



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sequoia Middle School	56 73759 6067300	9/15/2021	10/05/21

## 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)

Sequoia Middle School's goals for the 2021-2022 school year are aligned with the CVUSD LCAP goals and ESSA, "...to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." The philosophy that drives our decisions regarding instruction is summarized in our mission and vision. These were recently adjusted and voted on as part of our School Site Council during the 2019 - 2020 school year.

Sequoia Middle School is committed to developing motivated, self-confident, lifelong learners through educational programs that foster student connections as well as honor diversity and inclusivity in a supportive learning environment. Our collaborative and dedicated staff design learning opportunities that promote the intellectual, social-emotional, and physical growth of all students. Partnering with our families and community, Sequoia Middle School ensures that students flourish and become responsible, compassionate and contributing members of society.

Sequoia Middle School's vision is to promote our core values of compassion, responsibility and empowerment and to inspire a love of learning.

Sequoia Middle School is committed to building upon our already solid record of student success to provide our culturally diverse student population the best possible educational experience. Sequoia Middle School is not only dedicated to the academic growth of our students but the development of the whole child. Sequoia Middle School is located in Newbury Park, CA and is honored to be part of a strong community which supports our population of approximately 880 students in the 6th, 7th and 8th grades. Sequoia receives students from five neighboring elementary schools and our students feed into a strong academic program at Newbury Park High School. Sequoia is proud to have a diverse population that is served by varied educational programs for ELs, SWDs, and GATE students.

Sequoia is home to the Discover Academy which has an integrated curriculum focus between English, history/social science and science. The Discover Academy fosters connections between cohorts of students, the community (through field trips, service and guest speakers), through integrated curriculum between English, history and science, and to real life experiences.

Sequoia has a campus wide program called CREW (As a Sequoia CREW we focus on compassion, responsibility, empowerment and our well-being) which focuses on social-emotional and academic growth. In addition, Sequoia offers support classes and programs for students who need additional support with work habits and academic subjects.

Sequoia has a group of dedicated educational professionals who are committed to student achievement and excellence both in and out of the classroom. The entire staff supports the middle school philosophy that provides students various opportunities to explore their interests and reach their individual potential. These opportunities are provided not only in the academic classroom but through activities before, during and after school. Sequoia supports strong academic rigor for all students and the staff works diligently to provide academic programs for students who are advanced academically along with remediation and support programs for students who might be struggling academically or socially. The goals of the school are pursued with an atmosphere that supports the students and fosters the self-discipline and independent judgment necessary from grade level to grade level with the ultimate goal of a smooth transition to high school.

Sequoia's school motto reflects the feelings about the school, the students, the staff, and the community. "Take care of yourself. Take care of each other. Take care of this place." This motto is reviewed with students as they make daily decisions that affect their lives both in and out of the classroom. In addition to our school motto, each year a theme is selected for the school. The theme for the 2021 - 2022 school year is "Sequoia Middle School, we ALL fit together." Sequoia students and staff are excited about their many accomplishments and the opportunity they have daily to make Sequoia an outstanding middle school.

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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

Sequoia Middle School is working with its stakeholders (students, staff and parents) to ensure that our five overarching goals are met. These goals include: promoting positive student outcomes in academic areas for all students, promoting positive student outcomes in social-emotional growth for all students, promoting positive student outcomes for SWD, promoting positive student outcomes for ELs and finally, addressing learning loss. Sequoia Middle School's plan to effectively meet the ESSA requirements in alignment with CVUSD's LCAP includes: a focus on professional learning in Universally Designed Learning strategies, the implementation of Impact Teams, specific grade level interventions, a school wide SEL program (CREW), communication and involvement of parents, and opportunities for students to feel connected and included at school through events, assemblies and activities.

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals



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# 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 following data pieces were analyzed to determine our Sequoia Middle School's needs. Results from district LCAP Surveys were used and discussed with staff and parent groups. Students also took a pre and post CREW (Social-emotional Learning SEL program that promotes Compassion, Responsibility, Empowerment and Responsibility) survey to determine areas of need as well.

On the CREW survey that 430 students took remotely at Sequoia Middle School in the spring of 2020 (during the COVID-19 pandemic), 90.4% of students reported feeling extremely or sometimes connected to the people and/or activities that are offered here. In addition, 81.4% of students reported that they felt positive about school (a total of 350 out of the 430 who took the survey). On the CREW survey that 233 students took in the fall of 2019, 47.6% of students felt extremely or somewhat connected to school. The fall survey was on a 5 point scale while the spring survey was on a 3 point scale.

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

88% of parents saying their children enjoy coming to school

92% of parents report that the school creates a positive environment for learning

87% of parents report indicating that they are informed of their students' academic progress.

88% of parents report feeling comfortable on campus and participating in school events

87% of parents report that students' differences were treated with respect.

96% of students feel their teachers care about them

96% of elementary students said they knew who to go to at school if they have a problem;

64% of middle school students and 67% of high school students feel comfortable going to a counselor

89% of middle school students and 84% of high school students report that a counselor is available when needed.

94% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

81% of certificated staff feel students are engaged and motivated

98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

## **Classroom Observations**

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

## **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)

CVUSD students in grades 6-8 took a local assessment in language arts and math during the Spring semester. Students in grade 11 had the opportunity to take the CAASPP summative assessments in both language arts and math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

CVUSD will begin utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA and upcoming WASC self-study.

Teachers will continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites using inclusive and supportive practices with students and families.

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, and GATE. The TOSAs provide ongoing professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

At Sequoia, teachers collaborate in PLCs (Physical Education and part of the elective department) or Impact Teams (6th Grade English, 6th Grade Math, 6th - 8th Grade Social Studies, 7/8th Grade Math, 7/8th Grade Science, 7/8th Grade English, Band). Teams of both general education and special education teachers meet to collaborate. Teachers create tasks and assessment tools that are co-constructed with students to ensure that students are learning and involved in the assessment process.

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

## Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress.

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

CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

For the 2021-22 school year, parents and students have the opportunity to select from the following Teaching and Learning options:

- Traditional on campus learning
- SHINE Homeschool (TK-12)
- Century Academy (6-12)
- Long Term Independent Study (6-12)

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

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

Guided Studies classes are provided at the middle school level to support students in ELA and Math. At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math and Oasis classes for academic support in ELA, math and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

## Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for “overall” student performance but also by the achievement of key student groups (e.g. students w/ disabilities, English Learners, socio-economically disadvantaged students, homeless students, foster students, gifted and talented students, as well as by student ethnicity groups). Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD’s LCAP Goal 1 provides secondary schools with funding to provide targeted academic intervention for any underperforming student before, during, or after-school.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC’s, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb’s Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

## Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Sequoia Middle School has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of X Site's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. X Site's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

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)

Sequoia Middle School has an active Parent Teacher Association (PTA), School Site Council (SSC), and values our parent representatives from the District English Language Advisory Council (DELAC), District Advisory Council (DAC), Special Education District Advisory Council (SEDAC) and GATE DAC (Gifted and Talented Education District Advisory Council). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC oversees the creation, implementation, and evaluation of Sequoia Site's SPSA. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Sequoia's Beginner English classes for parents, and our Parent Teacher Association (PTA). Sequoia's parent DAC, SEDAC, GATE DAC and DELAC representatives participate in district-level meetings and report back to SSC enriching our district-site level communication. Our PTA supports school wide activities that promote student connections, inclusion, and diversity. PTA also works in conjunction with our student leadership (ASB and WEB) to promote: Red Ribbon Week, Abilities Awareness Week, Inclusive Schools Week, Unity Day, Hispanic Heritage Month, Talent Show, 5K and much much more!

## Funding

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

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA

## Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE,. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

# Stakeholder Involvement

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

## **Involvement Process for the SPSA and Annual Review and Update**

Sequoia Middle School's Involvement Process for the SPSA and Annual Review and Update included the following steps:

1. On Wednesday, May 19, 2021 Sequoia's SSC met to discuss the new SPSA process and to go over progress on the 2020 - 2021 SPSA.
2. On Wednesday, May 19, 2021 Sequoia's Leadership Team met to discuss the new SPSA process and to go over progress on the 2020 - 2021 SPSA.

