, disciplinary incidents, and academic	Pre and post Q behavior, attendance, and academic				Time Money People

to support an increase student's resiliency, build social competence, critical thinking skills, personal responsibility, and a sense of purpose and hope for the future.	performance that will identify changes as a result of participation in these workshops.	performance reports.				
Students with disabilities will have access to VCC counseling and other behavior supports in order to decrease suspensions.	Q behavior reports.	Fall 2024 Q before reports for students with disabilities.				Time Money People
Campus Life club to support positive social relationships and help students to overcome personal barriers and navigate through difficult situations.	Q behavior reports	Fall Q behavior reports				Time People
Soul Shop or other conflict management programs to support positive behaviors on the playground with our younger students.	Number of playground incidents.	August reported playground behavior referrals.				Time Money People

Progress Monitoring

Progress Monitoring

2023-2024 Chronic Absenteeism by month (# of students/%)								
	August	Sept	Oct	Nov	Dec	Jan	Feb	March
K	10/12%	22/26%	17/20%	24/28%	25/30%	29/34%	32/38%	21/25%
1	11/11%	22/24%	23/25%	27/29%	11/11%	31/32%	28/29%	28/29%
2	11/13%	19/20%	16/18%	21/23%	12/13%	29/32%	28/31%	29/32%
3	10/10%	20/21%	15/15%	13/13%	12/12%	21/21%	26/26%	24/24%
4	15/15%	26/25%	22/22%	21/21%	14/14%	25/25%	30/30%	24/24%
5	13/14%	17/18%	15/16%	16/17%	10/10%	27/28%	36/37%	23/33%
6	17/16%	28/26%	23/21%	25/24%	20/19%	34/33%	33/32%	43/42%
7	8/10%	16/20%	17/20%	16/19%	8/9%	27/30%	28/31%	27/30%
8	22/22%	23/22%	19/19%	19/19%	13/12%	28/27%	39/38%	28/27%

Reporting Year: 2023 Select a Report: 5x5 Chronic Absenteeism Placement Report (Grades K-8)

View Detailed Data

LEVEL	INCREASED SIGNIFICANTLY from Prior Year (by 3.1 p.pts or more)	INCREASED from Prior Year (by 0.5 p.pts to 3.0 p.pts)	MAINTAINED from Prior Year (declined or increased by 0.4 p.pts or fewer)	DECLINED from Prior Year (by 0.5 p.pts to 2.9 p.pts)	DECLINED SIGNIFICANTLY from Prior Year (by 3.0 p.pts or more)
VERY LOW 2.5% or less in Current Year	(None)	(None)	(None)	(None)	(None)
LOW 2.6% to 5.0% in Current Year	(None)	(None)	(None)	(None)	(None)
MEDIUM 5.1% to 10.0% in Current Year	(None)	(None)	(None)	(None)	(None)
HIGH 10.1% to 20.0% in Current Year	(None)	(None)	(None)	(None)	(None)
VERY HIGH 20.1% or greater in Current Year	(None)	• Students with Disabilities • White	• English Learners	• Homeless • Socioeconomically Disadvantaged	• All Students (School Placement) • Hispanic

Data

Data Analysis

Image 1 shows Chronic Absenteeism by month- the number and percentage of students absent.

Grade K- Best attendance rate in August (10 students/12%), worst attendance rate in February (32 students/38%)

Grade 1- Best attendance rate in August and December (11students/11%), worst attendance rate in January (31students/32%)

Grade 2- Best attendance rate in August (11students/13%), worst attendance rate in January and March (29students/32%)

Grade 3- Best attendance rate in August (10students/10%), worst attendance rate in February (26 students/26%)

Grade 4- Best attendance rate in December (14 students/14%), worst attendance rate in February (30 students/30%)

Grade 5- Best attendance rate in December (10 students/10%), worst attendance rate in February (36 students/37%)

Grade 6- Best attendance rate in August (17 students/ 16%), worst attendance rate in March (43 students/42%)

Grade 7- Best attendance rate in August and December (8 students/10%), worst attendance rate in February (28 students/31%)

Grade 8- Best attendance rate in December (13 students/21%), worst attendance rate in February (39 students/38%)

Image 2 shows that our white and students with disabilities populations increased in chronic absenteeism rates over the year before and are in the very high range. Our English Learner population is in the Very high range as well but did maintain over the previous year. Our homeless and socioeconomically disadvantaged are in the high range but the

rates declined from the prior year. Our school wide and Hispanic population declined significantly although remain in the very high range.

