



## Manteca Unified School District Strategic Plan

2025-2026

### 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

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 830 for the 2024-2025 school year and increasing to approximately 1002 students in the 2025-2026 school year, Sequoia is in the center of the City of Manteca. The staff includes a full-time principal and two full time vice-principals. There are 37 classroom teachers, one TK Special Day Class teacher, one 1-3 Special Day Class teacher, 2 resource teachers, 2 part time music teachers, one Instructional Support Specialist, and one Intervention teacher. Additional credentialed personnel include a full-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, 6 special education paraprofessionals, 8 Transitional Kindergarten paraprofessionals, an office manager, attendance clerk, clerical assistant, custodians, yards supervisors, and a community outreach liaison. Approximately 86.2% of the students are identified to be socioeconomically disadvantaged.

Sequoia students come to school from the surrounding neighborhoods. Most 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. Sequoia offers Extended Learning Opportunities through our Give Every Child a Chance after school program and our GECAC Teach tutorial program.

## 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 TK-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)

We utilize needs assessment surveys with our ELAC and SSC committees. We also send out parent and staff surveys to gauge the effectiveness of our PBIS program and practices.

### 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 Stemsscopes 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 Foundations, 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

Emotional/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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
845	79.6%	33.5%	0.4%
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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	283	33.5%
Foster Youth	3	0.4%
Homeless	62	7.3%
Socioeconomically Disadvantaged	673	79.6%
Students with Disabilities	76	9%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.2
American Indian	3	0.4
Asian	33	3.9
Filipino	10	1.2
Hispanic	652	77.9
Two or More Races	21	2.5
Pacific Islander	3	0.4
White	97	11.6

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	3%
American Indian	5	0.6%
Asian	35	4.1%
Filipino	7	0.8%
Hispanic	658	77.9%
Two or More Races	19	2.2%
Pacific Islander	6	0.7%
White	90	10.7%

**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 Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2360.	2361.	2353.	5.38	11.76	7.00	12.90	11.76	12.00	30.11	23.53	29.00	51.61	52.94	52.00
Grade 4	2408.	2385.	2385.	6.00	3.19	6.52	18.00	14.89	14.13	25.00	20.21	19.57	51.00	61.70	59.78
Grade 5	2454.	2443.	2418.	9.09	7.00	4.21	19.48	17.00	16.84	20.78	28.00	21.05	50.65	48.00	57.89
Grade 6	2482.	2465.	2456.	1.12	6.10	3.00	23.60	17.07	15.00	40.45	34.15	38.00	34.83	42.68	44.00
Grade 7	2492.	2497.	2506.	1.10	5.00	5.75	28.57	20.00	27.59	20.88	37.00	33.33	49.45	38.00	33.33
Grade 8	2541.	2515.	2523.	4.08	5.38	3.96	35.71	27.96	21.78	33.67	26.88	42.57	26.53	39.78	31.68
Grade 11															
All Grades	N/A	N/A	N/A	4.38	6.48	5.04	23.18	18.04	17.74	28.65	28.20	30.78	43.80	47.29	46.43

**CAASPP Results  
Mathematics (All Students)**

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2384.	2388.	2376.	4.30	8.91	4.95	24.73	16.83	20.79	23.66	26.73	22.77	47.31	47.52	51.49
Grade 4	2401.	2382.	2391.	2.00	1.08	3.16	14.00	11.83	11.58	21.00	20.43	25.26	63.00	66.67	60.00
Grade 5	2418.	2424.	2417.	1.30	3.00	1.03	3.90	6.00	10.31	20.78	22.00	21.65	74.03	69.00	67.01
Grade 6	2454.	2441.	2421.	2.27	2.44	1.01	7.95	10.98	5.05	30.68	25.61	16.16	59.09	60.98	77.78
Grade 7	2435.	2471.	2452.	4.35	3.00	1.14	5.43	9.00	9.09	18.48	37.00	35.23	71.74	51.00	54.55
Grade 8	2480.	2452.	2470.	4.08	4.35	0.99	8.16	7.61	7.92	26.53	15.22	24.75	61.22	72.83	66.34
All Grades	N/A	N/A	N/A	3.10	3.87	2.07	10.95	10.39	10.84	23.54	24.65	24.10	62.41	61.09	62.99

**CAASPP Results  
English Language Arts/Literacy (All Students)**

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	27.55	24.52
Female	31.00	24.91
Male	24.19	24.14
American Indian or Alaska Native	--	--
Asian	18.18	20.00
Black or African American	33.33	23.53
Filipino	--	--
Hispanic or Latino	27.71	24.55
Native Hawaiian or Pacific Islander	--	--
Two or More Races	35.00	25.00
White	18.97	20.63
English Learners	8.67	8.62
Foster Youth	0.00	--
Homeless	29.41	21.74
Military	36.36	31.25
Socioeconomically Disadvantaged	26.21	21.88
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	13.85	11.67

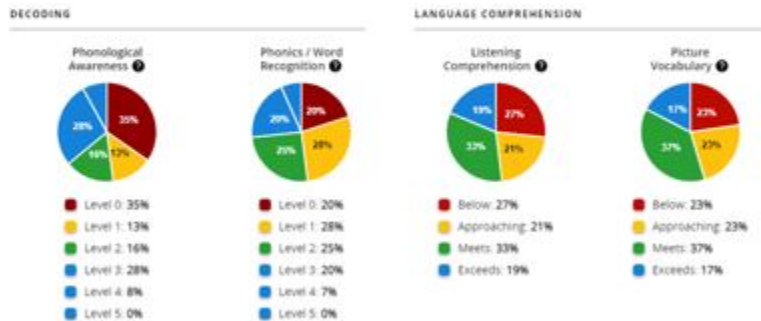
## CAASPP Results Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	14.05	14.26
Female	12.87	10.14
Male	15.22	18.15
American Indian or Alaska Native	--	--
Asian	9.09	10.53
Black or African American	6.67	12.50
Filipino	--	--
Hispanic or Latino	14.09	14.67
Native Hawaiian or Pacific Islander	--	--
Two or More Races	20.00	25.00
White	8.62	9.52
English Learners	5.78	6.40
Foster Youth	0.00	--
Homeless	5.88	21.74
Military	0.00	6.25
Socioeconomically Disadvantaged	13.33	13.18
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	6.25	5.00

## Data

### Kindergarten- Winter 2023-2024

#### Foundational Skills Performance Breakdown



Foundational Skills Performance Breakdown

READING

Phonological Awareness

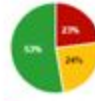


Phonics / Word Recognition



LANGUAGE COMPREHENSION

Listening Comprehension



Picture Vocabulary



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 Norms  
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	185.6
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 (N= Smp. Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance	40	52%	15	17%	16	18%	9	10%	3	3%	171-172-174	14.3
Language Arts: Reading												



Grade Report

Grade 3

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

Norms Reference Data: 2020 Norms  
Weeks of Instruction: 32 (Spring)  
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 (N= Smp. Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance	40	47%	17	20%	11	13%	12	14%	5	6%	181-183-185	19.5
Language Arts: Reading												

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	# 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	Not met  Before and after school tutorials were not held this year due to			Time Money People

the area of phonological awareness and phonics and word recognition. (ELOP)			lack of teacher availability.			
5/15/2025 Discontinue action item for year 2						
Sequoia Elementary remains committed to supporting K-3 teachers in effectively implementing Base curriculum and Foundations. 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.	Foundations Fidelity Learning Walks 1) Number of teachers that have Foundations implemented with fidelity. ___no evidence ___some evidence ___strong evidence	Foundations Fidelity Learning Walk Data March 2024 Learning Walks 1) 0/15 no evidence 2) 8/15 some evidence 3) 7/15_strong evidence	Making Progress  Trimester 3 Foundations Fidelity Learning Walk Data  1) 0/15 no evidence 2) 8/15 some evidence 3) 7/15 strong evidence			Time Money People
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) Revised 12/4/2024  Review of PLC protocols to determine the strength of evidence	Revised 12/4/2024 Cycle 1 Baseline Protocols K: some evidence 1:some evidence 2: some evidence 3: no evidence	Making Progress Trimester 3 - Grade level teams showing progress on the Stages of Team Development Rubric K: some evidence 1: strong evidence 2: some evidence 3: strong evidence			Time Money People

	of the four questions being discussed.					
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.	Making Progress Trimester 3- Grade Level Action Plans showing movement on the Stages of Team Development Rubric K: Some evidence 1: Strong Evidence 2: Some Evidence 3: Strong Evidence			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= 22.22%	Not Met Winter 2025: 63/171 students in the red band 36.84%			Money
ILT will have access to training and collaboration time in order to support their grade level teams in K-3 base curriculum and Foundations.  Revised 5/2/2025 All K-3 teachers will have access to training and collaboration to support fidelity and understanding of implementation	# 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.	Refined- all teachers will have access to trainings. ILT member have not had training and collaboration time specific to Foundations curriculum.			Time Money People

of the Foundations base curriculum.						
K-3 teachers will have access to Foundations consumables in order to ensure that the programs is implemented with fidelity in order to increase K-3 fluency skills.	Foundations Fidelity Learning Walks 1) Number of teachers that have Foundations implemented with fidelity. ___no evidence ___some evidence ___strong evidenc	Foundations Fidelity Learning Walk Data March 2024 Learning Walks 1) 0/15 no evidence 2) 8/15 some evidence 3) 7/15_strong evidence revised 12/3/2024	Not Met-Bringing in Wilson Foundations coaches Fall 2025 Trimester 3 Foundations Fidelity Learning Walk Data 1) 0/15 no evidence 2) 8/15 some evidence 3) 7/15 strong evidence			Money People Time
K-3 students will have access to academic incentives that will support positive student growth in the area of foundational skills.	% of students meeting growth projections on NWEA Reading MAP assessment	Spring 2024 % of K-3 student meeting growth projections on the Spring NWEA MAP reading growth assessment  K: 21% 1: 41% 2: 32% 3: 52%	Making progress in 2 grade levels Spring 2025 % of student meeting NWEA MAP reading growth projections K: 41% 1: 33% 2: 33% 3: 43%			Money

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Oct/Nov - We have not yet been able to start after school tutorial for K-3 students in the red band due to not having teacher volunteers however, now that Fall scores have come	Initial K-3 Foundations Fidelity Learning Walk data showed that 8 of our K-3 teachers had some evidence of fidelity to the foundations program and 7 of our K-3 teachers had strong evidence of fidelity to the foundations program. Fall foundational reading scores show that we currently have 0 kindergarten	We have our first round of scores for the Foundational reading scores. We will be comparing these with the scores that come out in January to monitor for growth.	Continue

<p>out and teachers are seeing the need we plan on moving forward with a tutorial for Kindergarten during Trimester 2. Due to August grade level action plans showing weak PLC team development we have switched the way we do grade level meetings. All meetings are held in one room where administration, Instructional Specialist, and our Intervention teacher can be readily available to support and guide conversations. Administration is working with ILT on the Stages of Team Development to enhance understanding of what a strong PLC team looks like. The majority of ILT and grade level team conversations have centered around Standards Based grading and Math as that has been the district focus.</p>	<p>students in the red band, 17 first grade students in the red band, 1 second grade student in the red band, and 3 third grade students in the red band. Data also shows that 51% of K-3 students met their learning target on our first 9-week cycle.</p>	<p>Data shows that all action items continue to be an area of focus so we will continue our work with all. Data is stored in binder in the principal's office.</p>	
<p><b>Cycle 2:</b> Jan/Feb We have not been able to start after school tutorial for our K-3 teachers in the red band due to not having teacher volunteers. We continue to meet in the same room for our grade level meetings. In our instructional leadership team meeting the rankings of the stages of team development show that are teams are moving closer to higher performing teams, but this isn't consistent. Grade level meetings are held in one room where both administrators, our Instructional Specialist, and our Intervention teacher are available to meet</p>	<p>Winter foundational reading scores show that we currently have 30 of 70 kindergarten students scoring in the red band, 13 of 74 1st grade students scoring in the red band, 16 students in the 2nd grade were in the red band, and 8 third grade students in the red band.</p> <p>Our Instructional Specialist has worked with 12 K-3 students on MAP foundational reading skills. 9 of 12 students demonstrated significant growth from the fall to the winter MAP testing.</p> <p>Our intervention teacher worked with a group 1st and 2nd grade students with increased support in Foundations.</p> <p>Data shows that 6 of 6 of our first-grade students that meet with our intervention teacher for Foundations</p>	<p>We need to complete a new round of learning walks for Foundations. We need to determine the fidelity of the use of the program. We need to utilize the new focus rubric that we created as a leadership team as this shows that we are calibrated in our expectations. Administration has an all-day training this week on Foundations which will help us to determine if we are on the right track with our focus rubric in determining the amount of evidence towards the</p>	<p>Continue</p>