3. On Wednesday, June 2, 2021, Sequoia's SSC met to complete the following steps: analysis of data in determining strengths and challenges, brainstorming goals for the 2021 - 2021 SPSA, creation of overarching bands of areas of need, and sub-goals under each of the bands.
4. On Wednesday, June 23, 2021, Sequoia outgoing and incoming principals met to discuss SPSA progress.
5. On Wednesday, August 24, 2021, Sequoia SSC met to discuss SPSA progress
6. On Wednesday, September 15, 2021 Sequoia SSC met to discuss SPSA and approve the plan.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.21%	0.1%	0.1%	2	1	1
African American	0.94%	0.94%	1.3%	9	9	12
Asian	7.6%	7.01%	6.1%	73	67	56
Filipino	0.94%	1.15%	0.8%	9	11	7
Hispanic/Latino	31.35%	32.53%	37.0%	301	311	340
Pacific Islander	0.1%	0.21%	0.3%	1	2	3
White	53.96%	53.35%	49.5%	518	510	455
Two or More Responses	4.9%	4.71%	5.0%	47	45	46
Not Reported	%	0%	%		0	
<b>Total Enrollment</b>				960	956	920

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	323	320	299
Grade 7	327	320	308
Grade 8	310	316	313
<b>Total Enrollment</b>	960	956	920

### Conclusions based on this data:

1. The percentage of students who identify as Hispanic/Latino increased from 32.53% in 2019 - 2020 to 37.0% in 2020 - 2021.
2. The percentage of students who identify as White decreased from 53.35% in 2019 - 2020 to 49.5% in 2020 - 2021.
3. The total student enrollment for Sequoia Middle School has decreased from 960 in 2018 - 2019 to 920 in 2020 - 2021.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	96	126	154	10.0%	13.2%	16.7%
Fluent English Proficient (FEP)	172	141	129	17.9%	14.7%	14.0%
Reclassified Fluent English Proficient (RFEP)	21	3	10	24.7%	3.1%	7.9%

### Conclusions based on this data:

1. The overall percentage of English Learners (EL) increased from 10% in 2018 - 2019 to 16.7% in 2020 - 2021. This signifies that we are enrolling and/or identifying more students who receive English Learner supports. The types of supports that are being provided to ELs include: Designated ELD, integrated ELD, communication between school and home through ELAC meetings, professional development opportunities on ELD strategies for teachers, Achieve 3000 and Rosetta Stone for EL.
2. The percentage of students who were reclassified increased from 3.1% in 2019 - 2020 to 7.9% in 2020 - 2021. A goal and action steps to address EL, and EL reclassification, can be found under goal 4.
3. The percentage of students who were classified as Fluent English Proficient decreased from 14.7% in 2019 - 2020 to 14.0% in 2020 - 2021. A goal and action steps to address EL, and EL reclassification, can be found under goal 4.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	331			311			311			94		80
Grade 7	323			310			310			96		60
Grade 8	311			286			286			92		90
All	965			907			907			94		

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2549.			24.44		16.3	37.94		28.3	19.61		18.3	18.01		37.1
Grade 7	2571.			22.58		33.1	40.00		28.9	20.97		19.2	16.45		18.8
Grade 8	2581.			19.93		27.3	41.61		30.9	18.88		13.5	19.58		28.4
All Grades	N/A	N/A	N/A	22.38			39.80			19.85			17.97		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	29.26			46.95			23.79			
Grade 7	28.57			45.78			25.65			
Grade 8	30.53			47.37			22.11			
All Grades	29.42			46.68			23.89			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	29.58			54.66			15.76		
Grade 7	32.04			54.37			13.59		
Grade 8	31.12			51.05			17.83		
All Grades	30.91			53.42			15.67		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	23.15			62.06			14.79		
Grade 7	15.21			69.58			15.21		
Grade 8	20.63			62.94			16.43		
All Grades	19.65			64.90			15.45		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	35.37			47.59			17.04		
Grade 7	34.42			46.75			18.83		
Grade 8	31.93			46.32			21.75		
All Grades	33.96			46.90			19.14		

**Conclusions based on this data:**

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. In Spring 2021, there was a total of 186 7th grade students who participated in the Spring ELA Benchmarks. This is compared to 240 6th graders and 282 8th graders. We had difficulty with 7th grade students logging into the remote testing sessions. Several email notifications were sent to families communicating testing logistics. In addition, time was provided to students in class however, several remote teachers in 7th grade were not Sequoia teachers.
3. On the Spring 2021 ELA Benchmark 44.6 % of 6th grade student met or exceeded the standard, 60.2 % of 7th grade student met or exceeded the standard, 58.2 % of 8th grade students met or exceeded the standard. When comparing the three grade levels it is evident that the current 7th grade students will need intervention in English.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	331			322			322			97.3		80
Grade 7	323			313			313			96.9		80
Grade 8	311			283			283			91		79
All	965			918			918			95.1		

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2539.			27.33		26.4	21.12		16.5	26.40		18.6	25.16		38.4
Grade 7	2555.			30.67		12.6	17.25		17.8	23.64		19.0	28.43		50.6
Grade 8	2571.			27.56		27.6	21.91		11.4	21.55		20.7	28.98		40.2
All Grades	N/A	N/A	N/A	28.54			20.04			23.97			27.45		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	32.50			35.94			31.56			
Grade 7	35.26			29.49			35.26			
Grade 8	32.51			35.69			31.80			
All Grades	33.44			33.66			32.90			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	26.71			43.79			29.50		
Grade 7	34.62			40.06			25.32		
Grade 8	30.39			38.87			30.74		
All Grades	30.53			41.00			28.46		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	28.88			41.93			29.19		
Grade 7	28.21			47.44			24.36		
Grade 8	28.27			45.58			26.15		
All Grades	28.46			44.93			26.61		

**Conclusions based on this data:**

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. In Spring 2021, there was a total of 247 7th grade students who participated in the Spring Math Benchmarks. This is compared to 242 6th graders and 246 8th graders. We had difficulty with 7th grade students logging into the remote testing sessions. Several email notifications were sent to families communicating testing logistics. In addition, time was provided to students in class however, several remote teachers in 7th grade were not Sequoia teachers.
3. On the Spring 2021 Math Benchmark 42.9% of 6th grade student met or exceeded the standard, 30.4 % of 7th grade student met or exceeded the standard, 39% of 8th grade students met or exceeded the standard. When comparing the three grade levels it is evident that the current 7th grade students will need intervention in Math.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1499.3	1516.8	1478.8	1515.1	1519.4	1518.0	25	48
Grade 7	1506.8	1498.7	1497.3	1484.0	1515.8	1512.8	23	29
Grade 8	1492.6	1530.4	1482.2	1520.1	1502.7	1540.4	22	19
All Grades							70	96

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	18.75	44.00	45.83	*	18.75	*	16.67	25	48
7	*	3.45	*	27.59	*	37.93	*	31.03	23	29
8	*	15.79	*	36.84	*	31.58	*	15.79	22	19
All Grades	*	13.54	40.00	38.54	27.14	27.08	22.86	20.83	70	96

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	50.00	56.00	27.08	*	8.33	*	14.58	25	48
7	*	17.24	56.52	37.93	*	17.24	*	27.59	23	29
8	*	26.32	*	36.84	*	26.32	*	10.53	22	19
All Grades	21.43	35.42	47.14	32.29	15.71	14.58	15.71	17.71	70	96

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	8.33	*	18.75	44.00	45.83	*	27.08	25	48
7	*	0.00	*	24.14	*	37.93	*	37.93	23	29
8	*	5.26	*	26.32	*	47.37	*	21.05	22	19
All Grades	*	5.21	17.14	21.88	37.14	43.75	37.14	29.17	70	96

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	18.75	68.00	56.25	*	25.00	25	48
7	*	6.90	52.17	48.28	*	44.83	23	29
8	*	10.53	*	63.16	*	26.32	22	19
All	25.71	13.54	54.29	55.21	20.00	31.25	70	96

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	70.83	52.00	14.58	*	14.58	25	48
7	*	44.83	47.83	31.03	*	24.14	23	29
8	*	42.11	*	47.37	*	10.53	22	19
All Grades	40.00	57.29	42.86	26.04	17.14	16.67	70	96

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	8.33	*	35.42	68.00	56.25	25	48
7	*	0.00	*	37.93	78.26	62.07	23	29
8	*	0.00	*	52.63	72.73	47.37	22	19
All Grades	*	4.17	20.00	39.58	72.86	56.25	70	96

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	27.08	76.00	56.25	*	16.67	25	48
7	*	3.45	52.17	82.76	*	13.79	23	29
8	*	5.26	50.00	84.21	*	10.53	22	19
All Grades	20.00	15.63	60.00	69.79	20.00	14.58	70	96

**Conclusions based on this data:**

1. The highest percentage of EL Level 1s and 2s can be found in 7th grade. This cohort of 7th grade students are receiving designated EL supports through ELD classes so that each student has two English classes. In addition, students are receiving additional intervention through their Social Studies classes to promote literacy and study skills

2. Our cohort of 8th Grade English Learners performed better on the reading and writing domain compared to the 6th and 7th grade EL. Collaboration between the 4 English Learner teachers will be important for vertical articulation purposes surrounding reading and writing in 6th and 7th grade.
3. Our cohort of 6th Grade English Learners performed better on the oral language domain compared to the 8th and 7th grade EL. Collaboration between the 4 English Learner teachers will be important for vertical articulation purposes surrounding oral language. Students need additional opportunities and scaffolds to speak in classroom settings.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>956</b>	<b>31.9</b>	<b>13.2</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	126	13.2
Foster Youth	4	0.4
Homeless	25	2.6
Socioeconomically Disadvantaged	305	31.9
Students with Disabilities	108	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	0.9
American Indian	1	0.1
Asian	67	7.0
Filipino	11	1.2
Hispanic	311	32.5
Two or More Races	45	4.7
Pacific Islander	2	0.2
White	510	53.3

### Conclusions based on this data:

1. In terms of Enrollment by Race/Ethnicity, our two largest student groups are White at 53.3% of the population and Hispanic at 32.5% of the population.