Chronic absenteeism that was prepopulated from the 22-23 school year shows that overall, Sequoia has 33% of students that are chronically absent. Our homeless population is disproportionate in that 49% are chronically absent. Our Asian population also shows disproportionality in that 42.9% are chronically absent.

Student Need 2:

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

SMART Goal 1

By June 2027 Sequoia Elementary School will decrease Chronic Absenteeism rates by 15%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Sequoia Elementary School students in K-8 grade will have the opportunity to participate in an incentive event after school for those students that have less than 4 unexcused absences.	Q attendance reports by trimester.	Fall 2024 _____/____ _____ students had less than four unexcused absences.				Time Money People
Sequoia Elementary School outreach assistant will work with students identified as chronically absent including our Homeless and Asian population to work towards removing barriers and provide support in order to increase attendance.	Q monthly chronic absenteeism reports.	August 2024 Chronic Absenteeism report.				Time Money People
Sequoia students will have the opportunity to attend educational events, activities, excursions,	# of opportunities for students # of students attending opportunities as	August 2024 Back to School Night attendance numbers.				Time Money People

community nights, before school activities (outside of the school day) to promote connectedness.	measured by QR codes/sign in sheets					
Sequoia Elementary School students will have access to VCC counseling supports in order to increase student engagement and attendance.	Q attendance reports for chronically absent students that utilize VCC counseling services.	% of chronically absent students that see VCC counseling that increase school attendance rates				Time Money People
Students with disabilities will have the ability to attend educational events, activities, excursions, community nights to support increased engagement and attendance.	# of opportunities # of students attending opportunities as measured by QR codes and sign in sheets.	August 2024 Back to School night number of Students with Disabilities attending.				Time Money People
Sequoia Elementary 7th and 8th grade students will have the ability to ballot for elective class that will focus on student interests including Visual and Performing Arts, and enrichment to improve student connectedness and engagement in school.	Student interest surveys.	April 2024 Student elective interest survey.				Time Money People
Sequoia students in our white and Asian population will have the ability to attend educational events, activities, excursions, community nights to support increased engagement and attendance.	# of opportunities # of students attending opportunities as measured by QR codes and sign in sheets.	August 2024 Back to School night number of students in our white population in attendance.				Time People

Sequoia Elementary K-6 students will have the opportunity to participate in the Artist in Residency program or other similar programs for enrichment and engagement purposes.	Staff and student interest surveys.	Spring 2024 interest survey results.				Time Money People

Progress Monitoring

Progress Monitoring

Emerging
Students

District Goal

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

Site Tier 2 and 3 Goals

Sequoia teachers and staff will strategically target specific subgroups to improve overall attendance/engagement and academic performance.

Reporting Year: 2023 ▾   Select a Report: 5x5 English Learner Progress Placement Report ▾

🔲 View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY from Prior Year (by 10.1 p.pts or more)	DECLINED from Prior Year (by 2.0 p.pts to 10.0 p.pts)	MAINTAINED from Prior Year (declined or increased by 1.9 p.pts or fewer)	INCREASED from Prior Year (by 2.0 p.pts to 9.9 p.pts)	INCREASED SIGNIFICANTLY from Prior Year (by 10.0 p.pts or more)
VERY HIGH 65.0% or greater in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 55.0% to 64.9% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM 45.0% to less than 54.9% in Current Year	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW 35.0% to 44.9% in Current Year	Red (None)	Orange (None)	Orange • English Learners	Yellow (None)	Yellow (None)
VERY LOW 34.9% or less in Current Year	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Reporting Year: 2023 ▾   Select a Report: 5x5 Chronic Absenteeism Placement Report (Grades K-8) ▾

🔲 View Detailed Data

LEVEL	INCREASED SIGNIFICANTLY from Prior Year (by 3.1 p.pts or more)	INCREASED from Prior Year (by 0.5 p.pts to 3.0 p.pts)	MAINTAINED from Prior Year (declined or increased by 0.4 p.pts or fewer)	DECLINED from Prior Year (by 0.5 p.pts to 2.9 p.pts)	DECLINED SIGNIFICANTLY from Prior Year (by 3.0 p.pts or more)
VERY LOW 2.5% or less in Current Year	(None)	(None)	(None)	(None)	(None)
LOW 2.6% to 5.0% in Current Year	(None)	(None)	(None)	(None)	(None)
MEDIUM 5.1% to 10.0% in Current Year	(None)	(None)	(None)	(None)	(None)
HIGH 10.1% to 20.0% in Current Year	(None)	(None)	(None)	(None)	(None)
VERY HIGH 20.1% or greater in Current Year	(None)	• Students with Disabilities • White	• English Learners	• Homeless • Socioeconomically Disadvantaged	• All Students (School Placement) • Hispanic