<p>directly with teams to help guide the conversation. Our Instructional specialist and Intervention teacher both meet with our teams that have rated themselves in the earlier stages of development.</p>	<p>support have shown growth on their Fall to Winter MAP assessments. On CORE assessments 6/6 1st grade students showed growth in CVC words, 5/6 students showed growth with core blends, and 5/6 students made growth with digraphs.</p> <p>Data shows that 6 Of 7 2nd grade students that meet with our intervention teacher for Foundations support have shown growth on their Fall to Winter MAP assessments. One student moved so there were not growth scores.</p> <p>On CORE assessment 6/6 showed growth on CORE blends, 5/6 showed growth on digraphs, and 5/6 showed growth on r-controlled vowels.</p> <p>Our Instructional Specialist worked with a more intensive group of 1st and 2nd grade students in Foundations.</p> <p>11 of 11 students made growth on their Fall to Winter MAP Reading assessment. 5 Of 11 students made growth greater than 10 points.</p> <p>MAP Reading Fluency 5/12 students showed growth on their Domain percentile. 3/12 showed growth on ZPD level, and 9/12 showed growth in the area of phonological awareness.</p> <p>CORE phonics survey results show that 11/11 students know 100% of letter sounds including vowels.</p> <p>As a leadership team we found that our walk-through data was not completely calibrated. Administration with I/S and intervention teacher worked together to create a focus rubric that would be a discussion tool used when completing learning walks. This rubric was then shared with our instructional leadership team for their input. We now have a more useful tool to refer to when</p>	<p>fidelity of the Foundations program.</p> <p>K-3 teachers have a scheduled pull-out day for additional professional development in Foundations. 2nd grade will be doing peer observation of a lesson in a 1st grade classroom to provide them with the knowledge of the skills that 1st grade students will be entering 2nd grade with.</p> <p>INR submitted for Wilson Foundations coaching for all K-3 in the 2025-2026 school year.</p>	
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	<p>determining the level of evidence during learning walks.</p> <p>Foundations learning walks were completed in our 3rd and 1st grade classrooms- 6 of 7 classrooms showed some evidence towards fidelity of Foundations.</p> <p>See data in the strategic plan binder in the principal's office.</p>		
<p><b>Cycle 3:</b> Before and after school tutorials never came to fruition this year due to teacher availability or willingness to host.</p>	<p>Our MAP Growth Reading scores show that 41% of our Kindergarten students met their NWEA MAP growth projection in Reading. This is up from Spring 2024 which was 21%. First grade students scores show that 33% of students met their NWEA MAP growth projection in Reading. This is down from 41% in Spring of 2024. Second grade student scores show that 33% of students met their NWEA MAP growth projections in Reading. This is up from 32% in Spring of 2024. Third grade student scores show that 43% of students met their NWEA MAP growth projections in Reading. This is down from 52% in Spring of 2024.</p> <p>Spring Foundational reading scores/Phonological Awareness 20/70 kindergarten students scoring in the red band 26/71 first grade students scoring in the red band 6/21 second grade students scoring in the red band</p> <p>Intervention Teacher: 1st Grade Groups :11/12 students met their MAP growth projection goal</p> <p>CORE assessment results 1st Grade- 6/6 students showed proficient for CVC words</p>	<p>With some grade level changes and addition of new staff I am hopeful that we will be able to add tutorials at our K-3 level to support with foundational reading skills.</p> <p>Continue calibration and full staff input on Learning Walk Focus rubric.</p> <p>Revision of ILT action item to add that all K-3 staff, not just ILT members will be provided training and support with the additional of a Wilson's Foundations reading coach in the Fall of 2025 to support and strengthen the fidelity to the program.</p> <p>Due to Spring NWEA MAP reading results we are changing the focus of our Intervention teacher to support with our primary grades foundational skills in the Fall.</p> <p><a href="https://musd-my.sharepoint.com/:p/">https://musd-my.sharepoint.com/:p/</a></p>	Refine

	<p>5/6 scored proficient for Consonant Blends</p> <p>4/6 scored proficient for Digraphs</p> <p>2nd Grade-</p> <p>Group 1</p> <p>7/7 scored proficient for CVC words</p> <p>7/7 scored proficient for Consonant Blends</p> <p>5/7 scored proficient for Digraphs</p> <p>Group 2</p> <p>7/7 scored proficient for Consonant Blends</p> <p>7/7 scored proficient for Digraphs</p> <p>6/7 scored proficient for r- controlled vowels</p> <p>7/7 scored proficient for long vowels</p> <p>Instructional Specialist:</p> <p>Fundations learning walks were completed in our K-3 classrooms. 8 of 15 classrooms showed some evidence towards fidelity to the foundations program.</p> <p>7 of 15 showed strong evidence towards fidelity to the foundations program.</p> <p>Our learning walk focus rubric has been calibrated with our administrative team and our Instructional Leadership team. We are working with whole staff to review the different focus areas and provide input.</p> <p>Data kept in binder in the principal's office.</p> <p>Link in 24-25 PM/backcasting data</p>	<p><a href="https://personal.dbuske.usd.net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY">g/personal/dbuske_usd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY</a></p>	
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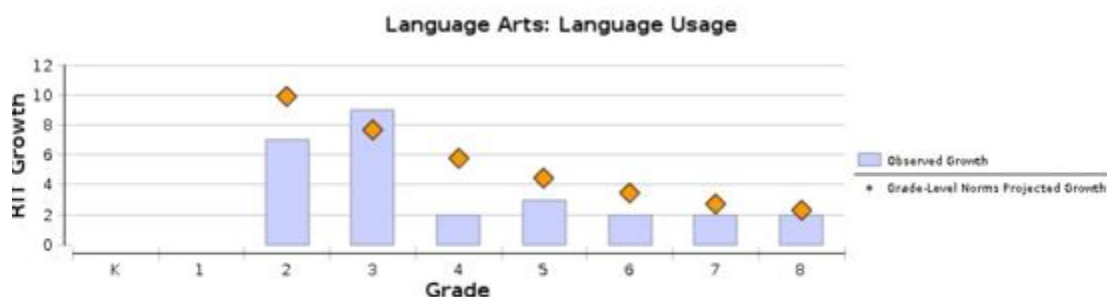
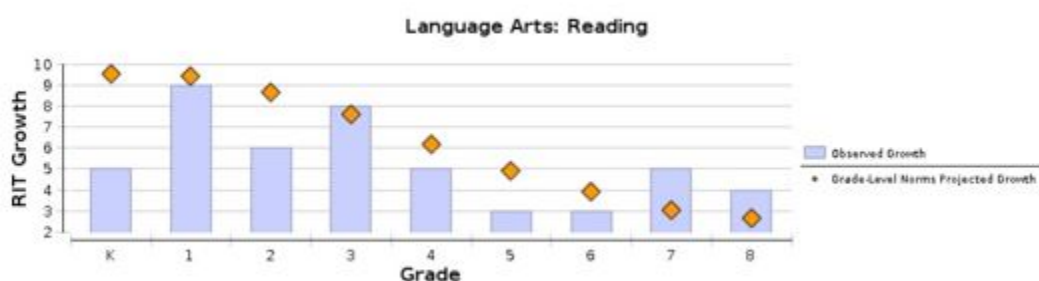
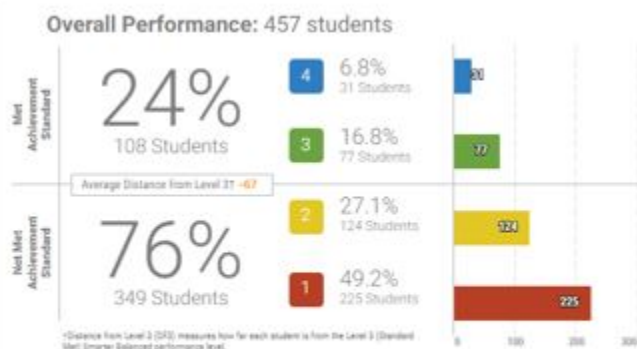
### Progress Monitoring 25-26

### Progress Monitoring

**2022-23 Smarter Balanced Performance Summary**  
**ELA (Summative): All Grades**

Site: Sequoia Elementary  
 Roster Date: Control Panel (02-20-2024)  
 Grades: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): All  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED

More information about this report can be found at <http://flammarion.com>.



## 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 457 students 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 of 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-15 1-46 2-46 3-45 4-40 5-47 6-36 7-24 8-24	Not Met We were unable to offer bootcamps/tutorials to our students due to lack of teacher availability.			Time Money People
Supplemental curriculum and materials for Tier 2/red band students to support in ELA	Teacher created pre and post assessments.	Growth on teacher created post assessments give after a 3-week cycle.	Making Progress  Intervention Teacher utilized			Money

including Just Words to make growth towards grade level skills in reading and language usage.		Cycle was determined by the instructional leadership team. Revised 12/4/24	supplemental curriculum to work with a select small group of students. (main focus for intervention was math for the 24-25 school year)			
Instructional Specialist to support Tier 1 Inclusive Instruction through highly effective collaborative teams to focus on grade level essential 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.	SMART goals created by Instructional Specialist in the Fall 2024 for teachers and groups worked with targeting an identified need.	Trimester progress report of student growth towards meeting SMART goal created by Instructional Specialist. Revised 12/3/24	Making Progress Instructional Support Specialist NWEA Reading Assessment Scores  1st Grade: 9/10 students met Fall to Spring Growth Projection 2nd Grade: 10/11 students met Fall to Spring Growth projection			Time Money People
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	Evidence of training practices in classroom walkthrough. No evidence, some evidence, strong evidence.	Fall post PD classroom walk throughs 29 no evidence 0 some evidence 0 strong evidence	Making Progress Post foundations pull out day walk throughs showed that all K-3 teachers have some evidence of Foundations being used in the classroom.			Time Money People

Reading and Language Usage.						
Sequoia T 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. Discussions show evidence of four questions being discussed.	August 2024 Grade Level action plans:  K: some evidence 1: some evidence 2: some evidence 3: no evidence 4: strong evidence 5: strong evidence 6: no evidence 7/8: no evidence	Making Progress We kept all grade level meetings in one classroom this year so that administration and Intervention teachers could support and guide the conversations to ensure they were based off evidence of data and the four questions. With addition of staff next year we will continue this model until the ILT team feel comfortable leading and creating plans on their own.			People Time Money
			Action item removed 5/2/2025			Time Money
			Action item removed 5/2/2025			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.	51 % of students that have improved targeted skill in the first 9-week cycle	ILT and admin removed action item 5/18/25			Time Money
			action item removed 12/3/24			
Intervention specialist to support	Teacher created pre and post assessments.	# of students showing mastery of	Making Progress			Time Money People