2. Approximately one third of our school is identified as Socioeconomically Disadvantaged (SED) at 31.9% of the total population. Based on this percentage of students who are identified as SED, many of the interventions that are being offered are part of the school day to allow for them to be more accessible to all students.
3. Of the total enrollment of 956, there are approximately 13.2% of students who are identified as English Learners. A goal addressing the needs of EL has been identified as part of the SPSA process.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. In terms of Overall Performance on the California Dashboard, English Language Arts CAASPP scores was an area of strength. We increased from an overall color of yellow to blue between the 2017 - 2018 to 2018 - 2019 school years. This could be due to the English department's participation and ownership of the Impact Team process that strengthens collective teacher efficacy and builds assessment capable learners.
2. In terms of Overall Performance on the California Dashboard, our suspension rates was also an area of strength. We increased from an overall color of range to green between the 2017 - 2018 to 2018 - 2019 school years. An increased use of other means of correction impacted the number of suspensions on campus. The introduction of a school wide SEL program also could have impacted the decrease in the number of suspensions.
3. In terms of Overall Performance on the California Dashboard, mathematics scores on the CAASPP continue to be an area that needs improvement as indicated by a score in the overall range of yellow, which is the same as 2017 - 2018 and 2018 - 2019. The math Impact Team is working hard to create formative assessments and to implement these consistently between teachers. The introduction of three co-taught math classes and only two (as opposed to 5) passport classes may also impact math scores in the upcoming school year.

# School and Student Performance Data

## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 18.6 points above standard Increased Significantly ++21.2 points 890	<p><b>English Learners</b></p> Yellow 45.2 points below standard Increased Significantly ++48.5 points 190	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 89.1 points below standard 12	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 39.4 points below standard Increased Significantly ++21.8 points 298	<p><b>Students with Disabilities</b></p> Orange 86 points below standard Increased Significantly ++27.5 points 111

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 89.4 points above standard Increased Significantly ++10.2 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.7 points below standard Increased Significantly ++27.8 points 279	 Green 42.5 points above standard Increased ++11.1 points 45	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 38.6 points above standard Increased Significantly ++21.6 points 476

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.6 points below standard Increased Significantly ++43.6 points 78	4.6 points above standard Increased Significantly ++60.6 points 112	35.4 points above standard Increased Significantly ++18.2 points 640

**Conclusions based on this data:**

1. Our EL student group, increased from an overall score in the red during the 2017 - 2018 school year to an overall score in the yellow during the 2018 - 2019 school year. ELD teachers are implementing iLit and Rosetta Stone to help strengthen English language skills. ELD teachers are also participating in Impact Teams. This specific student group will be addressed with an overarching band and several sub-goals.
2. Our SWD student group, maintained their scores in the orange range between 2017 - 2018 and 2018 - 2019. The inclusion of more SWD into the general education setting, as well as interventions for all students, will help support this student group. In addition, the students with this student group are an area of focus and continued growth will be addressed with an overarching band and several sub-goals.
3. Our socioeconomically disadvantaged student group increased from an overall score in the orange during the 2017 - 2018 school year to an overall score in the yellow during the 2018 - 2019 school year. Many of these students also fall in the EL student group category. Interventions for academic needs as well as social-emotional needs can be found under goals 1 and 3.

# School and Student Performance Data

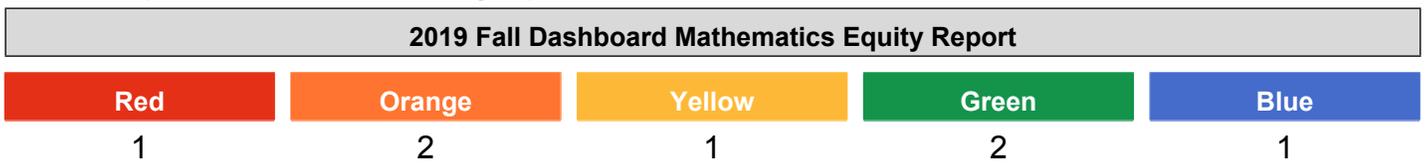
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Yellow	 No Performance Color
9.9 points below standard	84 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	Increased Significantly ++25.6 points	2
888	189	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	87.4 points below standard	153.2 points below standard
10	Declined Significantly -15.2 points	Maintained -1.2 points
	297	110

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 Blue 100.8 points above standard Increased Significantly ++15.6 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.6 points below standard Declined -8.6 points 278	 Green 17.4 points above standard Declined Significantly -19.8 points 45	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 14 points above standard Declined -4.1 points 476

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
159.1 points below standard Increased Significantly ++25.2 points 79	30 points below standard Increased Significantly ++37.2 points 110	10.3 points above standard Declined -7.3 points 638

#### Conclusions based on this data:

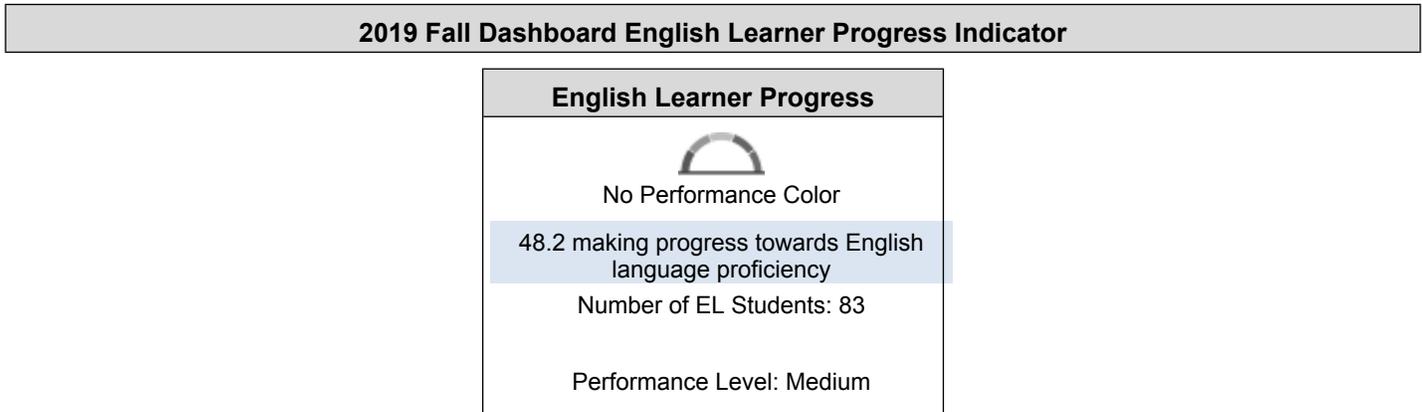
- Our EL student group, increased from an overall score in the red during the 2017 - 2018 school year to an overall score in the yellow during the 2018 - 2019 school year. Math teachers are participating in the Impact Team model that promotes collective teacher efficacy and building assessment capable learners. Teachers are working on math problem solving with students and using formative assessments. Math continues to be an area of focus. This specific student group will be addressed with an overarching band and several sub-goals.
- Our SWD student group, maintained their scores in the red range between the 2017 - 2018 and 2018 - 2019 school years. The addition of three co-taught math classes will provide SWD more opportunities for inclusion with general education peers. The students within this student group are an area of focus and necessary growth will be addressed with an overarching band and several sub-goals.
- Our socioeconomically disadvantaged student group, maintained their scores in the orange range between the 2017 - 2018 and 2018 - 2019 school years. Students within this student group will be provided with interventions both academic and social-emotional that are available for all students as shown in goals 1 and 3.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.0	33.7	4.8	43.3

### Conclusions based on this data:

1. Based on an analysis of the Academic Performance of students on the ELPAC, a focus needs to be placed on ensuring high proficiency of the English Language for the 22.9% of students who scored within the Level 1 Beginning Stage. A sub-goal under band 4 will focus on language proficiency.
2. Based on an analysis of the Academic Performance of students on the ELPAC, a focus also needs to be placed on ensuring high proficiency of the English Language for the 27.1% of students who scored within the Level 2 Somewhat Developed category. A sub-goal under band 4 will focus on language proficiency.
3. Based on an analysis of the Academic Performance of students on the ELPAC, a focus needs to be placed on supporting academic content, as well as English language proficiency for the 50% of students who scored within the Level 4 Well Developed or Level 3 Moderately Developed stages. A sub-goal under band 4 will focus on language proficiency and academic achievement.