Reporting Year: 2023 ▾   Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11) ▾

🔲 View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY from Prior Year (by more than 15.1 points)	DECLINED from Prior Year (by 3.0 to 15.0 points)	MAINTAINED from Prior Year (declined or increased by less than 2.9 points or fewer)	INCREASED from Prior Year (by 3.0 to 14.9 points)	INCREASED SIGNIFICANTLY from Prior Year (by 15.0 points or more)
VERY HIGH (HIGHEST STATUS) +45.0 points or more Current Year	(None)	(None)	(None)	(None)	(None)
HIGH +10.0 to +44.9 points in Current Year	(None)	(None)	(None)	(None)	(None)
MEDIUM -5.0 to +9.9 points in Current Year	(None)	(None)	(None)	(None)	(None)
LOW -5.1 to -70.0 points in Current Year	(None)	• All Students (School Placement) • Socioeconomically Disadvantaged • Hispanic	(None)	(None)	(None)
VERY LOW (LOWEST STATUS) -70.1 points or lower in Current Year	• English Learners • Students with Disabilities	(None)	• White	(None)	(None)

🖿 View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 15.1 points or more)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined increased by 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) +35.0 points or more in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH 0.0 to +34.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -0.1 to -25.0 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW -25.1 to -95.0 points in Current Year	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) -95.1 points or fewer in Current Year	Red • Students with Disabilities	Red • English Learners • Socioeconomically Disadvantaged	Red • **All Students (School Placement)** • Hispanic • White	Orange (None)	Orange (None)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

Resource inequities were determined through stakeholder input on needs assessment surveys, during ELAC, and School Site Council meetings. Staff see a need for more professional development in order to address the learning needs particularly in our English Learner, homeless, White students, and Students with disabilities populations. Surveys show that students who are struggling need more intervention during the school day. Parent and family surveys show a need for support outside of the school day as well. Many of our English Learner parents feel inadequate when it comes to supporting their child in some of the core subjects. Walkthrough data shows that while staff does use the district adopted core curriculum that there is a need for training that addresses effective use of the program including intervention programs available within the base curriculum and in additional supplemental curriculums.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California dashboard continues to show a need for improved attendance with our chronic absenteeism rate at 33.4% scoring in the very high range. Our English Learner population maintained but scored in the low range demonstrating a need for additional support in the core subjects.

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

Data Analysis

Image 1 English Learner Progress: Image one shows that our English Learners maintained on their English Learner progress however they continue to be in the orange level which indicates low progress.

Image 2 Chronic Absenteeism- Image two shows that our Students with Disabilities and our White population chronic absenteeism rate increased and is in the very low range; our English Learners maintained and are in the very low range; our homeless population chronic absenteeism rate declined but remains in the very low range.

Image 3 English Language Arts- Image three shows that our English Learners and Students with disabilities declined significantly in their ELA performance and are in the very low range; our white population maintained in the area of English language arts but remain in the very low range.

Image 4 Math- Image four shows that our students with disabilities declined significantly in the area of Math and are in the very low range; English Learners declined and are in the very low range; our white population maintained but are very low.

Student Need 1:

Students need to improve overall attendance, connectedness, and engagement to ensure access and proficiency in grade level standards, specifically in the following emerging subgroup population- English Learners, Homeless, White student population, and Students with Disabilities.

SMART Goal 1

By June 2027, Sequoia students in the following subgroups- English Learner, Homeless, White student population, and Students with Disabilities will improve overall attendance by 10% in each grade level as measured by the Q chronic absenteeism reports to improve student learning.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Increase connectedness opportunities for students in the EL, Homeless, White population, and	# of opportunities for students to attend as measured by QR code sign in sheets	# of students attending ___/___				Time Money People