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.		targeted skill in a TBD learning cycle on teacher created pre and post assessments when ELA based groups begin.	<p>Intervention Teacher: NWEA MAP Reading data:</p> <p>1st Grade: 6/6 students met Fall to Spring Growth Projections</p> <p>2nd Grade: 13/14 Students met Fall to Spring Growth Projections</p> <p>1st Grade Core Phonics CVC: 6/6 Proficient Cons Blends: 5/6 Proficient Digraphs: 4/6 Proficient</p> <p>2nd Grade Core Phonics Group A CVC: 7/7 Proficient Cons Blends: 6/7 Proficient Digraphs: 5/7 Proficient</p> <p>Group B Cons Blends: 7/7 Proficient Digraphs: 7/7 Proficient r-controlled: 6/7 Proficient Long Vowels: 7/7 Proficient</p>			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
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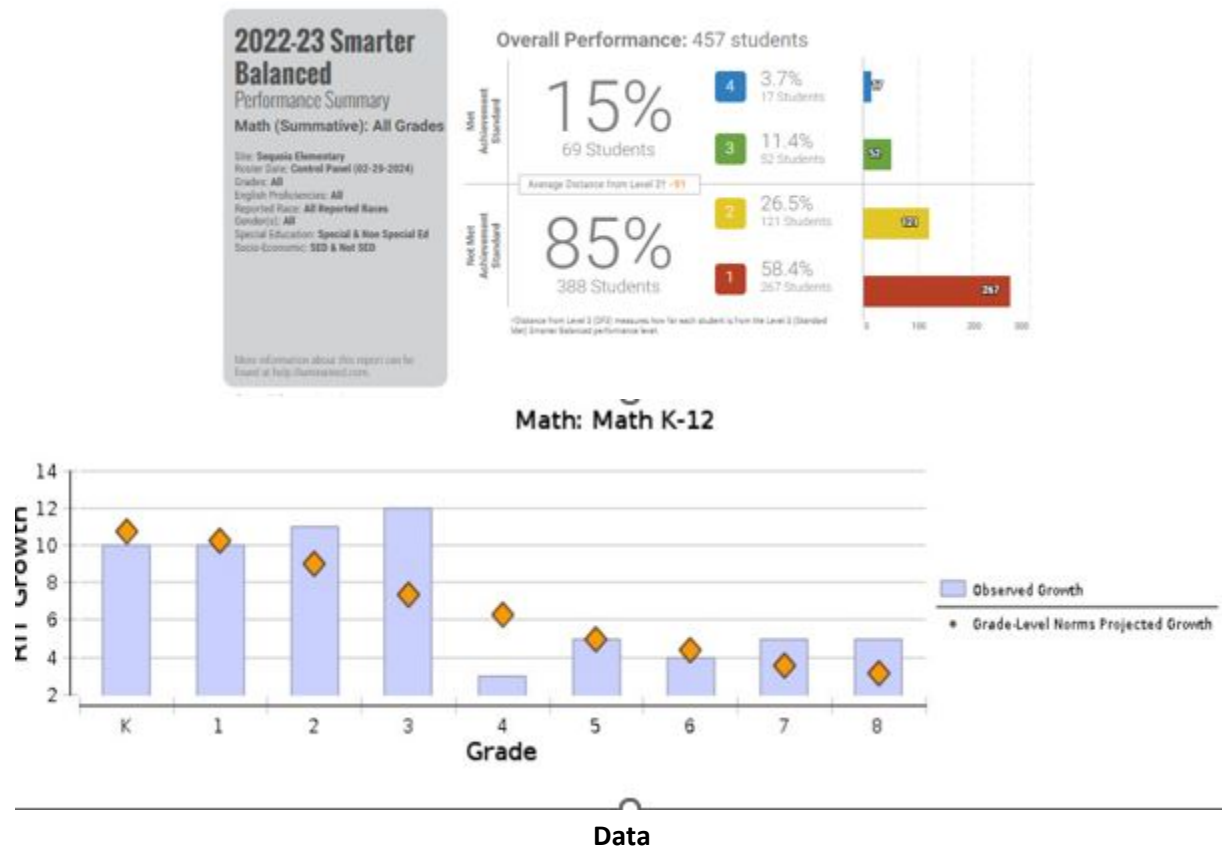
<p><b>Cycle 1:</b> Due to our continuing focus on the PEBC math workshop model we have not had the opportunity to participate in Professional Development in the area of ELA. Our Instructional Specialist did have a pull our day with new 4th and 5th grade teachers to review Wonders curriculum and resources to plan and design lessons for differentiated instruction. We have been unable to offer tutorials/bootcamps due to not having personnel available to lead these however, with the new NWEA map scores and T1 standards-based reporting complete we will be moving forward with tutorials in ELA for our Kindergarten students. At this point we have not offered educational excursions in the area of ELA. When reviewing data school wide with our Intervention Specialist we found our greatest area of need is in math with our 3-6 grade students, so groups were not pulled in the area of ELA.</p>	<p>154/298 or 51% of our students met their target in the first cycle of learning. Our interventions specialist targets specific groups. Fall NWEA scores showed the following number of students in the red band on the MAP ELA assessment. K-2 1-30 2-44 3-33 4-36 5-34 6-40 7-21 8-13</p> <p>Due to our continued focus on the PEBC math workshop model and Standards based grading there is no evidence of current Professional Development in the area of Language Arts</p> <p>The first collection of grade level action plans showed that 2 grade levels had strong evidence of a plan that utilized data and focus on the teaching and learning cycle.</p> <p>Instructional Specialist intervention goal: Students in 1st and 2nd grade intervention groups will recognize CVC words with at least 80% accuracy on the CORE phonics survey. They will also show growth in MAP Fluency by December 19th. As of November, progress monitoring shows that 8/11 students increased accuracy with CVC words on the CORE phonics survey. 6 of 8 moved into the yellow band. 2 of the 8 that made growth moved into the green band.</p>	<p>Based on data which is kept in Strategic Plan Progress monitoring binder in the principal's office all action items are appropriate to continue. The library action item regarding books being provided to support curriculum content was removed as data shows that this is not a concern, teacher survey shows that when teachers request content specific books, they are provided with them.</p> <p>After restructuring groups due to the most recent data cycle for our Intervention Specialist we have added an ELA group for 1st and 2nd grade for Tier 2 support with a Foundations and Phonics focus. We will progress monitor on the next cycle of learning.</p> <p>We are currently working within our Instructional Leadership team to refine grade level action plans. Plans collected during the first cycle showed very weak evidence of following the teaching and learning cycle. As the instructional leadership team develops a more useful plan, we are holding grade level meetings together in one room so that administration, Instructional Specialist, and Intervention Specialist can help guide the focus and ensure that the teaching and</p>	<p>Refine</p>
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		learning cycle is adhered to.	
<p><b>Cycle 2:</b> We have continued our focus on the PEBC math workshop model and have not had many professional development opportunities in the area of Language Arts. We did have a pull-out day with our newer 4th and 5th grade teachers to further explore curriculum for Tier 1 instruction in Language Arts on 1//18/2024. On Feb 4 &amp; 5th, 2025 our K-3 teachers had a pull out day to explore the MAP fluency instructional planning report. Discussion was geared towards utilizing this report to help with lesson design and planning small group lessons. We have been unable to offer tutorials or bootcamps due to lack of teacher volunteers. Our Intervention teacher services a small group of 1st and 2nd grade students however the data has shown that the majority of her efforts need to continue to be in the area of math. Our Instructional Specialist works with a 1st and 2nd grade group in the area of reading fluency and core phonics.</p>	<p>304 students met their growth target on the Winter Reading MAP assessment</p> <p>Winter MAP scores showed the following number of students in the red band on the MAP ELA assessment</p> <p>K-20 1-25 2-47 3-37 4-42 5-33 6-36 7-26 8-14</p> <p>Our intervention teacher worked with a group 1st and 2nd grade students with increased support in Foundations.</p> <p>Data shows that 6 of 6 of our first-grade students that meet with our intervention teacher for Foundations support have shown growth on their Fall to Winter MAP assessments. On CORE assessments 6/6 1st grade students showed growth in CVC words, 5/6 students showed growth with core blends, and 5/6 students made growth with digraphs.</p> <p>Data shows that 6 Of 7 2nd grade students that meet with our intervention teacher for Foundations support have shown growth on their Fall to Winter MAP assessments. One student moved so there were not growth scores.</p> <p>On CORE assessment 6/6 showed growth on CORE blends, 5/6 showed growth on digraphs, and 5/6 showed growth on r-controlled vowels.</p> <p>Our Instructional Specialist worked with a more intensive group of 1st and 2nd grade students in Foundations.</p>	<p>After reviewing the new MAP data our Intervention teacher is supporting two additional 2nd grade groups in ELA.</p> <p>Instructional Specialist will begin focused support with our 2nd grade to support Tier 1 instruction in ELA.</p> <p>Learning walks in ELA to gauge effectiveness of PD.</p>	Continue

	<p>11 of 11 students made growth on their Fall to Winter MAP Reading assessment. 5 Of 11 students made growth greater than 10 points.</p> <p>MAP Reading Fluency 5/12 students showed growth on their Domain percentile. 3/12 showed growth on ZPD level, and 9/12 showed growth in the area of phonological awareness.</p> <p>CORE phonics survey results show that 11/11 students know 100% of letter sounds including vowels.</p> <p>.</p> <p>All data is kept in the strategic plan binder in the principal's office.</p>		
<p><b>Cycle 3:</b> We have continued our focus with Math for the majority of professional development days. We did hold Pull out Days for our Kindergarten team to review and work with the MAP fluency instructional planning report.</p> <p>Our instructional specialist has continued to work with our groups of Tier 2 students in 1st and 2nd grade,</p>	<p>Spring MAP scores showed the following number of students in the red band on the MAP Reading assessment 235 students met their growth target on the Spring Reading MAP scores</p> <p>K-19 1-26 2-53 3-34 4-49 5-43 6-41 7-32 8-21</p> <p>All data is kept in the strategic plan binder in the principal's office.</p>	<p>As we move into the 2025-2026 school year, we are shifting the focus of our intervention teacher to our primary grades to support their progress towards meeting grade level standards in ELA.</p> <p>We have added Wilson Foundations reading coaches to support our K-3 teachers with Tier 1 reading support.</p> <p><a href="https://musd-my.sharepoint.com/:p/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY">https://musd-my.sharepoint.com/:p/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY</a></p>	Continue

### Progress Monitoring 25-26

### Progress Monitoring



### 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- 39out 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 Of 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.	Making Progress We did not host tutorials due to lack of teacher interest.			Time Money People
Action item removed during Cycle 1 2024						Money
Sequoia teachers will incorporate Mathematical 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  6 of 32 teachers showed no evidence. 14 of 32 teachers showed some evidence. 3 of 32 teachers showed strong evidence.	Making Progress Spring 2025 Learning Walk Data showed that  3 teachers showed no evidence 4 showed some evidence 2 showed strong evidence			Time
Sequoia staff will have the opportunity to collaborate and receive Professional Deveopment 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. Revised 12/4/24 Results of forms survey from Cycle 1 Math Professional Development.	Making Progres All K-6 teachers were able to participate in 2 pull out days this year with a focus on Math PEBC workshop model either with our PEBC coach or our instructional Specialist. Model lessons were presented for all K-8 teachers			Time Money

			<p>teaching Math. Grade levels that show strong evidence of the workshop model have had better success with their Math scores.</p> <p>K- some evidence 1- no evidence 2- no evidence 3- strong evidence 4- strong evidence 5- some evidence 6- some evidence 7-strong evidence 8- strong evidence</p>			
Time sheeting for ILT collaboration and data discussion outside of the school day to focus on Math data and' prepare actions steps to lead grade level teams.	# of ILT members ability and capacity to report out effectively to their grade level team	Instructional Leadership teams placement on the Stages of Team Development. August Instructional Leadership team self- rating on the stages of team development. K: Filling the time 1: Analyzing Student Learning 2: Developing Common Assessments 3: Developing Common Assessments	<p>Making Progress Stages of Team Development at the end of the 2024-2025 school year</p> <p>k-Developing common assessments 1-Analyzing Student Learning 2-Sharing Personal Practices 3- Differentiating Follow Up 4- Differentiating Follow Up 5-Developing Common Assessments</p>			Time Money

		4: Reflecting on Team Instruction 5: Developing Common Assessments 6: Developing Common Assessments 7/8 Developing Common Assessments/Analyzing Student Learning	6- Filling the Time 7/8-Analyzing Student Learning			
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  Revised 12/4/24 Teacher surveys measuring the effectiveness in helping to prepare them to teach PEBC math workshop model.	August 2024 Math Learning Walk Data  Revised 12/4/24 Cycle 1 Survey results PD with District Math TOSA's Increase my Knowledge of the Workshop Model Strongly agree-8 Agree-13 Neutral-3 Disagree-0 Strongly Disagree-0  District Math TOSA's increased my knowledge of Math Strategies and Math Practices Strongly Agree- 10 Agree- 14 Neutral-1 Disagree-0 Strongly Disagree-0	Making Progress although we have asked to switch PEBC coaches this year in hopes of even more effectiveness. Cycle 3 Survey Results  PD with District Math TOSA's Increase my Knowledge of the Workshop Model Strongly agree-8 Agree-12 Neutral-4 Disagree-2 Strongly Disagree-1  District Math TOSA's increased my knowledge of Math Strategies and Math Practices Strongly Agree-- 6 Agree- 11			Time Money People