# School and Student Performance Data

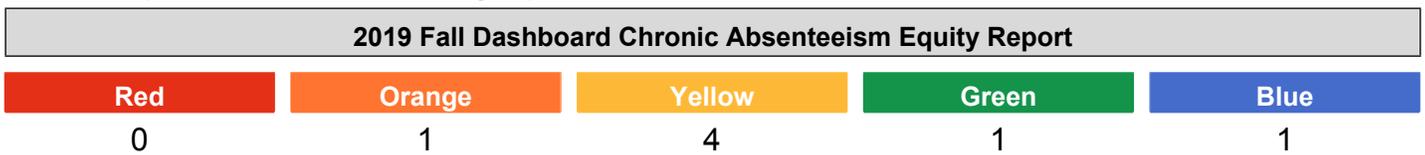
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>5.5</p> <p>Declined -0.6</p> <p>986</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>6.5</p> <p>Maintained -0.2</p> <p>108</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>30.4</p> <p>Increased +9</p> <p>23</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>8.8</p> <p>Maintained +0.1</p> <p>342</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>11.9</p> <p>Maintained -0.4</p> <p>126</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 1.4 Declined -1.2 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Green 6 Declined -1.6 316	 Yellow 4.2 Increased +4.2 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 5.5 Maintained -0.4 526

**Conclusions based on this data:**

1. Our SWD student group fell within the orange range during the 2017 - 2018 school year as well as the 2018 - 2019 school year. This specific student group will be addressed with an overarching band and several sub-goals that focus on school culture, inclusiveness and Social-Emotional learning.
2. Our white student group, decreased from the green to the yellow range in terms of chronic absenteeism. A school wide focus on social emotional supports will continue to be implemented as part of the CREW program and a goal (goal 3) with action steps will be implemented to support this.
3. Our EL student group fell within the yellow range during the 2017 - 2018 school year as well as the 2018 - 2019 school year. This specific student group will be addressed with an overarching band and several sub-goals that focus on school culture, diversity and Social-Emotional learning.

# School and Student Performance Data

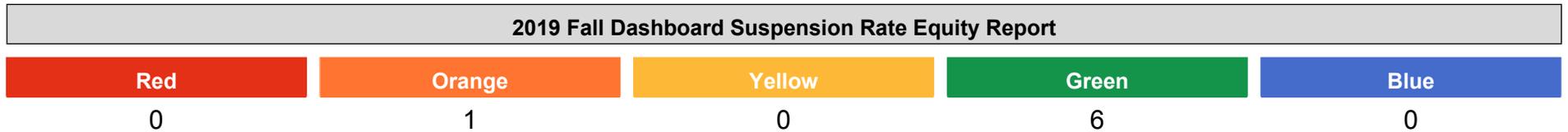
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

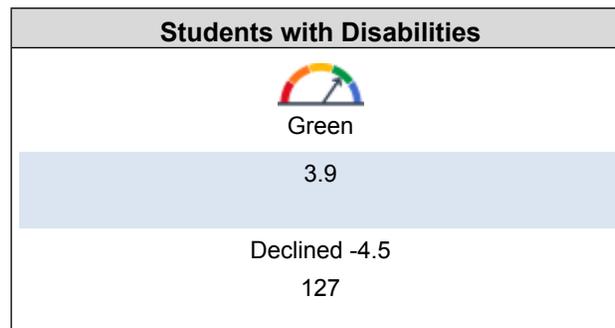
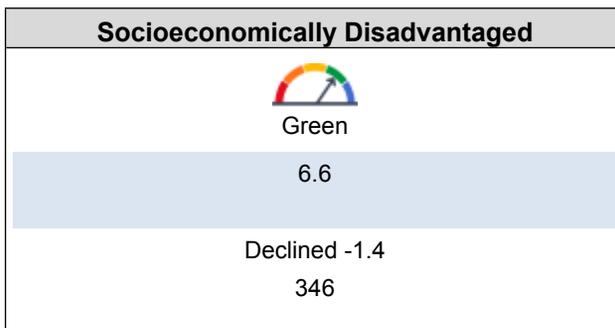
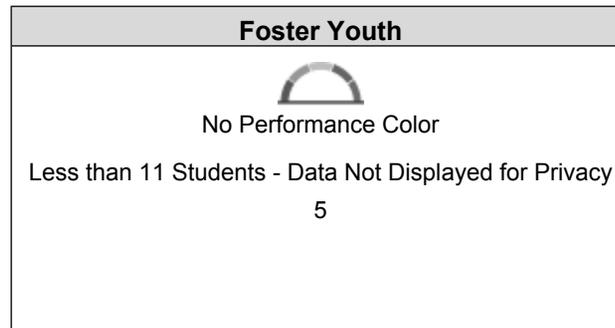
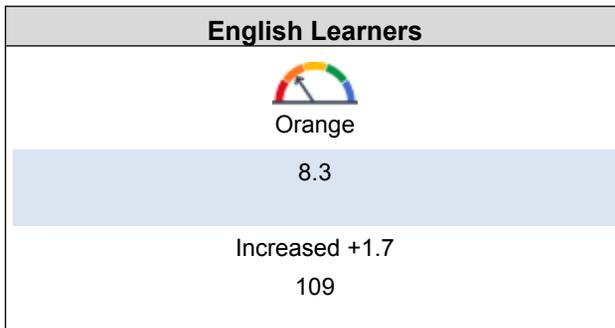
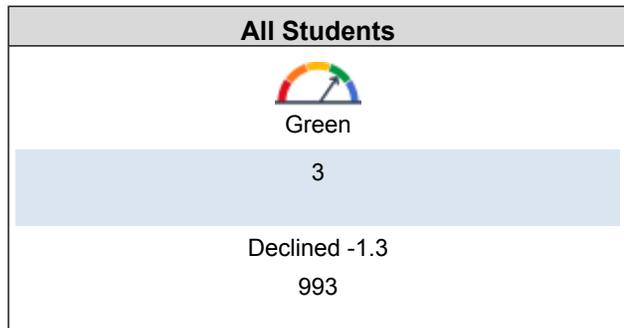


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not 2	 Green 1.4 Maintained +0.1 73	 No Performance Color Less than 11 Students - Data Not 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.2 Declined -1.3 318	 Green 2.1 Declined -2.8 48	 No Performance Color Less than 11 Students - Data Not 1	 Green 0.9 Declined -1.7 530

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.3	3

**Conclusions based on this data:**

1. Our EL student group maintained their score within the orange range between the 2017 - 2018 to 2018 - 2019 school year. This specific student group will be addressed with an overarching band and several sub-goals that focus on school culture, diversity and Social-Emotional learning under goals 3 and 4.
2. Our socioeconomically disadvantaged student group increased from the orange range to the green range between the 2017 - 2018 to 2018 - 2019 school year. This student group will be addressed with an overarching band and several sub-goals that focus on school culture and Social-Emotional learning under goal 3.
3. Our SWD student group increased from the orange range to the green range between the 2017 - 2018 to 2018 - 2019 school year. This specific student group will be addressed with an overarching band and several sub-goals that focus on school culture, inclusiveness and Social-Emotional learning under goals 2 and 4.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Positive Student Outcomes: Academic Growth

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 1

Implement targeted actions that support positive student outcomes with academic achievement for all students.

1. Increase by 2% the overall numbers of students who meet or exceed the standard on the CAASPP math in grades, 6, 7 and 8 during the 2021 - 2022 school year.
2. Increase by 2% the overall numbers of students who meet or exceed the standard on the CAASPP English Language Arts in grades, 6, 7 and 8 during the 2021 - 2022 school year.
3. Increase by 3% the overall number of students earning Renaissance (student incentive program that recognizes students for good grades, work habits and citizenship) at least one semester in each grade level during the 2021 - 2022 school year.
4. Decrease the overall number of D's and F's in semester 2 by 3% for each content area and grade level during the 2021 - 2022 school year as compared to the trimester 3 2020 - 2021 school year.
5. 100% of teachers will participate in two days of professional development that may focus on instructional strategies (Canvas Integration, GATE, EL, SWD, Equity Training, Diversity, UDL) during the 2021 - 2022 school year.

6. Teachers will have access to utilize the Canvas LMS. 70% of teachers will utilize Google Education Suite or other education applications to support and enhance our LMS technology/communication and continue with a "Green school" initiative" during the 2021 - 2022 school year.

7. All English, math, social studies and science teachers will participate in Impact Team training and collaborative meetings during the 2021 - 2022 school year.