Students with Disabilities subgroups through events, activities, and educational excursions outside of the instructional day.						
Sequoia Elementary School Outreach Assistant will work with students to identify barriers and locate community resources that will support positive school attendance.	# of students on monthly chronic absenteeism reports	April 2024 chronic absenteeism #'s on Q chronic absenteeism reports				Time Money People
Sequoia Elementary School's COST team will work together to identify barriers and provide supports for emerging student identified populations in order to increase school attendance and connectedness.	# of emerging students referred to COST team with chronic absenteeism	# of COST referrals for emerging students with chronic absenteeism				Time Money People
Sequoia Elementary white student population will have access to our Outreach Assistant to help remove barriers and locate community resources that will support positive school attendance.	# of white students on monthly chronic absenteeism reports.	# of white student with chronic absenteeism in August 2024 chronic absenteeism report.				Time Money People
Sequoia Elementary school students with disabilities populations will have access to our Outreach Assistant to help remove barriers and locate community	# of students with disabilities on monthly chronic absenteeism reports.	# of students with disabilities with chronic absenteeism in August 2024 chronic absenteeism report.				Time Money People

resources in order to increase school attendance and connectedness.						

Progress Monitoring

Data

Student Need 2:

Increase rates of mastery of grade level standards in all CORE subjects for an easier transition to the next grade level specifically in the subgroups: English Learners, Homeless, White student population, and Students with Disabilities.

SMART Goal 1

By June 2027 Sequoia Elementary School emerging populations- English Learner, Homeless, White students, and Students with disabilities will improve their NWEA Reading and Math scores by 15%

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Sequoia Special Education teachers will have access to professional development as well as Special Education TOSA's and Program Specialists in order to support scaffolding of core curriculum to meet students at their current grade level needs.	Evidence of appropriately scaffolded goals in student IEP's.	Annual IEP goals. ___/____ scaffolded goals at the current grade level				Time Money People
Instructional Specialist will work with small groups of students in the red/orange band on the Math and/or Reading NWEA MAP assessments.	NWEA MAP Math and Reading assessment scores.	Spring 2024 NWEA Math and Reading assessment scores.				Time Money People
Sequoia Elementary School certificated staff	Learning Walk Data: Evidence of base math and language	August 2024 Learning Walks				Time Money People

will have access to Professional Development, District TOSA's in order to provide effective Tier 1 instruction for our emerging students within the CORE curriculum.	curriculum including Fundations at the K-3 level.	____ No evidence ____Some evidence ____Strong evidence				
Sequoia Elementary School Emerging student populations in K-8 grade that have scored in the red band on NWEA Math and Reading assessments will have access to attend after school tutorials to support basic skills.	Teacher created assessments that incorporate pre and post assessment data that monitor growth in designated need for tutorial.	Fall 2024 data on teacher created pre assessment.				Time Money People
Full time intervention teacher to support identified Sequoia Elementary students at a Tier 2 and Tier 3 level in basic math and reading skills that scored in the red band on NWEA Map Assessments.	Red band students on NWEA MAP math and reading assessments.	Spring 2024 NWEA Math and Reading assessment scores.				Time Money People

Progress Monitoring

Data

Student Need 3:

Sequoia Elementary School English Learner students need to increase their language proficiency in order to be more successful in the CORE subjects.

SMART Goal 1

By June 2027 Sequoia Elementary Long-Term English Learners will increase their Language Proficiency and become Reclassified by 15%,

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Sequoia Elementary School teachers will have access to Professional Development and District TOSA support in order to further to increase proficiency in both Designated and Intergrated English Language Development.	Grade Level Team's action plans reviewed with administration to ensure plans include designated ELD supports based on data analysis of most recent ELPAC scores.	Grades 1-8 Spring 2024 ELPAC scores Grade K - Fall 2024 Initial ELPAC scores				Time Money People
Sequoia Elementary School teachers will provide 30 minutes of Designated English Language Develpment during each school day.	ELD Learning Walk Data: Evidence of Designated ELD: No Evidence, Some Evidence, Strong Evidence	ELD Learning Walk Data: ___No evidence ___ Some evidence ___Strong evidence				People
Classified bilingual aide paraprofessionals will have access to professional development in order to effectively support general education classroom teachers with English Language Learner support.	Classroom learning walks scheduled during bilingual paraprofessional support time. Evidence of targeted bilingual support services.	___No evidence ___Some evidence ___Strong evidence				Time Money People