		<p>District TOSA's model Math Workshop Lessons increased my understanding of the workshop model. yes-18 no-4</p> <p>PEBC coach Patrick Allen increased my knowledge of the Math workshop model Strongly Agree-0 Agree-9 Neutral-2 Disagree-2 Strongly Disagree-1</p> <p>PEBS coach Patrick Allen increased my knowledge of Math Standards and Math Practices Strongly Agree-0 Agree-7 Neutral-2 Disagree-4 Strongly Disagree-1</p>	<p>Neutral-8 Disagree-1 Strongly Disagree-1</p> <p>District TOSA's model Math Workshop Lessons increased my understanding of the workshop model. yes-24 no-2</p> <p>PEBC coach Patrick Allen increased my knowledge of the Math workshop model Strongly Agree-2 Agree-9 Neutral-10 Disagree-3 Strongly Disagree-2</p> <p>PEBC coach Patrick Allen increased my knowledge of Math Standards and Math Practices Strongly Agree-6 Agree-11 Neutral-8 Disagree-2 Strongly Disagree-</p>			
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 Revised 12/4/2024	Action item removed 5-8-2025			Money

		# of students that have met target in a three-week learning cycle				
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.	Not Met We did not have virtual or in person field trips that supported real world math application this year.			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 three-week learning cycle on teacher created pre and post assessments.	Making Progress Year End Results for Intervention Teacher  Do the Math Supplemental Curriculum 3rd Grade: 4/8 students increased to the proficient range 7/8 students made growth  4th Grade: 5/8 students increased to the proficient range 7/8 students made growth  5th Grade: Group A 5/8 students increased to the proficient range 8/8 students made growth  Group B			Time Money People

			6/8 students increased to the proficient range 7/8 students made growth			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> Currently we are not hosting any tutorials/bootcamps as we have not had teacher volunteers to hold these. In looking at the Fall Map data and the results of the first standards-based reporting period our Kindergarten teachers plan to host tutorials during trimester 2. We have not purchased any additional curriculum and supports for teacher use at a Tier 2 level in the classroom. We have had professional development through PEBC and district Math TOSA's for all of our K-6 teachers. Our intervention specialist participated in weekly collaboration meetings with 3rd-5th grade teachers. She pulls groups from these same grade levels. For trimester 1 she pulled based on Math MAP scores and those scoring in the top red band and low orange band. We have not had any field trips in person or virtually for real world Math.</p>	<p>In our first round of walk thrus 9 teachers showed some evidence towards lesson design using the Math workshop model. 3 teachers showed strong evidence towards lesson design using the Math workshop model.</p> <p>In walk throughs that were completed 6 teachers showed no evidence of Math strategies, 14 showed some evidence, and 3 showed strong evidence.</p> <p>In the first cycle of learning 48% of students met their learning target in Math.</p> <p>In the first collection of grade level action plans/agendas it was evident that our collaborative teams needed more guidance, collected plans were minimal and did not provide accurate detail that showed evidence of the learning cycle.</p> <p>When the instructional leadership team was asked to rate where their team falls on the Stages of Team Development the baseline showed</p> <p>Kinder- filling the time 1st- Analyzing student learning 2nd- Developing common assessments 3rd- Developing common assessments 4th Reflecting on instruction 5th- Developing common assessments 6th- Developing common assessments Junior High- Analyzing student learning</p>	<p>We are taking a step away from grade level meetings being held in individual classrooms and are all meeting in one shared space where both administrators, Instructional Specialist, and Intervention specialist can directly provide support and guide the conversation regarding the teaching and learning cycle. In our ILT meetings we have been working on where our teams fall in the stages of team development. In discussion from our weaker teams the Instructional Leadership team member has requested support during grade level team meetings in ensuring both attendance and on task conversation that ties directly to the teaching and learning cycle. This is why we felt the need to change our grade level teams meetings to shared space. Our Instruction leadership team discussed what would</p>	Continue

		be the appropriate amount of time to collect data on students mastering their learning target. They felt that a 9-week cycle as originally stated in the plan was too long. They agreed a three-week cycle was more appropriate to collect data.	
<p><b>Cycle 2:</b> We still are not hosting any tutorials/bootcamps as we have not had teacher volunteers to hold these. We have purchased additional manipulatives for our Kindergarten and 3rd grade classrooms. In Feb we completed a second round of pull-out days for our K-3 teachers to continue their work on the Math Workshop model. The teachers worked with our Intervention Specialist.</p> <p>On February 13 &amp; 14, 2025 our 4-8th grade teachers had a pull-out day with our PEBC coach Patrick Allen which included model lessons and further planning time with the Math Workshop model.</p> <p>Instructional Specialist took 2nd grade teachers to Model Math Lab classroom at Brock Elliott to observe a Math Workshop model lesson. Two additional teachers will be taken on March 21st to observe a model Math Workshop model lesson.</p>	<p>393 of our students met their growth projections on Fall to Winter Math MAP test.</p> <p>Winter MAP Math scores showed the following for students in the red band</p> <p>K-15 1-18 2-34 3-34 4-29 5-43 6-49 7-39 8-23</p> <p>Intervention Teacher Groups</p> <p>3rd Grade: 8 of 8 students showed growth on the Winter MAP assessment 4th Grade: 7/13 students moved up a band or more. 12 of 13 students showed growth on the Winter MAP assessment 5th Grade: 9 of 11 students showed growth on the Winter MAP assessment</p> <p>Data is located in the strategic plan binder in the principal's office.</p>	<p>Our 2nd grade is struggling with the idea of the workshop model. Our Instructional Specialist will be working with them in planning additional model lessons and co teaching lessons to work towards independence with the model.</p> <p>Three of our junior high teachers agreed to become model math lab classrooms for the 2025-2026 school year.</p> <p>We would like to continue the PEBC math workshop model with our primary teachers who are still struggling with the model. We have reached out to Julie Hollander to switch our coach for next year in hopes that the PD will be more beneficial and that we will see the model used with more fidelity.</p>	Continue

<p>Two of our 4th grade teachers and our Instructional Specialist continue their work with PEBC math coaches to host model math lab classrooms.</p> <p>Intervention teacher meets with our 3-5th grade teams weekly to support the work with the Math workshop model.</p> <p>Instructional Specialist began working with our 2nd grade PLC due to the need for additional support in the PLC process as well as Tier 1 instruction.</p> <p>We have not had any field trips in person or virtually for real world Math</p>			
<p><b>Cycle 3:</b> We still are not hosting any tutorials/bootcamps as we have not had teacher volunteers to hold these. We have purchased additional manipulatives for our Kindergarten and 3rd grade classrooms. In Feb we completed a second round of pull-out days for our K-3 teachers to continue their work on the Math Workshop model. The teachers worked with our Intervention Specialist.</p> <p>On February 13 &amp; 14, 2025 our 4-8th grade teachers had a pull-out day with our PEBC coach Patrick Allen which included model lessons and further</p>	<p>Spring NWEA Math Map 372 students met their MAP MAP projected growth goal</p> <p>K-33 1-34 2-48 3-56 4-51 5-33 6-37 7-38 8-42</p> <p>Intervention Teacher Groups 3rd Grade- 8/8 students met their MAP math projected growth goal 4th Grade- 8/8 students met their MAP math projected growth goal 5th Grade: 14/16 students met their MAP math projected growth goal</p>	<p>Next year we will be working with a new PEBC coach. The coach we had this year had a hard time connecting with our teachers. Our coach will focus on our 1st, 2nd, and 5th grade teachers.</p> <p>We have two teachers that are PEBC workshop model demonstration classrooms. Their grade level had good success with student growth. We will utilize them for our teachers that are struggling with the model.</p> <p>We have an additional 6th grade teacher that will begin the training to</p>	

<p>planning time with the Math Workshop model.</p> <p>Instructional Specialist took 2nd grade teachers to Model Math Lab classroom at Brock Elliott to observe a Math Workshop model lesson.</p> <p>Two additional teachers will be taken on March 21st to observe a model Math Workshop model lesson.</p> <p>Two of our 4th grade teachers and our Instructional Specialist continue their work with PEBC math coaches to host model math lab classrooms.</p> <p>Intervention teacher meets with our 3-5th grade teams weekly to support the work with the Math workshop model.</p> <p>Instructional Specialist began working with our 2nd grade PLC due to the need for additional support in the PLC process as well as Tier 1 instruction.</p> <p>We have not had any field trips in person or virtually for real world Math</p>	<p>Data is kept in the progress monitoring binder in the principals office.</p>	<p>be a model classroom.</p> <p><a href="https://musd-my.sharepoint.com/:p:/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY">https://musd-my.sharepoint.com/:p:/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY</a></p>	
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### Progress Monitoring 25-26

### Progress Monitoring



### 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
<b>Suspensions</b>	0.36	4.60	0.91	4.62	0.20	3.17
<b>Expulsions</b>	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
<b>Suspensions</b>	6.46	4.96	3.60
<b>Expulsions</b>	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
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<b>All Students</b>	960	911	304	33.4
<b>Female</b>	470	445	147	33.0
<b>Male</b>	490	466	157	33.7
<b>American Indian or Alaska Native</b>	4	4	2	50.0
<b>Asian</b>	51	42	18	42.9
<b>Black or African American</b>	25	23	8	34.8
<b>Filipino</b>	15	14	3	21.4
<b>Hispanic or Latino</b>	731	699	227	32.5
<b>Native Hawaiian or Pacific Islander</b>	4	3	0	0.0
<b>Two or More Races</b>	22	22	8	36.4
<b>White</b>	108	104	38	36.5
<b>English Learners</b>	350	331	108	32.6
<b>Foster Youth</b>	4	3	0	0.0
<b>Homeless</b>	54	49	24	49.0
<b>Socioeconomically Disadvantaged</b>	723	684	249	36.4
<b>Students Receiving Migrant Education</b>	0	0	0	0.0
<b>Students with Disabilities</b>	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 Perc: 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 Disabilities 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 during cycle 1 2 no evidence 26 some evidence 3 strong evidence	Making Progress We are at the silver status for our PBIS practices. Classroom walk thrus show that most teachers have some evidence of PBIS structures.			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.	Making Progress In the month of April 125 students met with VCC counselors. Throughout the 24-25 year VCC counselors held 1,728 sessions with students as of May 7, 2025.			Time Money People
Sequoia classroom teachers will use Sanford harmony and base SEL curriculum to	Collect feedback and monitor the number of behavior penalties that occur within the classroom setting.	Fall Q behavior visits.	ILT and Admin removed action item on 5/8/2025			Time  People

support students at the Tier 1 level to decrease the number of penalties that occur within the classroom setting.						
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. 2 no evidence 26 some evidence 3 strong evidence	Making Progress We continue to have the majority of teachers showing some evidence of PBIS structures in our classrooms. We will continue PD in 25-26 to strengthen structures beyond posters and tiger bucks.			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.	Making Progress Students 221/233 students new what tiger bucks were and had spent them at the store  216/233 knew what A.R.E stood for			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.	Making Progress In the 23/24 school year there were 16 suspensions in our white population 36 suspensions in our Hispanic population			Time Money People

			In the 24/25 school year there were 3 suspensions in our white population 23 suspensions in our Hispanic population			
Time sheeting and/or Staff Training on PD Days 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. 31_no evidence ___some evidence ___strong evidence	Not Met We held trauma training in the fall with Julie Kurtz. There was no evidence during walk through that this PD showed additional practices being used in the classroom.			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	6 students referred to COST in August 2024 for behavior concerns	Action Item Removed after ILT and admin meeting 5/8/2025 COST meetings were held during the school day, there was not a need during this school year to time sheet and hold meetings outside of the regular day.			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	Q reports pre and post assembly.	Not Met- need to schedule for 2025-2026 school year There was not an opportunity to hold a PBIS assembly during the			Time Money People

	information learned at the assembly.		2024-2025 school year. Teachers led passport days versus having and assembly in the gym.			
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.	Making Progress We held one staff professional developments with our district SEL TOSA's and one working lunch with our Victor wellness coaches.			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.	Making Progress It has been hard to gather true data showing the effectiveness of the Elevate program. We receive weekly reports that have notes great progress in session with some of our students. It has taken more than one session for some students to acclimate and open up.			Time Money People