## Identified Need

The current data based on benchmark assessments, the CA Dashboard, student grades and the number of students who earned Renaissance indicate that Sequoia Middle School needs to continue to focus on increasing positive student outcomes to increase overall academic achievement. This need exists because of a lack of significant academic progress as measured by CAASPP, the CA Dashboard and student grades on report cards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Benchmark Math 2021 Scores	Math Benchmarks 2021 6th Grade 42.9 % Met or Exceeded Standards 7th Grade 30.4% Met or Exceeded Standards 8th Grade 39 % Met or Exceeded Standards	Math Benchmarks 2022 6th Grade 44.9% Met or Exceeded Standards 7th Grade 32.4% Met or Exceeded Standards 8th Grade 41 % Met or Exceeded Standards
2. Benchmark English 2021 Scores	English Benchmarks 2021 6th Grade 44.6% Met or Exceeded Standards 7th Grade 60.2% Met or Exceeded Standards 8th Grade 58.2% Met or Exceeded Standards	English Benchmarks 2022 6th Grade 46.6% Met or Exceeded Standards 7th Grade 62.2% Met or Exceeded Standards 8th Grade 60.2% Met or Exceeded Standards
3. Renaissance Report in "Q" Connect	2020 - 2021 Total Percentage of Students Earning Renaissance 61%	2021 - 2022 Total Percentage of Students Earning Renaissance 64%
4. Grade Reports D or F in "Q" Connect	Trimester 3 2020 - 2021 Scores 6th Grade:	Trimester 3 2021 - 2022 Scores 6th Grade:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Electives 10% English 30% Math 37% Phys Ed 11% Science 31% Social Studies 24%</p> <p>7th Grade: Electives 13% English 26% Math 28% Phys Ed 16% Science 29% Social Studies 28%</p> <p>8th Grade: Electives 10% English 15% Math 28% Phys Ed 11% Science 26% Social Studies 23%</p>	<p>Electives 7% English 27% Math 34% Phys Ed 8% Science 28% Social Studies 21%</p> <p>7th Grade: Electives 10% English 23% Math 25% Phys Ed 13% Science 26% Social Studies 25%</p> <p>8th Grade: Electives 7% English 12% Math 25% Phys Ed 8% Science 23% Social Studies 20%</p>
5. Administration Documentation on Professional Learning	95% of teachers participated in 6 hours or more of professional learning during the 2020 - 2021 school year.	100% of teachers will participate in two days of professional development that may focus on instructional strategies
6. Teacher Google Form - Teacher reporting usage of Canvas Learning Management System (LMS) and Other Tech Applications	Google survey sent to staff on 5/22/21. 100% (41/41) of teachers utilized the Canvas LMS. 66% of teachers utilized Google Education Suite or other education applications to support and enhance the LMS technology/communication and continue with a "Green school" initiative" during the 2020 - 2021 school year.	Teachers will be given the opportunity to utilize the Canvas LMS during the 2021 - 2022 school year. 70% of teachers will utilize Google Education Suite or other education applications to support and enhance the LMS technology/communication and continue with a "Green school" initiative" during the 2021 - 2022 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
7. Administration Documentation on Impact Team Training	Due to COVID-19, Impact Team training did not take place during the 2020 - 2021 school year. 100% of English, math, social students and science teachers participated in Impact Team training during 2019 - 2020 school year.	100% of English, math, social studies and science teachers will participate in Impact Team training and collaborative meetings during the 2021 - 2022 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Replace and purchase new titles for English classes and in the school library.	June 2022	Sequoia Teachers Administration IMT	Purchase and update novels and non-fiction titles for English classes.	4000-4999: Books And Supplies	Instruction	1000
Analyze student achievement data and develop and implement benchmark and/or common assessments including rubrics for teacher, peer and individual student use. An EAA approach will be used to analyze overall and student groups such as EL, SWD, SED.	June 2022	Sequoia Teachers Administration Counselors	Provide each teacher PLC or Impact Team time to analyze data, collaborate, and create common assessments.	None Specified	None Specified	0
Participate in Professional Learning opportunities related to Universal Design for Learning. A similar action and funding is found under Goal 2 and 4 also.	June 2022	Sequoia Staff Administration	Provide teachers with opportunities (after school PD, release days, etc) to pursue professional learning related to UDL.	1000-1999: Certificated Personnel Salaries	Instruction	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Encourage students to set goals to earn Renaissance by offering Rewards (weekly opportunity drawing, monthly prize, semester large prize). This is also funded under goal 3.	June 2022	Sequoia Teachers Administration Counselors	Renaissance will be discussed with ASB Leaders, at leadership and ADCO meetings in order to plan and implement activities to encourage students to earn Renaissance each trimester.	4000-4999: Books And Supplies	ASB	5,000
Provide Professional Learning opportunities related to technology to support teaching and student learning with 1:1 devices as well as with Canvas and Google Suite. A similar action and funding is found under Goals 2 and 4 also.	June 2022	Sequoia Teachers Administration District Personnel Outside PD Providers	Provide opportunities for staff to receive training related to technology after school or with release days.	1000-1999: Certificated Personnel Salaries	Instruction	200
Administrators and/or counselors will meet with all 8th grade students at each reporting period who are ineligible for Promotion Activities to discuss criteria, set goals and offer support.	June 2022	Administration Counselors	Administrators and counselors will meet with 8th graders who are ineligible at each reporting period.	None Specified	None Specified	0
Provide opportunities for collaboration amongst teachers as part of the Impact Team Model in order to promote collective teacher efficacy and assessment capable student learners. Opportunities for collaboration with general education teachers and teachers of SWD will be facilitated as part of the Impact Team Model. A similar action and funding is found under Goals 2 and 4 also.	June 2022	Sequoia Teachers Administration CVUSD Teachers Impact Team Coaches	Provide release time for teachers to participate in Impact Team coaching.	1000-1999: Certificated Personnel Salaries	OTRM	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide departments (English, math, physical education, science, social studies and special education - \$500 each) opportunities to purchase resources and instructional materials related to Universal Design for Learning (intentionally removing barriers) through site grants.	June 2022	Sequoia Teachers Administration	Departments will submit grants based on identified criteria tied to SPSA and LCAP goals that support UDL.	4000-4999: Books And Supplies	Instruction	1250
				4000-4999: Books And Supplies	OTRM	1750
Provide full-time English teachers with a “reader day” to assist with assessing student writing and to promote teacher collaboration within the department. Part-time English teachers will receive a ½ release day.	June 2022	Sequoia English Teachers Administration	English teachers will be provided a full day (or 1/2 day for part time) to grade and evaluate student work.	1000-1999: Certificated Personnel Salaries	OTRM	1000
Work with the College and Career adviser at NPHS to implement CTE Pathways program at the middle school.	June 2022	Administration CTE Chair	CTE Pathways collaboration will take place between NPHS and Sequoia.	None Specified	None Specified	0
Provide release days for Discover Academy Teachers to collaborate on cross curricular thematic units between History/Social Science, Science and English.	June 2022	Administration Discover Academy Teachers	Release days to promote cross-curricular units in the Discover Academy will be provided for teachers.	1000-1999: Certificated Personnel Salaries	OTRM	1250
Fund copy cost associated with providing instruction and support for all students, including targeted student groups (EL, SWD, SED)	June 2022	Sequoia Teachers Counselors Administration Front Office Staff	Copies will be made to support intervention and instruction programs at Sequoia.	5000-5999: Services And Other Operating Expenditures	OTRM	3491
Provide teacher release day for analysis of data and collaboration on current year’s SPSA goals including examination of disaggregated student achievement data for SWD, EL and SED. Release was planned on minimum day.	June 2022	Sequoia Teachers Counselors Administration	Release time will be provided to teachers to analyze and create SPSA goals.	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Guided Studies/Directed Studies classes will be offered to students in lieu of an elective to help with academic skills and work completion. A similar action and funding is found under Goal 2, 4, 5.	June 2022	Sequoia Teachers Counselors Administration	Guided Studies classes will be offered to help support students with academic skills as well as work completion.	4000-4999: Books And Supplies	OTRM	100
Provide Elective Department with opportunities to purchase consumables in order to enhance their elective/career classes. A similar action and funding is found under Goal 3 also.	June 2022	Sequoia Teachers Administration	Additional consumable supplies will be purchased to support the elective program at Sequoia.	4000-4999: Books And Supplies	Instruction	465
Implement use of SBAC Interim Assessments and Benchmark assessments as a formative assessment and testing practice.	June 2022	Math and English Department Administration	Teachers will implement SBAC Interim Assessments to support students.	None Specified	None Specified	0
Collaborate as a Technology Committee between 2-3 times yearly to guide school in technology related decisions including purchases of hardware and software, professional learning and school goals. Maintain a school inventory of technology devices.	June 2022	Tech Committee: Teachers Site Tech Administration	Tech Committee will meet 3-4 times yearly to collaborate and discuss Measure I Purchases.	None Specified	None Specified	0
Replace technology materials (ie bulbs, print cartridges) on an as needed basis to support instructional programs on campus.	June 2022	Tech Committee Teachers Administration Site Tech Office Manager	Replacement parts for site technology will be purchased and replaced to support teaching and student learning.	4000-4999: Books And Supplies	OTRM	1750
Teachers in English Department will select one Diverse Core Literature Novel in the 21/22 School Year Goals and follow with specific lesson that address DEI topics 1, 3 \$0	June 2022	Teachers	Teachers will implement Diverse Core Literature in English classes	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote CVUSD Online Tutoring and recommend students. Communication will be sent out to teachers, students and parents regarding this opportunity.	June 2022	Administration Counselors Teachers	Sequoia students, families and staff will be provided with information on CVUSD online tutoring options.	None Specified	None Specified	0
Teachers met on August 16, 2021 to develop action plans to address students returning to campus for the 21/22 school year. Action plans focused on SEL and UDL. Teachers identified both Social and Academic Barriers. Teachers utilized UDL Framework as a reference. Next meeting scheduled for November 1, 2021. Goals 1, 3, 5 \$0	June 2022	Administration Counselors Teachers	Sequoia Teacher will develop an action plan that focus on UDL and SEL	None Specified	None Specified	0
Provide learning options for students in order to best meet their needs. These options include: SHINE, Century, in person learning, or Long Term Independent Study	June 2022	Administration Counselors Teachers	Learning model options will be communicated in the summer.	None Specified	None Specified	0
Math teachers will provide intervention to small groups during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 2, 4, 5).	June 2022	Administration Teachers	Teachers will provide intervention in math to small groups of students.	1000-1999: Certificated Personnel Salaries	OTRM	2520
English teachers will provide intervention to small groups during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 2, 4, 5).	June 2022	Administration Teachers	Teachers will provide intervention in English to small groups of students.	1000-1999: Certificated Personnel Salaries	OTRM	2520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer Peer Tutoring as an academic support for 6th and 7th graders during lunch two days a week. Supplies and incentives for students will be purchased. A similar action and funding is found under Goal 4 and 5 also.	June 2022	Counselor 6th Grade Teachers Administration	7/8th grade peer tutors will provide academic support two days a week during lunch for 6th and 7th grade students. This will be housed in 6th/7th grade teacher classrooms.	4000-4999: Books And Supplies	OTRM	125
Achieve 3000 will be utilized as an intervention to promote reading comprehension for EL and for students identified as needing additional support in reading. Funding for this goal is also associated under goal 4.	June 2022	Admin Teachers	Small groups of students will receive Achieve 3000 intervention two times a week for 30 minutes.	1000-1999: Certificated Personnel Salaries	0860	450
Purchase supplies/materials to support the connections between curricular areas in the Discover Academy	June 2022	Discover Teachers Administration	Supplies needed to enhance the connections in the Discover Academy will be purchased.	4000-4999: Books And Supplies	OTRM	1000
Implement site UDL Learning Walks with cluster principals, district office staff, site administration and/or site teachers.	June 2022	Administration Teachers District Administration Other Site Principals	UDL Learning Walks will be implemented to support "seeing" and "speaking" UDL and identifying intentional ways that teachers are removing barriers.	None Specified	OTRM	500
Teacher release days and conference costs will be funded for staff related to the courses and subject matter that they teach in order to increase achievement in English or math.	June 2022	Administration Teachers District Administration Other Site Principals	Teachers will be able to request release days and funding to attend conferences related to the courses/subject matter that they teach.	1000-1999: Certificated Personnel Salaries	OTRM	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase site license for Teacher's Pay Teachers to supplement instruction.	June 2022	Administration Teachers Counselors Site Tech	Teacher's Pay Teachers will be purchased for teachers to use to supplement curriculum.	4000-4999: Books And Supplies	OTRM	1800
Provide co-taught math and English classes for 8th grade students where two teachers are responsible for planning, instruction and assessment for general education students and SWD. Meetings will be held monthly to support co-taught class teachers. A similar action and funding is found under Goals 2, 4 and 5 also.	June 2022	Administrations Teachers	Co-taught classes will be offered in math and English in 8th grade.	None Specified	None Specified	0
Teachers volunteered to be a part of the DEI Core Literature Novel committee that reviews and plans lessons for Diverse Core Literature Novels- Summer 2021 \$0	June 2022	Teachers	Sequoia Teachers representatives on Diverse Literature committee	None Specified	None Specified	0