Progress Monitoring

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estim	Department/Program Administrator Additional Notes & Links to support documents
1.1	St/Em	SN1A1; SN2A1;SN3A1;SN2A1	Standards SN 2 & 3, Emerging SN 2 Timesheeting for tutorials outside of the school day	3010	Certificated Extra-time	Year 1	$ 1,500.00	
1.8	St	SN1A6	Standards SN 2 & 3 Timesheeting for ILT planning and data discussions	3010	Certificated Extra-time	Year 1	$ 1,800.00	
3.1	St	SN2A6,7;SN3A5	Standards SN 2 & 3 Timesheeting for staff collaboration outside of the school day	3010	Certificated Extra-time	Year 1	$ 1,000.00	
1.2	St	SN3,4;SN3A4	training and data analysis	3010	Certificated Sub-time	Year 1	$ 12,000.00	
2.2	Sa	SN1A1; SN1A4;	Safety SN 1 PBIS-substitutes for PBIS tier 2 training	3010	Certificated Sub-time	Year 1	$ 2,400.00	
3.1	St	SN2A4;SN1A2	core subjects and ELD	3010	Certificated Sub-time	Year 1	$ 12,000.00	
2.2	St;Sa	SN1A2;SNA4/SN1A7	Standards SN 1 & 2 Certificated staff trainings, conferences,workshops, and collaboration	3010	Conferences	Year 1	$ 8,000.00	
1.1	St	SN1A7	Standards SN 1 Fundations consumables	3010	Materials & Supplies	Year 1	$ 12,000.00	amount verified with Susie Mc Creath
1.1	St	SN1A5;SN2A2;SN3A2	Standards SN 1, 2 & 3 Supplemental curriculum and materials for Tier 2 support in ELA	3010	Materials & Supplies	Year 1	$ 1,000.00	
1.1	St	SN1A7	Standards SN 1 Fundations durable replacements	3010	Materials & Supplies	Year 1	$ 4,000.00	amount verified with Susie McCreath
1.1	St	SN 2 A2	S SN 3 Just Words	3010	Materials & Supplies	Year 1	$ 3,500.00	per Susie Mc Creath
1.2	St	SN1A5;SN2A2;SN3A3	Standards SN 1, 2 & 3 Supplemental curriculum and materials for Tier 2 support in Math	3010	Materials & Supplies	Year 1	$ 1,000.00	
1.2	St	SN1A5	S SN 1 Geodes	3010	Materials & Supplies	Year 1	$ 2,500.00	
2.3			Food 4 Less P.O for parent engagement meetings	3010	Materials & Supplies		$ 1,500.00	
2.2	Sa	SN1A11	Safety SN 1 Elevate Youth Solutions for Tier 2 behavior supportsS	3010	Services	Year 1	$ 20,000.00	Elevate 23-24 MOU
2.2	St/Sa	SN2A6,7;SN3A8;SN2A4;SN2A7	Emerging SN 1 Education Excursion equity	3010	Services	Year 1	$ 6,000.00	
2.3			Safety SN 2 Parent Engagement Programs- PIQE or other	3010	Services	Year 1	$ 12,500.00	PIQE MOU for 23-24
2.3	Sa/Em	SN2A2;SN1A2	Outreach Asst.				$ 34,450.00	
							$137,150.00	
							$164,500.00	Allocation (7)

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cycle	Cost Estimat	Department/Program Administrator Additional Notes & Links to support documents
2.2			Safety SN 1 PBIS time sheeting certificated	0709	Certificated Extra-time	Year 1	$ 600.00	Science Camp Bus Quote
2.2	Em	SN2A3	Time sheeting-roving subs/pull out days	0709	Certificated Sub-time		$ 12,000.00	
2.2	Sa	SN1A	Safety SN 1 PBIS time sheeting classified	0709	Classified Extra-time	Year 1	$ 400.00	
2.4	Sa	SN1A5	Safety SN 1 PBIS incentives	0709	Materials & Supplies	Year 1	$ 7,700.00	
2.4	Sa	SN1A6	Enrichment Supplies (electives)	0709	Materials & Supplies	Year 1	$ 8,000.00	
2.4	St/Sa	SN1A8;SN2A8;SN3A7;SN2A1	Safety SN 2 Incentives and awards for attendance and engagement	0709	Materials & Supplies	Year 1	$ 4,000.00	
2.3			Amazon blanket P.O for ELAC and parent engagement meetings	0709	Materials & Supplies		$ 1,000.00	
2.4			Junior High medals, stoles, pins for academic celebrations	0709	Materials & Supplies		$ 2,000.00	Crown awards
2.4	Sa		C Stem additional supplies	0709	Materials & Supplies		$ 800.00	
2.2	Sa	SN1A9;SN1A12	Safety SN 1 PBIS assemblies	0709	Services	Year 1	$ 4,000.00	
3.1			Translations	0709	Services		$ 1,000.00	
2.2	Em	SN1A1	Agventure and Science Camp Bussing-required	0709	Services		$ 10,000.00	Bus Quote
1.4	Sa	SN2A8;	Safety SN 1 Artist/Dance in Residence-enrichment	0709	Services	Year 1	$ 11,000.00	23-24 Quote
							$ 62,500.00	
							$ 92,700.00	Allocation 85% UPP