New addition for 2025-2026 Elevate/% peaks wellness coach to support with additional services that may be needed for students that are participating in the SEE and Base Camp groups.						
6th-8th grade students will engage in Point Break workshops 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.	Behavioral data such as attendance records, disciplinary incidents, and academic performance that will identify changes as a result of participation in these workshops.	Pre and post Q behavior, attendance, and academic performance reports.	Remove Action Item: Data did not show that the point break assembly was effective in improving attendance, behavior, and academic performance.			Time Money People
Students with disabilities will have access to VCC counseling in order to decrease behavior incidents/suspensions.	Q behavior reports.	Trimester 1 2024 Q behavior reports for students with disabilities.	Making Progress Students with disabilities incidents are down by 81 incidents from last school year.			Time Money People
			action item removed as we did not purchase the program			Time  People
Additional Action Item for 2025-2026 school year  Restorative practices: suspension re-entry plan, structured recess, character connections, immediate parent meeting with	Q Behavior Reports- Incidents and Suspensions	end of 2025 Behavior Incidents and Suspensions  Incidents=138 Suspensions=34	Making Progress Plan created and ready to track implementation in the 2025-2026 school year			Time Money People

administration and teacher when a student is sent out of class.						
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> We achieved silver status with our PBIS structures in place. Some learning walks have been completed with the lens of PBIS structures in the classroom. We have 2 VCC counselors that see students individually and in groups. Julie Kurtz presented at our July 30th PD Day on Trauma: Proactively Teaching Students and Adults what to do in an Emotional Emergency to Stay Safe and Re Regulate the Nervous System. Our SEL TOSA's presented at our Nov. 13th staff PD our staff Social Emotional Care. Professor Dale Allender presented at our Nov. 20th PD on restorative practices. Our ELEVATE program is up and running on it's first cycle with 10 junior high students in our Base Camp group and 7- 3rd grade student in the SEE program. Our VCC counselors currently see 5students with disabilities. Our junior high students attended a Point Break assembly on October 22 and 23rd.</p>	<p>In the walk thrus that were completed looking for evidence of PBIS structures 3 classrooms showed no evidence 8 classrooms showed some evidence 2 classrooms showed strong evidence</p> <p>Our VCC counselors saw 74 students in August 182 students in September 226 students in October</p> <p>In reviewing behavior data pre and post Point Break Assemblies it was not evident that the assembly improved student behavior. Data showed that unsafe behavior incidents actually increased.</p> <p>We gather pre data for our ELEVATE groups in the area of Attendance, Behavior, and Academics. Once the first group is complete in December, we will compare data pre and post.</p> <p>In Trimester 1 there were 47 recorded behavior incidents for students with disabilities and 1 suspension.</p>	<p>All data is kept in the strategic plan progress monitoring binder in the principal's office. We need to continue our walk thrus using the PBIS lens in order to gather more data regarding evidence of its use. Due to ELEVATE being a 12-week program we will collect post data when the 12 weeks is complete. We will continue monitoring our students with disabilities behavior incidents and suspensions. We have our second round of ELEVATE groups starting in January. We did not collect data on social emotional instruction in the classrooms during the month of August. We will need to continue that as we move forward. We did have 5 visits from Professor Allender where he worked with 2 6th grade teachers and 1 junior high teacher on developing deep breathing exercises and</p>	Continue



		restorative circle practices.	
<p><b>Cycle 2:</b> Elevate finished their first 10-week cycle of SEE (Social Emotional Exploration) and Base Camp Groups.</p> <p>COST team meets weekly and have addressed students with significant behaviors.</p> <p>We are receiving two wellness coaches through Victor Services to help support students with barriers to appropriate behaviors. We are still defining what the program will look like.</p> <p>We continue efforts on progress of PBIS structures on the school campus. Our 2/29/25 Staff PD was a review of behavior incidents and locations. Teachers chose one focus area increase awareness of for the month of March. We had our PBIS Walkthrough on Monday, February 24, 2025 showing our scores for updating the TFI report. Our VCC counselors continue to meet with students individually and in groups using the Strong Kids curriculum. Students attend the PBIS store monthly to cash in their Tiger Bucks which are awarded for demonstrating desired behaviors.</p>	<p>All 7 students that were in the Elevate SEE groups made growth in the area of ELA and Math on their Winter MAP scores.. 2of the 7 students improved their attendance from August to January over attendance in the 2024-2025 school year.</p> <p>There was no significant change in behavior incidents, although students recommended were not necessarily recommended due to behavior.</p> <p>8 of 10 students that attended the Elevate Base Camp group made growth in both ELA and Math from Fall to Winter. August to January attendance showed that 2 of 10 students made improvements in their attendance. There was no significant change in behavior incidents, although students recommended were not necessarily recommended due to behavior.</p> <p>From 11/1524-2/7/25 three additional students have been referred to COST and are working with the behaviorist.</p> <p>PBIS walkthrough results from 2/24/25 Staff: 80% know behavior expectations 80% have taught behavior expectations 80% have given out Tiger Bucks for acknowledgement of desired behaviors. Classroom: 70% of students knew behavior expectations 70% of students stated they received Tiger Bucks for desired behavior expectations. Evidence Based (PBIS) practices Observed in Classrooms: 100% of classrooms observed showed the Physical Structure/Layout is designed to be effective 67% of classrooms observed showed Predictable Classroom routines are developed and taught 33% of classrooms had Classrooms Expectations posted</p>	<p>Data shows that we need to continue our focus on PBIS practices, there are several areas that show that we need to review.</p> <p>We are in our second round of ELEVATE groups and will pull data when this group is completed.</p> <p>We need to increase our use of Social Emotional education within the classroom. Teachers may need a review of Sanford Harmony and BASE Sel curriculum. PD may be needed to allow exploration and planning time in this area.</p> <p>Victor Services is being scheduled to meet with our 7th grade classes. They will also be meeting with our Junior High teachers to incorporate Life Space Crisis Intervention to support them in working with our struggling junior high students.</p>	Continue

	<p>33% of classrooms observed reflected Active Supervision and Foster Positive relationships</p> <p>0% of classrooms observed showed SEL instruction and skills</p> <p>67% of classrooms showed Acknowledgement of student demonstrating desired behavior expectation.</p> <p>VCC counselors</p> <p>Jesus met with 155 students in Nov., 100 students in December, and 102 students in January</p> <p>Natalie met with 73 students in Nov, 62 students in Dec. and 73 students in January</p> <p>During Trimester 2 there were 49 behavior incidents recorded, 9 for students with disabilities.</p> <p>Data can be found in Binder in Principals office in the strategic plan binder.</p>		
<p><b>Cycle 3:</b></p> <p>Elevate has almost completed their second 10-week cycle of SEE (social emotional exploration) and Base Camp groups.</p> <p>Cost team continues to meet weekly to address students that have been referred due to behaviors.</p> <p>Staff PD was held in April to review PBIS practices and select a focus behavior to target through the end of the school year.</p> <p>In April we were able to add two wellness coaches from Victor Services. As this is a</p>	<p>Total Suspension- 34</p> <p>White Suspension totals- 3</p> <p>Hispanic Suspension totals- 23</p> <p>VCC counselors held 681 session February - April. They held a total of 1728 session from August 2024-May 2025.</p> <p>COST referrals for behavior- February- 0 referred</p> <p>March-0 referred</p> <p>April 1 student referred for behavior</p> <p>April PBIS Walkthroughs show</p> <p>1-no evidence</p> <p>22 some evidence</p> <p>5 strong evidence</p> <p>Elevate-</p>	<p>We are adding in our Restorative Practice Plan and our Baseline Date for the 24-25 school year. We will continue to refine this plan as we work with two new administrators in the 2025-2026 school year.</p> <p>Along with Elevate we are working with district to fund an additional wellness coach that will be on campus one day a week to support students and their families with their Social Emotional Well-being.</p> <p>We were awarded a 10-</p>	<p>Add new action item</p>

<p>new program the coaches are spending time three days a week out on campus and developing relationships with students. They have created a wellness space that students can access when they need support. They are meeting small groups of students on an as needed basis to support when there is peer conflict.</p> <p>Our VCC counselors continue to support students individually and in Strong Kids groups.</p> <p>The Tiger Store continues to be a space for students to spend their Tiger Bucks that they earn by demonstrating proficiency with our PBIS practices.</p>	<p>7 students attended the Base Camp group</p> <p>8 students attended the Social Emotional Explorers group</p> <p>Although not hard data, weekly reports from the Elevate coaches show that students made progress in the Social Emotional Well Being according to their goal plans. Reports are sent weekly and are kept in the Progress Monitoring Binder in the principal's office.</p>	<p>month grant through Victor Services that provided us with two wellness coaches that will be on campus two days a week.</p> <p><a href="https://musd-my.sharepoint.com/:p:/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY">https://musd-my.sharepoint.com/:p:/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY</a></p>	
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### Progress Monitoring 25-26

### 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%

LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 3.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i>
<b>VERY LOW</b> 2.5% or less in Current Year	(None)	(None)	(None)	(None)	(None)
<b>LOW</b> 2.6% to 5.0% in Current Year	(None)	(None)	(None)	(None)	(None)
<b>MEDIUM</b> 5.1% to 10.0% in Current Year	(None)	(None)	(None)	(None)	(None)
<b>HIGH</b> 10.1% to 20.0% in Current Year	(None)	(None)	(None)	(None)	(None)
<b>VERY HIGH</b> 20.1% or greater in Current Year	(None)	<ul style="list-style-type: none"> <li>Students with Disabilities</li> <li>White</li> </ul>	<ul style="list-style-type: none"> <li>English Learners</li> </ul>	<ul style="list-style-type: none"> <li>Homeless</li> <li>Socioeconomically Disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>Hispanic</li> </ul>

## 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 perfect attendance for the month.	Q attendance reports by month.	August 2024 Perfect Attendance revised 12/3/2024	Making Progress Students with perfect attendance monthly were awarded a special treat at the end of the school day.			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.	Making Progress Beginning in December of 2024 Outreach began to work with 10 students monthly that were targeted through COST to support in removing barriers.			Time Money People
Sequoia students will have the opportunity to attend educational events, activities, excursions including transportation, community nights, before school activities (outside of the school day) to promote connectedness.	# of opportunities for students # of students attending opportunities as measured by QR codes/sign in sheets	August 2024 Back to School Night attendance numbers.	Making Progress All students had the opportunity to attend: back to school night/community outreach fair, Bingo for Books, STEM night, 2 Band and Choir concerts, holiday concert, 8th grade field trip to UC Berkeley, 4th			Time Money People

			grade field trip to the Symphony, 3rd grade field trip to Agventure and the park, 2nd grade field trip to Baskin Robins, 5th grade Science camp. Kaiser Permanente put on a SEL event regarding emotional awareness for junior high. Family picnic day was held 5-16-25			
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	Making Progress 44 of our 180 chronically absent students see our VCC counselors. 23%			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.	Making Progress Students with disabilities had the opportunity to attend the following: back to school night/communitiy outreach fair, Bingo for Books, STEM night, 2 Band and Choir concerts, holiday concert, 8th grade field trip to UC Berkeley, 4th grade field trip to the			Time Money People

			Symphony, 3rd grade field trip to Agventure and the park, 2nd grade field trip to Baskin Robins, 5th grade Science camp. Kaiser Permanente put on a SEL event regarding emotional awareness for junior high.			
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.	Making Progress We added VAPA elective of Mariachi this year. All junior high students have balloted each trimester for their elective. All 6/7 grade students have balloted for T1 2025 electives.			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.	Making Progress White and Asian populations had the opportunity to attend: back to school night/communitiy outreach fair, Bingo for Books, STEM night, 2 Band and Choir concerts, holiday concert, 8th grade field trip to UC Berkeley, 4th grade field trip			Time  People

			to the Symphony, 3rd grade field trip to Agventure and the park, 2nd grade field trip to Baskin Robins, 5th grade Science camp. Kaiser Permanente put on a SEL event regarding emotional awareness for junior high.			
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.	Met All K-6 students participated in the Artist in Residence program. Our K-3 students participated in dance in the classroom.			Time Money People