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall effectiveness of the strategies/activities for this goal due to COVID-19 and the multiple learning models made it challenging to implement some of the proposed actions for the 2020 - 2021 school year. Although departments met regularly, the

Impact Team trainings and protocols were not implemented with fidelity. In addition, intervention was challenging to implement in the remote setting. Additional interventions during CREW, as well as continued Impact Team training and the addition of co-taught math and English in 8th grade will be implemented during the 2021 - 2022 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of the differences in the intended implementation and budgeted expenditures was the funding of the intervention programs came in lower than expected due to challenges with implementing it during COVID-19. In addition, Sequoia did not implement Impact Team model training during the 2020 - 2021 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The SSC approved the continuation of this prior goal with important modifications being made in the actions/services that account for the changes to teaching and learning during COVID-19. New interventions were also being formed to help support students in person during the school day. In addition, co-taught math and English classes in 8th grade will be offered as part of the secondary master schedule. Finally, the process for writing the goals for the SPSA continues to be more collaborative and inclusive of stakeholder involvement and was started in the Spring of 2021.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Students with Disabilities

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 2

Implement targeted actions that support positive student outcomes for Students With Disabilities.

1. Increase the number of SWD spending 80% or more of their day in general education classes (i.e. LRE) to 42% or greater during the 2021 - 2022 school year.
2. Increase the number of SWD that meet or exceed the standard on the ELA Benchmark by 3% as measured during the 2021 - 2022 school year.
3. Increase the number of SWD that meet or exceed the standard on the Math Benchmark by 3% as measured during the 2021 - 2022 school year.
4. Provide 8 or more communications between SEDAC and Sequoia parents to reinforce access to resources (presentations, district information, community resources) as well as to encourage SWD and their families to participate in school activities during the 2021 - 2022 school year.
5. Decrease suspension rate of SWDs by 5% during the 2021 - 2022 school year.

6. Decrease the number of SWD receiving a D/F in English by 3% and in math by 3% as measured on semester 2 report card during the 2021 - 2022 school year.