Supplemental Programs/Services

Template Assignment for Common Items.pdf

LCAP A/S	Target	Student Need/Smart Goal	Description of Program Service: Identify Target, SMART Goal/Student Need	Funding Source	Object (Type of Expenditure)	Year of Cy	Cost Estimat	Department/Program Administrator Additional Notes & Links to support documents
			Catered food for working meetings- food 4 less, Be Tech, Suzie's etc	0000	Services			
2.4		S SN 1,2,3, E SN, S SN 1		2600	Certificated Extra-time	Year 1	$ 1,500.00	addtional enrichment outside of the school day
	St/Em	SN2A10, SN3A8;SN2A5	Intervention Teacher	7435			$ 168,000.00	
							$ 169,500.00	

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

SSC: During each School Site Council meeting the council progress monitored on previous years goals. Goals were reviewed and the community was invited to provide input. Meeting focuses were around the three targets: Standards, Safety, and Emerging Students. April's meeting focus was on overall data to discuss current site goals, student outcomes, potential barriers, identifying what is in our control, and possible action steps and services needed to support student learning.

ELAC: ELAC meetings focused on supporting second language learners at Sequoia Elementary. Needs assessments were completed. Our March ELAC meeting focused on overall data to discuss current site goals, student outcomes, potential barriers, and possible action steps and services to support student learning and connectedness.

PBIS: Our PBIS team met regularly to discuss student behavior data. The team looked for school wide trends and brainstormed ways to improve behaviors. Classroom and campus behavior expectations were reviewed and updated were needed. A PBIS newsletter goes out each trimester capturing data and highlights to share with our community.

ILT: Sequoia's ILT team met monthly. The team consists of Principal, Vice Principal, Instructional Specialist, and lead teachers in each grade level. Academic, attendance, and behavior data was reviewed, and discussion was held regarding supports to improve academic, behavior, and attendance.

Parents and students were given the opportunity to provide input through the LCAP survey and student surveys.

Date

Stakeholder Input Meetings were held on the following dates.
SSC 9/14/24;10/27/23;12/5/23;1/19/24; 4/25/24

ELAC 9/22/23; 12/8/23;3/1/24; 5/3/2024

PBIS 11/7/23; 12/12/23; 4/23/24

ILT 8/15/23; 9/5/2023; 10/24/23;11/21/23; 2/1/24;2/20/24; 4/9/24

Parent Survey 2/2024

Student Survey 4/10/2024

Groups

SSC, ELAC, PBIS, ILT, Staff, Students

Outcome

Certificated staff celebrated the growth on the Math MAP test. The need for intervention was noted in all areas: academic, behavior, and attendance. Assemblies are needed to support an increase in positive behavior and attendance such as Point Break, Restorative Practices, Elevate programs, and trauma informed practices. A common theme was the

need for additional consequences for undesired behaviors. It was noted that many behaviors did improve however the severity of suspension incidents was of concern. Sequoia Elementary school students have experienced a lot of traumas and need support. All groups felt that there was a need for an intervention teacher to target Tier 2 and Tier 3 students that are struggling with demonstrating academic growth. Professional Development in the areas of English Language Development, Fundations, and Tier 1 Reading and Math were noted to be something that would be helpful.

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Denise Buske	Principal
Kirsten Thompson	Classroom Teacher
Kimberly Rotert	Classroom Teacher
Holly Ney	Classroom Teacher
Medali Garcia	Other School Staff
Megan Payne	Other School Staff
Leticia Scott Vasquez	Parent or Community Member
Chris Gresham	Parent or Community Member
Teresa Pulido	Parent or Community Member
Lizeth Perez	Parent or Community Member
Liz Mix	Parent or Community Member

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Strategic Plan requiring board approval.

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5/7/2024.

Attested:

	Principal, Denise Buske on 5/7/2024
	SSC Chairperson, Chris Gresham on 5/7/2024