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> Students with perfect attendance for Trimester 1 received a special breakfast. We did not do monthly incentives; we are beginning these for the month of December.  Our outreach has been meeting with our extreme chronic absenteeism students to provide resources to remove the barriers to learning. She has met with students that are	Evidence of Trimester 1 and 2 students ballot results for electives is kept in the strategic plan monitoring binder in the principal's office.  We had 236 families reported on the QR code as attending for Back-to-School night. This count is not accurate as many teachers utilized the past practice of a sign in sheet rather than the code.  16 of our chronically absent students saw VCC counselors during trimester 1.  Perfect attendance: August 243	A greater effort will be placed on students' incentives for attendance. Students with the greatest % of absences will be referred to the COST team to determine barriers and supports that may be needed.	Continue



<p>homeless to support and provide resources where she can.</p> <p>All students including students with disabilities, white and Asian populations have had the opportunity to attend Back to School night, Trunk or Treat Harvest Festival, and our Bingo for Books event.</p> <p>All 7th and 8th grade students had the opportunity to ballot for their Trimester 1 and Trimester 2 electives.</p> <p>Our K-6 students are in the process of attending Artist in Residence classes. Our K-3 groups have had started their Artist in Dance classes. This is an opportunity for all students in these grade levels to attend as it is built into the school day.</p>	<p>September 210 October 223</p> <p>Perfect attendance 2023 T1 =50 2024 T1= 55</p> <p>Chronic Absenteeism 2023 T1 19.12% 2024 T 1 18.65%</p> <p>Chronic Absences T1 114 students</p> <p>August- 95 students September 221 students October 188 students</p>		
<p><b>Cycle 2:</b> Students with Perfect Attendance for Trimester 2 received a special breakfast, certificate, and reward.</p> <p>We began monthly perfect attendance incentives in the month of December.</p> <p>Beginning in December 10 students per month were referred to our COST team due to chronic absenteeism. After discussion with student services, we changed our focus to those that may be able to come off the chronic absenteeism as the year progresses. Our Outreach Liaison is working with</p>	<p>Evidence of Trimester 3 ballot results for electives is kept in the strategic plan monitoring binder in the principals office.</p> <p>5 additional students were referred to VCC counselors due to chronic absenteeism</p> <p>Trimester 2 had 42 students with perfect attendance.</p> <p>Monthly Perfect Attendance #'s Nov-179 Dec-222 January-233 February-175</p> <p>Chronic Absenteeism T2: % 21 # 182</p>	<p>We will continue our perfect attendance incentive monthly as other than the month of February (which was the OPT out day that many of our families took advantage of) numbers were increasing.</p> <p>We will track the attendance data of our students that were referred to COST to see if there is an increase in attendance due to their efforts.</p> <p>Defining the support of our Wellness coaches provided from Victor</p>	Continue

<p>these students and their families to remove barriers that may be affecting attendance.</p> <p>We are receiving two wellness coaches from Victor Services. We are still defining what the program will look like however they will be able to provide support to students and their families in partnership with our Outreach Liaison to remove barriers that may be affecting attendance.</p>	<p>Dec. - 10 student referred to COST for support with attendance January- 10 students referred to COST for support with attendance</p> <p>Data can be found in the strategic plan monitoring binder in the principal's office.</p>	<p>Services in the area of attendance.</p>	
<p><b>Cycle 3:</b> Students that had monthly perfect attendance received a special treat at the end of the school day monthly.</p> <p>Students with trimester perfect attendance were invited to a special breakfast.</p> <p>Students with all year perfect attendance are invited to lunch with the principal.</p> <p>Grade spans with the best attendance each month are awarded the attendance banner to display in their classrooms.</p> <p>Our outreach liason worked with 10 students monthly that were referred through COST in order to identify and remove barriers that prevent students from attending school regularly.</p>	<p>4 students were referred to VCC Feb thru April for chronic absenteeism.</p> <p>Trimester 3 Feb 24 - May 7 Perfect attendance #'s = 90 students</p> <p>Monthly Perfect attendance numbers: March- 240 April- 216</p> <p>10 students monthly were referred to the COST team for chronic absenteeism.</p> <p>August 1, 2024- May 7, 2025 Chronically Absent students = 180 students This is an average daily attendance rate of 93.01%, 2023/2024 school year was 92.33%.</p> <p>Homeless attendance rates 24/25 =92.03% 23/24 = 91.98</p> <p>Data is kept in the progress monitoring binder in the principal's office.</p>	<p>We will continue our efforts in promoting positive attendance. We have magnets ready to go for fall to hand out to families that stress the importance of attendance and reporting absences appropriately.</p> <p>We will begin our efforts through our outreach liason the first month of school targeting those that are chronically absent. These students will be referred through the COST team as we began in December of this past year.</p> <p>Continue to work on defining the role of our new Wellness Coaches.</p> <p>Attendance boards are being purchased to display weekly attendance numbers by grade level in both the front and back entrances to the school to increase awareness</p>	<p>Continue</p>

		among parents.  <a href="https://musd-my.sharepoint.com/:p:/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY">https://musd-my.sharepoint.com/:p:/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY</a>	
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**Progress Monitoring 25-26**

**Progress Monitoring**



## 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 <i>from Prior Year (by 10.1 p.pts or more)</i>	DECLINED <i>from Prior Year (by 2.0 p.pts to 10.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 1.9 p.pts or fewer)</i>	INCREASED <i>from Prior Year (by 2.0 p.pts to 9.9 p.pts)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 10.0 p.pts or more)</i>
<b>VERY HIGH</b> 65.0% or greater in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>HIGH</b> 55.0% to 64.9% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
<b>MEDIUM</b> 45.0% to less than 54.9% in Current Year	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
<b>LOW</b> 35.0% to 44.9% in Current Year	Red (None)	Orange (None)	Orange • English Learners	Yellow (None)	Yellow (None)
<b>VERY LOW</b> 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 <i>from Prior Year (by 3.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i>
<b>VERY LOW</b> 2.5% or less in Current Year	(None)	(None)	(None)	(None)	(None)
<b>LOW</b> 2.6% to 5.0% in Current Year	(None)	(None)	(None)	(None)	(None)
<b>MEDIUM</b> 5.1% to 10.0% in Current Year	(None)	(None)	(None)	(None)	(None)
<b>HIGH</b> 10.1% to 20.0% in Current Year	(None)	(None)	(None)	(None)	(None)
<b>VERY HIGH</b> 20.1% or greater in Current Year	(None)	<ul style="list-style-type: none"> <li>Students with Disabilities</li> <li>White</li> </ul>	<ul style="list-style-type: none"> <li>English Learners</li> </ul>	<ul style="list-style-type: none"> <li>Homeless</li> <li>Socioeconomically Disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>Hispanic</li> </ul>

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

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
<b>VERY HIGH (HIGHEST STATUS)</b> +45.0 points or more Current Year	(None)	(None)	(None)	(None)	(None)
<b>HIGH</b> +10.0 to +44.9 points in Current Year	(None)	(None)	(None)	(None)	(None)
<b>MEDIUM</b> -5.0 to +9.9 points in Current Year	(None)	(None)	(None)	(None)	(None)
<b>LOW</b> -5.1 to -70.0 points in Current Year	(None)	<ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>Socioeconomically Disadvantaged</li> <li>Hispanic</li> </ul>	(None)	(None)	(None)
<b>VERY LOW (LOWEST STATUS)</b> -70.1 points or lower in Current Year	<ul style="list-style-type: none"> <li>English Learners</li> <li>Students with Disabilities</li> </ul>	(None)	<ul style="list-style-type: none"> <li>White</li> </ul>	(None)	(None)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
<b>VERY HIGH (HIGHEST STATUS)</b> +35.0 points or more in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>HIGH</b> 0.0 to +34.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
<b>MEDIUM</b> -0.1 to -25.0 points in Current Year	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
<b>LOW</b> -25.1 to -95.0 points in Current Year	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY LOW (LOWEST STATUS)</b> -95.1 points or fewer in Current Year	Red <ul style="list-style-type: none"> <li>Students with Disabilities</li> </ul>	Red <ul style="list-style-type: none"> <li>English Learners</li> <li>Socioeconomically Disadvantaged</li> </ul>	Red <ul style="list-style-type: none"> <li>All Students (School Placement)</li> <li>Hispanic</li> <li>White</li> </ul>	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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	283	290	280	28.9%	34.8%	33.1%
Fluent English Proficient (FEP)	100	105	116	13.0%	12.3%	13.7%
Reclassified Fluent English Proficient (RFEP)				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 Students with	# of opportunities for students to attend	# of opportunities offered during trimester 1 Revised on 12/3/24	Making Progress All students had the opportunity to attend: back to school			Time Money People

Disabilities subgroups through events, activities, and educational excursions outside of the instructional day.			night/communit ity outreach fair, Bingo for Books, STEM night, 2 Band and Choir concerts, holiday concert, 8th grade field trip to UC Berkeley, 4th grade field trip to the Symphony, 3rd grade field trip to Agventure and the park, 2nd grade field trip to Baskin Robins, 5th grade Science camp. Kaiser Permanente put on a SEL event regarding emotional awareness for junior high.			
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	52 students on August 2024 chronic absenteeism reports	Making Progress 171/829 students were chronically absent from August 24-May 25  199/840 Aug 23-May 24			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	# of emerging students referred to COST team with chronic absenteeism	0 of COST referrals for emerging students with chronic absenteeism	Making Progress We increased COST referrals in December. 30 students were targeted and were placed emphasis on with our Outreach			Time Money People



school attendance and connectedness.			Assistant to work towards removing barriers of attendance.			
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.	17 white students with chronic absenteeism in August 2024 chronic absenteeism report.	Making Progress 20 white students were chronically absent from Aug 24-May 25  22 white chronically absent Aug 23-May 24			Time Money People
Sequoia Elementary school students with disabilities populations will have access to our Outreach Assistant to help remove barriers and locate community resources in order to increase school attendance and connectedness.	# of students with disabilities on monthly chronic absenteeism reports.	9 students with disabilities with chronic absenteeism in August 2024 chronic absenteeism report.	Not Met- will continue focus in this area 21 students with disabilities were chronically absent Aug 2024-May 2025  19 students with disabilities were chronically absent Aug 2023-2024			Time Money People

### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> We have held back to school night, color run,	Data does not reflect great changes in student chronic absenteeism. White population:	We need to place more of a focus on attendance through our COST team	Refine

<p>bingo for books so far this year. The use of the QR code has not been consistent.</p> <p>Our outreach assistant works with emerging students to remove barriers that may be causing poor student attendance.</p>	<p>August 17 students September 18 students October 21 students November 23 students</p> <p>Students with Disabilities: August 9 students September 11 students October 11 students November 10 students</p> <p>Overall Emerging Students: August 52 students September 58 students October 81 students November 81 students</p> <p>At this time none of our emerging students have been referred to COST for attendance issues.</p>	<p>which does include our Outreach Assistant. Restructure the way that we are tracking attendance for outside of the school day events.</p>	
<p><b>Cycle 2:</b> We have increased our COST team and Outreach Liaison support with our students that are chronically absent.</p> <p>We have also just been awarded a grant through Victor services that will provide us access to two Wellness coaches on our campus for a ten-month span. Although this program is not defined yet the goal would be to support with barriers to students that are struggling accessing their education due to attendance.</p> <p>Our Parent Cafe through Golden Valley Health Centers supports families of our emerging students with seminars on a variety of topics. These topics include everything from attendance to Social Emotional support for students and families.</p>	<p>As of Feb 2025: 20 students have been referred to our COST team for attendance issues.</p> <p>Chronic Absenteeism in our ASTI groups is documented below.</p> <p>White Population December 21 students January 23 students February 25 students</p> <p>Students with Disabilities December 23 students January 26 students February 26 students</p> <p>Data can be found in the strategic plan binder in the principal's office.</p>	<p>We just began supporting our chronically absent students through the COST process. We need to monitor attendance of those referred to see if attendance is improving.</p>	Continue