## Identified Need

The current data indicates that 33% of SWD were in general education for 80% or more of the school day (i.e. LRE). In addition, the data indicated that on the ELA Benchmarks, 0% of 6th Grade SWD met or exceeded the standards, 15.8% of 7th Grade SWD met or exceeded the standards and 25.1% of 8th Grade SWD met or exceeded the standards. SWD are performing much lower relative to their non-disabled peers. For the math Benchmarks 2021, 8% of 6th Grade SWD met or exceeded the standards, 4.2% of 7th Grade SWD met or exceeded the standards and 10.7% of 8th Grade SWD met or exceeded the standards.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SIRAS LRE Reports	28% in June 2021 (34/120 students)	42% in June 2022
2. Spring English Benchmarks 2021	English Benchmarks 2021 6th Grade 0% Met or Exceeded Standards 7th Grade 15.8% Met or Exceeded Standards 8th Grade 25.1% Met or Exceeded Standards	English Benchmarks 2022: 6th Grade 3% Met or Exceeded Standards 7th Grade 18.8% Met or Exceeded Standards 8th Grade 28.1% Met or Exceeded Standards
3. Spring Math Benchmarks 2021	Math Benchmarks 2021: 6th Grade 8% Met or Exceeded Standards 7th Grade 4.2% Met or Exceeded Standards 8th Grade 10.7% Met or Exceeded Standards	Math Benchmarks 2022: 6th Grade 11% Met or Exceeded Standards 7th Grade 7.2% Met or Exceeded Standards 8th Grade 13.7% Met or Exceeded Standards
4. SPSA Documentation	8 communications were sent out during the 2020 - 2021 school year.	8 or more communications will be sent out during the 2021 - 2022 school year.
5. Dashboard and "Q" Connect	Of the 23 students suspended during the 2019 - 2020 school year, 9 of the students were identified as SWD which means	Of the total number of students suspended during the 2021 - 2022 school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	37.5% of students suspended were SWD. Due to COVID-19, 0 SWD were suspended during the 2020 - 2021 school year.	year, less than 32.5% will be identified as SWD.
6. "Q" Connect	Trimester 3 2020 - 2021 Scores for SWD English 28% Math 33%	Trimester 3 2021 - 2022 Scores for SWD English 25% Math 30%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student achievement data as it relates to SWD and develop action steps using EAA (Evidence, Analysis Action) approach on an ongoing basis.	June 2022	Administrators Counselors Special Education Teachers Leadership Team	Data will be analyzed to support growth of SWD.	None Specified	None Specified	0
Promote inclusion and LRE by collaborating and communicating with staff and parents at IEP meetings, leadership and department meetings.	June 2022	Administration Teachers Parents	Collaboration to promote inclusion and LRE will be conducted at leadership, department and IEP meetings.	None Specified	None Specified	0
Participate in Professional Learning opportunities related to Universal Design for Learning. A similar action and funding is found under Goals 1 and 4 also.	June 2022	Administration Teachers Counselors	All teachers will participate in UDL training on site and across the district to help remove barriers to learning for all students.	1000-1999: Certificated Personnel Salaries	Instruction	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide release time for Special Education Teachers to collaborate on instructional practices, supporting students in general education with accommodations and promoting LRE.	June 2022	Special Education Teachers Administration Counselors Inclusion TOSA	A release day will be provided for special education department to collaborate on supporting their students in all settings.	1000-1999: Certificated Personnel Salaries	OTRM	500
Attend elementary to middle school transition meetings for SWD.	June 2022	Administration Counselors Teachers	Administrators/course lers/teachers will attend transition meetings at elementary school when requested.	None Specified	None Specified	0
Implement use of SBAC Interim Assessments and Benchmark Assessments as a formative assessment and testing practice.	June 2022	Administration Teachers	Administration will support teachers in implementing SBAC interim assessments as a practice for the spring test.	None Specified	None Specified	0
English teachers will provide intervention to SWD during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goals 1, 4, 5).	June 2022	Administration Teachers	Teachers will provide intervention in English to small groups of students.	1000-1999: Certificated Personnel Salaries	OTRM	2520
Math teachers will provide intervention to SWD during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goals 1, 4, 5).	June 2022	Administration Teachers	Teachers will provide intervention in math to small groups of students.	1000-1999: Certificated Personnel Salaries	OTRM	2520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase books/supplies to supplement SWD (ie:Scholastic News)	June 2022	Administration Teachers	Supplemental materials, such as Scholastic News, will be purchased to support SWD in their classes.	4000-4999: Books And Supplies	OTRM	200
Technology training will be provided to paraprofessionals in order to help support implementation as an instructional/student learning tool.	June 2022	TOSA Administration Teachers Paras	Technology training on Zoom, Canvas, Google, etc. will be provided to paras to help support their ability to support instruction.	None Specified	None Specified	0
Provide a prep period for Special Education Teachers for one semester during CREW so that they may assess students, pull students out to provide additional support or push-in to classes to support students on their caseloads.	June 2022	Special Education Teachers Administration	All special education teachers will teach 5 classes to allow them to support their case loads, communicate with parents, assess or push in to support SEL needs.	1000-1999: Certificated Personnel Salaries	District Funded	0
Offer paraprofessional support for classes and students based on IEP services and goals.	June 2022	Paraprofessional Office Staff Teachers District Office Staff Administration	Parapro support will be provided to classrooms and to individual students based on IEP services.	2000-2999: Classified Personnel Salaries	District Funded	0
Participate in training related to special education goals, services, notes, IEP meetings, and SIRAS for administrators.	June 2022	Teachers Administration Psychologists SLP	Administrators and staff will participate in training related to Special Education.	1000-1999: Certificated Personnel Salaries	None Specified	0
Fund copy costs associated with special education (example: IEPs).	June 2022	Administration Office Staff	Copy costs associated with special education will be funded, including copies of IEPs.	4000-4999: Books And Supplies	OTRM	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Guided Studies/Directed Studies classes will be offered to students in lieu of an elective to help with academic skills and work completion. A similar action and funding is found under Goals 1, 4, 5.	June 2022	Teachers	Guided Studies class will be offered to students in lieu of an elective to help with academic skills and work completion.	4000-4999: Books And Supplies	OTRM	100
Provide opportunities for collaboration amongst teachers as part of the Impact Team Model in order to promote collective teacher efficacy and assessment capable student learners. Opportunities for collaboration with general education teachers and teachers of SWD will be facilitated as part of the Impact Team Model. A similar action and funding is found under Goals 1 and 4 also.	June 2022	Teachers Administration Impact Team Coaches	Special Education and General Education teachers will participate on Impact Teams based on grade level and content areas taught.	1000-1999: Certificated Personnel Salaries	OTRM	2500
District behaviorist will provide support for SWD.	June 2022	District Behaviorist Admin Teacher Para	District behaviorist will observe and provide support with students returning to campus.	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold a Meet and Greet opportunity for parents of SWD to communicate regarding SEDAC and Sequoia events. A similar action and funding is found under Goal 3 also.	June 2022	Administration SEDAC Representative Teachers	A SEDAC Meet and Greet will be held to communicate with parents of SWD.	4000-4999: Books And Supplies	OTRM	25
Communicate with parents/stakeholders about upcoming events and SEDAC resources by sending out monthly newsletters (Sequoia Spotlight), updating the school website regularly, and sending out communication on Social Media	June 2022	Administration	Communication will be sent out regularly regarding upcoming events.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
via Twitter						
Provide Professional Learning opportunities related to technology to support teaching and student learning for SWD with 1:1 devices and Google Suite. A similar action and funding is found under Goals 1 and 4 also.	June 2022	Administration Teachers Site Tech	Professional Learning opportunities will be provided to staff to support the implementation of technology devices for SWD.	1000-1999: Certificated Personnel Salaries	Instruction	200
Support inclusion by celebrating Inclusive Schools Week, Unity Day and Abilities Awareness Week. A similar action and funding is found under Goal 3 also.	June 2022	Administration PTA SEDAC Teachers	Inclusion will be promoted on campus through activities and participation in Inclusive Schools Week, Unity Day and Abilities Awareness Week.	4000-4999: Books And Supplies	OTRM	125
Increase para hours to help support students during after school activities.	June 2022	Administration Teachers Paras	Para support will be provided to students to promote inclusion activities after school.	2000-2999: Classified Personnel Salaries	OTRM	450
Provide co-taught math and English classes for 8th grade students where two teachers are responsible for planning, instruction and assessment for general education students and SWD. Meetings will be held monthly to support co-taught class teachers.	June 2022	Administration Teachers	Co-taught classes (math and English) will be offered in 8th grade for SWD and general education students.	None Specified	None Specified	0
Participation in restorative practices for administrators at VCOE.	June 2022	Administration	Admin will participate in restorative practices training at VCOE.	None Specified	None Specified	0
Attendance at SEDAC meetings by site principal and collaboration between administration and SEDAC representative.	June 2022	Administration SEDAC Rep	Administration will attend SEDAC meetings and will collaborate with SEDAC rep.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with Special Education Leadership and Director of Special Education by principal to ensure enhanced level of support for SWD.	June 2022	Administration	Principal will meet regularly with Special Education Leadership and Director of Special Education.	None Specified	None Specified	0
Implement two specialized programs on site (LEAP and Autism).	June 2022	Administration SAI Teachers Paras	Two specialized programs will be offered at Sequoia during the 2021 - 2022 school year.	None Specified	None Specified	0

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of UDL went well during the 2019 - 2020 school year. This was cut short with distance learning in the spring of 2020. UDL Learning Walks and tips were effective in providing support and resources to teachers. Co-teaching was not offered during the 2020 - 2021 school year due to the new complexities and challenges that have arisen from having morning and afternoon cohorts, as well as remote and blended master schedules. Co-taught math and English will be offered in 8th grade during the 2021 - 2022 school year. An increase in communication to families of SWD was seen last year with specific communications being sent out. The school also participated in Unity Day and Inclusive Schools Week to promote inclusivity. The school participated in Abilities Awareness Week through Digital Production videos. A new specialized program (LEAP class) was started during the 2020 - 2021 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding related to interventions came in under budget due to the challenges with COVID-19 and having students in various learning models. In addition, funding set aside for inclusion, such as Abilities Awareness Week was not spent in entirety due to COVID-19.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

UDL and DEI will continue to be a focus. In addition, funding for para support to help SWD with accessing activities outside of the school day (ie: dances) was added. An increase of funding for inclusion and training in UDL, technology and restorative practices was also added to this goal. Co-taught math and English classes for 8th grade were added to the schedule for the 2021 - 2022 school year. Finally, the process for writing the goals for the SPSA was much more collaborative and inclusive of stakeholder involvement throughout the process which in turn has led to a more broad and strategic school plan. The SPSA writing process was started in the Spring of 2021.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Social-Emotional Learning

## LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

## Goal 3

Implement targeted actions that support social-emotional learning for all students.