<p><b>Cycle 3:</b> We continue to focus our Outreach Liason on our students that we can pull off of the chronic absenteeism list. These students are identified through our COST team.</p> <p>Our Wellness Coaches are hired and now visiting campus two days a week. They are at the stage that they are building relationships with staff and students. We are working towards them supporting students with attendance concerns.</p> <p>Our Parent Cafe just finished for the year. This year we utilized Golden Valley Health Centers. Topics ranged from stress to the dangers of Fentanyl use.</p>	<p>Events offered: In Trimester 3 we were able to send our 8th grade students to UC Berkeley 8th grade to Great Wolf Lodge We held a STEM night for all that included our STAR Lab Junior High attended an assembly on Emotional Management put on by Kaiser Permanente 3rd grade attended a field trip to the park to focus on Social Emotional Support activities 2nd grade attended a trip to Baskin Robins</p> <p>Student referred to COST for attendance during T3 =</p> <p>Chronic Absenteeism in 2024-2025 ASTI groups White Population March- 23 students April-22 students</p> <p>Students with Disabilities March-9 students April- 8 students</p> <p>Parent Cafe/Golden Valley Health Centers- 15 parents attended weekly.</p> <p>Data can be found in the strategic plan binder in the principal's office.</p>	<p>We will continue to explore activities and excursions outside of the school day to support our emerging students.</p> <p>Attendance will continue to be a greater focus among our COST team and with our Outreach Assistant and Wellness coaches.</p> <p><a href="https://musd-my.sharepoint.com/:p/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY">https://musd-my.sharepoint.com/:p/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9FBsDTq0AdWi6EFQ?e=NfEQwY</a></p>	

### Progress Monitoring 25-26

### 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. 12/12 scaffolded goals at the current grade level	Met Monthly sped meetings SEIS checks showed that goals are scaffolded at the current grade level for Sequoia SPED students.			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.	Making Progress Instructional Support Specialist NWEA Reading Assessment Scores  1st Grade: 9/10 students met Fall to Spring Growth Projection 2nd Grade: 10/11 students met Fall to Spring Growth projection			Time Money People
Sequoia Elementary School certificated staff will have access to Professional Development,	Learning Walk Data: Evidence of base math and language curriculum including Foundations at the K-3 level.	August 2024 Learning Walks 0 No evidence 9 Some evidence	Making Progress Spring Foundations			Time Money People

<p>District TOSA's in order to provide effective Tier 1 instruction for our emerging students within the CORE curriculum.</p>	<p>Revised 12/6/ 2024 Forms survey post Professional Development</p>	<p>3 Strong evidence</p> <p>Revised 12/6/2024</p> <p>Cycle 1 Survey results PD with District Math TOSA's Increase my Knowledge of the Workshop Model Strongly agree-8 Agree-13 Neutral-3 Disagree-0 Strongly Disagree-0</p> <p>District Math TOSA's increased my knowledge of Math Strategies and Math Practices Strongly Agree- 10 Agree- 14 Neutral-1 Disagree-0 Strongly Disagree-0</p> <p>District TOSA's model Math Workshop Lessons increased my understanding of the workshop model. yes-18 no-4</p> <p>PEBC coach Patrick Allen increased my knowledge of the Math workshop model</p>	<p>Learning Walk results</p> <p>Trimester 3 Foundations Fidelity Learning Walk Data</p> <p>1) 0/15 no evidence 2) 8/15 some evidence 3) 7/15 strong evidence</p> <p>May Survey Results</p> <p>Cycle 3 Survey results PD with District Math TOSA's Increase my Knowledge of the Workshop Model Strongly agree-8 Agree-12 Neutral-4 Disagree-2 Strongly Disagree-1</p> <p>District Math TOSA's increased my knowledge of Math Strategies and Math Practices Strongly Agree- 6 Agree- 11 Neutral-8 Disagree-1 Strongly Disagree-1</p> <p>District TOSA's model Math Workshop Lessons increased my</p>			
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		<p>Strongly Agree-0 Agree-9 Neutral-2 Disagree-2 Strongly Disagree-1</p> <p>PEBC coach Patrick Allen increased my knowledge of Math Standards and Math Practices</p> <p>Strongly Agree-0 Agree-7 Neutral-2 Disagree-4</p>	<p>understanding of the workshop model. yes-24 no-2</p> <p>PEBC coach Patrick Allen increased my knowledge of the Math workshop model</p> <p>Strongly Agree-2 Agree-9 Neutral-10 Disagree-3 Strongly Disagree-2</p>			
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.	We did not hold tutorials this year due to lack of teacher availability.			Time Money People
Full time intervention teacher to support identified Sequoia Elementary students at a Tier 2 level in basic math and reading skills that scored in the red band on NWEA Map Assessments.	Upper red and low orange band students on NWEA MAP math and reading assessments.	Spring 2024 NWEA Math and Reading assessment scores.	Making Progress Our intervention teacher was able to show growth with the majority of students that she worked with. Moving into next year we identified the need to really look at our Tiger Time and EL			Time Money People

			schedules to ensure that we are able to target as many students as possible. Data shows that there is a higher need in ELA so we will shift in that direction for 2025-2026.			
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<b>Cycle 1:</b> We have not yet had Professional Development for our Special Education staff specifically. All students do currently have scaffolded goals at their current grade level. Our Instructional Specialist works with a group of lower-level red band students in both first and second grade int Language Arts. Our intervention teacher meets with groups of students from 3rd-5th grade that scored in the higher red band lower orange band on the Fall Math MAP testing. Due to new curriculum that was purchased for intervention groups have been altered based on the assessments built within the curriculums provided. Sequoia students have not had after school tutorial up to the point due to not having teachers to provide the tutorials. We do have an	Instructional Specialist Teacher Groups (end of T1) EL : 3/3 students have shown growth White: 3/3 students have shown growth Homeless: no students attending Students with Disabilities: no students attending  Intervention Teacher Groups (end of T 1) 3rd Grade EL- no students as these groups are held during ELD times White- 0/2 students have shown growth Homeless- 1/1 students have shown growth Students with Disabilities: no students  4th Grade EL-6/14 students have shown growth White-6/10 students have shown growth Homeless-7/11 students have shown growth Students with Disabilities-3/10 students have shown growth  5th grade EL-13/30 students have shown growth White- 2/12 students have shown growth	Students with the greatest chronic attendance rates will be referred to the COST team for additional supports.  Intervention TOSA will add two language arts groups in 1st and 2nd grade during Trimester 2.	Refine

<p>ELOP tutorial that began at the end of November. These students attending are based on parent request. All K-6 teachers have had professional development with either PEBC coaches or our District Math TOSA's. We are currently working towards proficiency with the math workshop model.</p>	<p>Homeless- 1/6 students have shown growth Students with Disabilities- 5/12 students have shown growth</p>		
<p><b>Cycle 2:</b> Our Intervention teacher added two additional groups in 1st and 2nd grade groups to work on foundational skills.</p> <p>Our Intervention teacher continues to meet with 3-5th grade groups for Tier 2 Math Support. Groups have been rearranged due to students making progress and graduating out of the Tier 2 support.</p> <p>Our Instructional Specialist works with a low scoring red band group in 1st and 2nd grade using the foundations curriculum.</p>	<p>Intervention Teacher Data Data shows that 6 of 6 of our first-grade students that meet with our intervention teacher for Foundations support have shown growth on their Fall to Winter MAP assessments. On CORE assessments 6/6 1st grade students showed growth in CVC words, 5/6 students showed growth with core blends, and 5/6 students made growth with digraphs.</p> <p>There was no EL, white, or homeless students in this group to show data for.</p> <p>Data shows that 6 Of 7 2nd grade students that meet with our intervention teacher for Foundations support have shown growth on their Fall to Winter MAP assessments. One student moved so there were not growth scores.</p> <p>On CORE assessment 6/6 showed growth on CORE blends, 5/6 showed growth on digraphs, and 5/6 showed growth on r-controlled vowels.</p> <p>1/1 white students in this groups showed growth on Fall to Winter MAP scores and they met their goal.</p> <p>Data can be found in the strategic plan monitoring binder in the principal's office.</p> <p>Data shows 8 or 8 students in third grade made growth on Fall to Winter</p>	<p>Students that are not making growth with this intensive support will need to be recommended for a Student Study team meeting to discuss further academic support and potential barriers to learning.</p>	<p>Continue</p>



	<p>Math MAP scores. 6 of 8 of these students met their goal.</p> <p>Third grade has been working on the Addition/Subtraction module using the "Do the Math" supplemental curriculum.</p> <p>At the end of module assessment 5 of 8 students were approaching and beyond. 1 student was still at the beginning level.</p> <p>1 of 2 white students showed growth.</p> <p>Data shows that 8 of 8 4th grade student showed growth on their Fall to Winter Math MAP assessment. 6 of 8 students met their growth goal.</p> <p>7 of 8 of these students scored at approaching or beyond on their end of module assessment for addition and subtraction in the "Do the Math" supplemental curriculum.</p> <p>4/4 EL students made growth 0/1 White students made growth 1/1 homeless students showed growth 1/1 students with disabilities showed growth</p> <p>Data shows that 7/8 students in the 4th/5th grade combo group made growth on their Fall to Winter Math MAP assessment. 1/8 met their projected growth goal.</p> <p>8/8 of these students scored approaching or beyond on their end of module assessment for multiplication in the "Do the Math" supplemental curriculum.</p> <p>1/1 white students made growth 1/2 homeless students made growth 1/1 students with disabilities made growth</p> <p>Data shows that 7 of 8 students in 5th grade made growth on their Math MAP assessment from Fall to Winter. 1 of these students met their growth goal.</p>		
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	<p>7 of 8 students scored approaching or beyond on their end of module assessment in multiplication using the "Do the Math" supplemental curriculum.</p> <p>1/2 EL students showed growth 3/3 white students showed growth</p> <p>Instructional Specialist Data</p> <p>11 of 11 students made growth on their Fall to Winter MAP Reading assessment. 5 Of 11 students made growth greater than 10 points.</p> <p>3/3 EL students showed growth 4/4 White students showed growth</p> <p>MAP Reading Fluency 5/12 students showed growth on their Domain percentile. 3/12 showed growth on ZPD level, and 9/12 showed growth in the area of phonological awareness.</p> <p>3/3 EL students showed growth in fluency 3/3 white students showed growth in fluency</p> <p>CORE phonics survey results show that 11/11 students know 100% of letter sounds including vowels.</p>		
<p><b>Cycle 3:</b> Our Intervention teacher added two additional groups in 1st and 2nd grade groups to work on foundational skills.</p> <p>Our Intervention teacher continues to meet with 3-5th grade groups for Tier 2 Math Support. Groups have been rearranged due to students making progress and graduating out of the Tier 2 support. We have</p>	<p>Intervention Teacher Data 3rd Grade Do the Math White: 2/2 students made growth 1/2 hit the proficient range Homeless :1/1 students made growth 1/1 hit the proficient range</p> <p>4th Grade Do the Math EL: 3/3 students made growth, 2/3 met the proficient range Students w/ Disabilities: 1/1 student made growth, 1/1 met the proficient range Homeless: 1/1 student made growth, 1/1 met the proficient range</p>	<p>Students that did not make significant growth in these intensive groups will be referred to the Student Study Team in the fall to identify additional supports.</p> <p><a href="https://musd-my.sharepoint.com/:p/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9">https://musd-my.sharepoint.com/:p/g/personal/dbuske_musd_net/EWxPbeOM_h5MiDM81uo4dxwB2LHpbk9</a></p>	Continue

<p>eliminated the 6th grade group.</p> <p>Our Instructional Specialist works with a low scoring red band group in 1st and 2nd grade using the foundations curriculum. Two additional groups were added in the Spring.</p>	<p>5th Grade Group A EL: 5/5 students made growth, 3/5 met the proficient range White: 2/2 students made growth, 0/2 met the proficient range Students with Disabilities: 1/1 student made growth, 1/1 met the proficient range</p> <p>5th Grade Group B White: 3/3 students made growth, 3/3 met the proficient range</p> <p>Intervention Teacher Foundations Group MAP Growth</p> <p>1st Grade 6/6 student made growth, 4/6 met spring goal, 6/6 met Fall to Spring Growth goal</p> <p>2nd Grade Group A: EL: 5/7 students made growth, 2/7 met spring growth goal, 7/7 met Fall to Spring growth goal White: 2/2 students made growth, 2/2 met Spring goal, 2/2 met Fall to Spring growth goal Homeless: 0/1 made growth, 0/1 met Spring Goal, 0/1 met Fall to Spring Growth Projection goal Students with Disabilities: 1/2 made growth, 1/2 made growth, 2/2 met Fall to Spring Growth projection goal Group B White: 1/1 made growth, 0/1 met spring growth goal, 1/1 met Fall to Spring growth projection goal</p> <p>Intervention Teacher Foundations:  EL: 7/7 Students made growth White: 3/3 students made growth Homeless: 5/5 students made growth</p> <p>Data is kept in progress monitoring binder in the principals office.</p>	<p><a href="#">FBsDTq0AdWi6EFQ?e=NfEQwY</a></p>	
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### Progress Monitoring 25-26

#### 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, pull out days, 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	Making Progress			Time Money People
Sequoia Elementary School teachers will provide 30 minutes of Designated English Language Development during each school day.	ELD Learning Walk Data: Evidence of Designated ELD: No Evidence, Some Evidence, Strong Evidence	ELD Learning Walk Data: __1__ No evidence __3__ Some evidence __3__ Strong evidence	Making Progress			People
Classified bilingual aide paraprofessionals will have access to professional	Classroom learning walks scheduled during bilingual paraprofessional support time.	__No evidence __Some evidence	Not Met We were not able to gather data in this area.			Time Money People

development in order to effectively support general education classroom teachers with English Language Learner support.	Evidence of targeted bilingual support services.	___Strong evidence				
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### Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p><b>Cycle 1:</b> We are working with district TOSA's as we have been labeled as a Tier 3 school for our English Learner performance. We did walk throughs during ELD for our 5th -8th grade classes. We have had a 1/2 pull out to train on Interims for ELPAC for all teachers in those grade levels. We are currently completing the first Interims and district TOSA's met with teachers again to review the data from the Interims and practice scoring the writing.</p> <p>We currently have not done walk throughs during bilingual paraprofessionals support time. They have attended training with district TOSA's in order to provide support with the speaking portion of the ELPAC interims.</p>	<p>Baseline ELPAC scores are kept in the Strategic Plan monitoring binder in the principal's office. We will not have new data until the Summative scores come out in the spring.</p> <p>Baseline walk through initial scores showed that 1 of 2 junior high teachers were doing designated ELD although the one that was doing ELD was focused on creating goals based on scores from their Spring Summative ELPAC scores. Our 5th grade team was platooning and showed strong evidence of designated ELD while using the Wonders ELD curriculum.</p> <p>Our 6th grade showed some evidence of ELD, however it was not connected to the district provided ELD curriculum.</p>	<p>Continue action items as listed.</p> <p>Next step would be to complete learning walk to ensure that bilingual aides are appropriately working with EL students.</p>	Continue
<p><b>Cycle 2:</b> We have continued our work with the district EL TOSA's specifically focusing on our 5th-8th grade English Learners. TOSA's have met with teachers and gone in to do model lessons</p>	<p>PD support from district TOSA on 12/19 (5th-8h grade)</p> <p>PD support for writing interims on 1/21/25 (5th -8th grade)</p> <p>PD support for writing 2/4/25 (7/8th grade)</p> <p>PD support for ELD 3/31/25 (5th-8th grade)</p>	<p>Utilizing Winter MAP scores and T2 report cards we are reviewing students that will qualify as Rfep before administering the Summative ELPAC.</p>	Continue

<p>and model interim assessments. They met with the teachers to review interim assessment data and to provide professional development to analyze the data from the Interim assessments to further support EL students in both designated and integrated ELD.</p> <p>We have not yet completed learning walks to gauge effectiveness of bilingual paraprofessionals in the classroom.</p>	<p>Junior High ELD learning walks on 3/3/25 showed that 1/2 of two junior high students had strong evidence of designated ELD. 1/2 of junior high teachers showed some evidence of designated ELD.</p> <p>We were able to Rfep 15 students so far in the 2024-2025 school year.</p> <p>Data kept in Strategic Plan binder in the principal's office.</p>	<p>Learning walks gauge PD that may be required to support our bilingual paraprofessionals in the classroom.</p> <p>ELD learning walks for grades K-6.</p>	
<p><b>Cycle 3:</b> We have continued our work with district TOSA's throughout the end of the school year. Teachers in 5-8th utilized interim assessments with their ELD students.</p>	<p>Final year end RFEP scores are 26 students reclassified.</p> <p>Data is kept in the strategic plan binder in the principal's office.</p>	<p>Our junior high ELD teacher will be piloting the new curriculum in the 25/26 school year. We have scheduled with Sandy Del Mundo to continue our work with interim ELPAC assessments in all of our 3rd -8th grade classes. She is scheduled to work with both our ILT and our 3-8th whole staff during Sept, Oct, and Nov.</p>	Continue

### Progress Monitoring 25-26

## Budget Summary

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Standards SN 2 & 3, Emerging SN 2 Timesheeting for tutorials outside of the school day		\$ 1,000.00	3010 - ESSA Title I Bas	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN1A1, SN2A1, SN3A1	
	Standards SN 1 Foundations consumables amount verified with Susie McCreath	TBD	\$ 12,000.00	3010 - ESSA Title I Bas	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN1A7	
	Standards SN 1, 2 & 3 Supplemental curriculum and materials for Tier 2 support in ELA	TBD	\$ 1,000.00	3010 - ESSA Title I Bas	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN1A5, SN2A2, SN3A2	
	Standards SN 1 Foundations durable replacements amount verified with Susie McCreath	TBD	\$ 4,000.00	3010 - ESSA Title I Bas	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN1A7	
	S SN 3 Just Words per Susie McCreath	TBD	\$ 3,500.00	3010 - ESSA Title I Bas	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 2 A2	
	Qum Drop Headphones for MAP fluency	TBD	\$ 700.00	3010 - ESSA Title I Bas	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	
	Standards SN 1, 2 & 3 Supplemental curriculum and materials for Tier 2 support in Math	TBD	\$ 1,000.00	3010 - ESSA Title I Bas	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.2	GLS - Math	SN1A5, SN2A2, SN3A3	
	S SN 1 Geodes	TBD	\$ 2,500.00	3010 - ESSA Title I Bas	1000 - Instruction	4310 - Materials & Supplies	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS - Math	SN1A5	
	Standard SN 1, 2 & 3 Time sheeting/substitutes for peer observations, training and data analysis		\$ 6,000.00	3010 - ESSA Title I Bas	1000 - Instruction	1105 - Teachers' Salaries Sub	1006 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	SN3 4-SN3A4	
	Standards SN 2 & 3 Timesheeting for ILT planning and data discussions		\$ 1,800.00	3010 - ESSA Title I Bas	1000 - Instruction	1107 - Teachers' Salaries Hourly	1006 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	SN1A6	
	Standards SN 2 & 3 Timesheeting for staff collaboration outside of the school day		\$ 1,000.00	3010 - ESSA Title I Bas	1000 - Instruction	1107 - Teachers' Salaries Hourly	1006 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	SN2A6, 7-SN3A 5	
	Standards SN 1 & 2 Certificated staff trainings, conferences workshops, and collaboration	TBD	\$ 8,000.00	3010 - ESSA Title I Bas	1000 - Instruction	5220 - Conference Expense	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN1A7, SN1A7	
	Safety SN 1 Elevate Youth Solutions for Tier 2 behavior supports/ Elevate 23-24 MOU	TBD	\$ 20,000.00	3010 - ESSA Title I Bas	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN1A11	
	Outreach Asst. Timesheeting		\$ 3,000.00	3010 - ESSA Title I Bas	3000 - Other Pupil Services	2207 - Class Support Salaries Hourly	2001 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	
	Outreach Liaison - SALARY ONLY		\$ 39,220.00	3010 - ESSA Title I Bas	3000 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	
	P.O for parent engagement meetings	Food 4 Less	\$ 1,500.00	3010 - ESSA Title I Bas	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	
	Safety SN 2 Parent Engagement Programs- PQGE or other PQGE MOU for 23-24	TBD	\$ 12,500.00	3010 - ESSA Title I Bas	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	
	Emerging SN 1 Education Excursion equity	TBD	\$ 6,000.00	3010 - ESSA Title I Bas	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN2A6, 7-SN2A 8-SN2A4-SN2A 7	
	Agreement and Science Camp Busing-required Bus Quote	TBD	\$ 4,100.00	3010 - ESSA Title I Bas	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN1A1	
	MacOS/MS SN 1, 2 & 3 Emerging SN 4 substitutes for staff collaboration/pull out days in core subjects and ELD		\$ 12,000.00	3010 - ESSA Title I Bas	1000 - Instruction	1105 - Teachers' Salaries Sub	1001 - 3.1 Goal 3, A&S 1	3.1	SN	SN2A4-SN1A2	
	TSSP timesheeting (teacher lead)		\$ 2,500.00	3010 - ESSA Title I Bas	1000 - Instruction	1107 - Teachers' Salaries Hourly	1004 - 3.4 Goal 3, A&S 4	3.4	Safety		2
	TSSP timesheeting (POC)		\$ 3,000.00	3010 - ESSA Title I Bas	2700 - School Administration	2407 - Clerical And Office Sal	2004 - 2.4 Goal 3, A&S 4	3.4	Safety	SN 2	
Total			\$ 146,300.00								

### 360 - Sequoia Elementary School Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Safety SN 1 Antisocialism in Residence-amount 23-24 Quote	TBD	\$ 20,000.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	1004 - 1.4 Goal 1, A&S 4	1.4	GLS - Other Subjects	SN2A8	
	Student Planners		\$ 1,500.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1006 - 1.8 Goal 1, A&S 8	1.8	System-Wide Work	SN 1	
	Safety SN 1 PBIS-substitutes for PBIS tier 2 training		\$ 2,400.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Sub	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN1A1, SN1A4	
	Time sheeting-evening sub/pull out days		\$ 6,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Sub	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN2A3	
	Safety SN 1 PBIS time sheeting certificated		\$ 600.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
	Safety SN 1 PBIS time sheeting classified		\$ 400.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN1A	
	Safety SN 1 PBIS incentives	TBD	\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN1A5	
	Safety SN 1 PBIS assemblies	TBD	\$ 6,000.00	0709 - Prev EIALCAP	1000 - Instruction	5000 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN1A5, SN1A1 2	
	blanket P.O for ELAC and parent engagement meetings	Amazon Business US Communities	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	
	Enrichment Supplies (activities)	TBD	\$ 8,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN1A6	
	Safety SN 2 Incentives and awards for attendance and engagement	TBD	\$ 4,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN1A8, SN2A8, SN3A7, SN2A1	
	Junior High medal, stoles, pins for academic celebrations Crown awards	TBD	\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety		2
	C Stern additional supplies	TBD	\$ 800.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 2	
	Translations - certificated		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	1001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 1	
	Translations - Bilingual Para Extra-time		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	2107 - Intit Aides Salaries Hourly	1001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 1	
	Translations - classified		\$ 3,000.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal	1001 - 3.1 Goal 3, A&S 1	3.1	Students	SN 1	
Total			\$ 67,700.00								

360 - Sequoia Elementary School  
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	9 SN 1,2,3,4 SN, 5 SN 1 additional enrichment outside of the school day		\$ 1,500.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	1107 - Teachers' Salaries Hourly	7419 - ELOP-Enrichment	2.4	Safety	SN 2	
	Field Trip: Science Camp		\$ 11,660.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 2	
Total			\$ 13,160.00								



## 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

Stakeholder Input Meeting were held on the following dates in 2024-2025

SSC 9/17/24,10/24/2024, 1/16/2025, 5/12/25

ILT 9/26/24, 11/21/24, 2/19/25, 4/1/25, 5/12/25

Parent Survey 4/25

Student Survey 4/25

## **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, Foundations, 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
Lucia Aguilar	Classroom Teacher
Kimberly Rotert	Classroom Teacher
Holly Ney	Classroom Teacher
Rosemary Maldonado	Other School Staff
Megan Payne	Other School Staff
Leticia Scott Vasquez	Parent or Community Member
Chris Gresham	Parent or Community Member
Catalina Yanez	Parent or Community Member
Lizeth Perez	Parent or Community Member
Yogita Maharaj	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 5/12/2025
	SSC Chairperson, Chris Gresham on 5/12/2025