1. Increase the number of students who feel connected to school to 50% or higher as demonstrated on the CREW survey during the 2021 - 2022 school year.
2. Increase student participation in on campus/virtual school clubs/activities and sports so that 80% of all students participate in one or more club/sport/activity on campus/virtually during the 2021 - 2022 school year.
3. Increase the number of opportunities provided to parents to be involved in school activities (ELAC, GATE, PTA, 5K, SSC) by offering at least 10 opportunities for parents (through ELAC, GATE Parent Meetings and activities, teacher communication home, volunteer opportunities after fully opening, Awards Nights) during the 2021 - 2022 school year.
4. Provide communication to parents/community to promote school focuses (school culture, social emotional learning, student learning) and school events/programs via school website, principal newsletter, GATE newsletters, coffee talks, KA19 podcast, Twitter, Class Dojo, "Q" Connect, and email blasts at least 2 or more times a month during the 2021 - 2022 school year.
5. Increase the number of students who feel positive about school by 5% as measured on the CREW survey during the 2021 - 2022 school year.

6. Provide 5 or more opportunities to enrich/extend learning for students identified as GATE with up to 50% of GATE students participating during the 2021 - 2022 school year.
7. Provide students with at least two activities/events per month that promotes inclusion, diversity equity awareness and/or school connections during the 2021 - 2022 school year.
8. Decrease the overall number of students suspended by 5 (total count - not percentage) during the 2021 - 2022 school year.
9. Provide parents and students with information related to district support offering (including tutoring, wellness center, Canvas training, school counselors, "Q") as least three times during the 2021 - 2022 school year.
10. Provide parents and students with information related to the importance of school attendance at least four times during the 2021 - 2022 school year.

### Identified Need

The current data indicates that 19.6% of students did not feel positive about school during the 2019 - 2020 school year as measured on the CREW survey. In addition, there were 23 students suspended on campus during the 2019 - 2020 school year. Based on this data, Sequoia Middle School needs to continue to focus on Social-Emotional Learning.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CREW Survey (administered in Spring 2022)	26.3% of students indicated that they feel extremely connected to the people and/or activities at Sequoia and 64.2% of students indicated that they sometimes feel connected to the people and/or activities at Sequoia. This is a total of 90.5%. 179 students took the CREW survey during the 2020 - 2021 school year.	90% or more of students will feel extremely or somewhat connected to school based on the 2021 - 2022 CREW survey.
2. CREW Survey	77% of students participated in at least one activity during the 2020 - 2021 school year. 138/179 students indicated participation.	80% of students will participate in one or more club/sport/ activity on campus during the 2021 - 2022 school year as indicated on the CREW survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3. Documentation of parent involvement opportunities.	Parents had at least 8 opportunities to be involved in school activities during the 2020 - 2021 school year.	Parents will be provided 10 or more opportunities to participate virtually or in person with school activities during the 2021 - 2022 school year.
4. Documentation of communication to families in Google SPSA Team Drive	Parents were provided with at least 20 communications during the 2020 - 2021 school year.	22 or more communications per month will be sent to parents during the 2021 - 2022 school year.
5. CREW Survey (administered in Spring 2022)	83.8% of students who took the CREW survey in the 2020 - 2021 school year felt positive about school.	88.8% of students who will take the CREW survey in the spring of 2022 will report that they feel positive about school.
6. Documentation of GATE activity attendance	35 % GATE students participated in one or more GATE activities during the 2020 - 2021 school year.	50% of GATE students or more will attend one or more GATE activities during the 2021 - 2022 school year.
7. Documentation of activities that promote inclusion, diversity awareness and/or school connections will be collected in Google SPSA Team Drive.	At least 10 activities that promote diversity and inclusion were implemented during the 2020 - 2021 school year.	At least 2 or more activities that promote diversity, inclusion and/or school connections will be offered each month (for a total of 22 or more a year) during the 2021 - 2022 school year.
8. "Q" Behavior Report	23 students were suspended during the 2019 - 2020 school year. Due to COVID-19, 1 student was suspended during the 2020 - 2021 school year.	There will be 18 or less students suspended during the 2021 - 2022 school year.
9. Documentation of communication to families in Blackboard Connect.	Information regarding CVUSD tutoring, the wellness center, and Canvas was sent home at least three times during the 2020 - 2021 school year.	Parents will be provided with 3 or more communications related to district support offerings (tutoring, wellness center, Canvas, "Q") during the 2021 - 2022 school year.
10. "Documentation of attendance information to families in Blackboard Connect.	Information regarding the importance of attendance was not sent home during the 2020 - 2021 school year.	During the 2021 - 2022 school year, it is our goal that information regarding the importance of school attendance be sent home at least four times.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partner with SSC, PTA, ASB, WEB, Leadership, ADCO to promote diversity, equity, inclusion and school belonging on campus through activities and events.	June 2022	Teachers Counselors Administration Classified Staff PTA SSC WEB ASB Leadership Team	Support existing programs and implement new programs that promote diversity, inclusion, and school belonging at Sequoia.  Programs include but are not limited to: Associated Student Body Events Associated Student Body Programs (Dances, Carnivals) Assemblies Abilities Awareness Week Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Inclusive Schools Weeks Unity Day Diversity Announcements Diversity Assemblies Band, Choir and Strings Battle of the Books KA19 Podcast Principal Lunch	None Specified	ASB	26,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support connections and physical fitness through offering annual 5k as sponsored by Physical Education Department.	June 2022	Admin Phys Ed Department	Physical Education department will purchase supplies needed for 5k.	4000-4999: Books And Supplies	Instruction	250
Provide 6 ACES (After Class Enrichment Series activities for GATE students.	June 2022	GATE Teacher Advisor GATE DAC Rep Administration	Create a variety of opportunities to enrich students who are GATE identified.	4000-4999: Books And Supplies	OTRM	1000
Fund copy costs associated with CREW activities to promote connections and social/emotional well-being of all students.	June 2022	Administrators Front Office Staff Sequoia Teachers CREW Committee	Copies will be made to support CREW activities at Sequoia.	4000-4999: Books And Supplies	OTRM	100
Implement 3 Principal Lunches to help transition to 6th grade.	June 2022	Administrators Counselors Teachers	Sixth grade students will be chosen to participate based on staff recommendations in lunch to create connections, to gather feedback on Sequoia and to promote inclusion.	5000-5999: Services And Other Operating Expenditures	Instruction	300
Enrich students by offering Battle of the Books Program with tournament.	June 2022	Administrator Teachers	Students will have the opportunity to participate in the Battle of the Books tournament.	4000-4999: Books And Supplies	Instruction	400
Promote student leadership by encouraging participation from SWD, EL, SED.	June 2022	Administration Teachers Counselors ASB Advisor WEB Advisor KA19 Teacher	SWD, EL, and SED students will be encouraged to participate and assisted with the application process for leadership opportunities in ASB, WEB, KA19, etc.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote important topics such as diversity, equity inclusion, and school connections through KA19 Podcasts and livestreams.	June 2022	Administration Teachers Counselors KA19 Teacher Students	Students will participate in hosting KA19 podcasts and livestreams that promote connections and that relate to students lives' and in order to communicate with the Sequoia community.	None Specified	None Specified	0
Provide Elective Department with opportunities to purchase consumables in order to enhance their elective/career classes. A similar action and funding is found under Goal 1 also.	June 2022	Administration Elective Department	Elective teachers will be provided with grant money to enhance their programs in order to make connections to students and increase inclusive efforts.	4000-4999: Books And Supplies	Instruction	465
Work with the College and Career Advisor at NPHS to implement CTE pathways at the middle school including KA19 Podcast, STEM Electives/Club and Robotics Club.	June 2022	Administration VC Innovates Teachers NPHS Staff	Teachers will collaborate with NPHS regarding VC Innovates Pathways.	None Specified	None Specified	0
Regular communication will be sent out to staff and students regarding school events.	June 2022	Administration	Regular updates including upcoming events will be emailed to staff and students in order to promote connection building opportunities for students.	None Specified	None Specified	0
Daily announcements will be made to students about upcoming events in order to increase student participation and school belonging.	June 2022	Administration ASB Students ASB Advisors	ASB students will assist administration in making daily announcements regarding upcoming events.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communicate with parents/stakeholders by sending out monthly newsletters (Sequoia Spotlight), updating the school website regularly, and sending out communication on Social Media via Twitter.	June 2022	Administration Teachers	Communication will be made to parents on a regular basis to ensure updates are provided on upcoming events.	None Specified	None Specified	0
Hold 1 GATE (Gifted and Talented Education) parent nights during the school year to promote communication and provide information on GATE activities at Sequoia.	June 2022	GATE Teacher Advisor Administration GATE DAC Representative	GATE parent nights will be held during the school year.	4000-4999: Books And Supplies	Instruction	50
Hold 5 ELAC (English Learner Advisory Council) parent meetings, including one ELAC meeting with NP cluster schools to promote communication and to provide information about supports for EL at Sequoia. A similar action and funding is found under Goal 4 also.	June 2022	Administration ELD Teacher Advisor ELAC Committee DELAC Representative Bilingual Facilitator	ELAC meetings will be held to promote communication and support EL students and families at Sequoia.	4000-4999: Books And Supplies	0860	200
Hold 1 Principal Coffee Talk to provide an update on school focus areas and to communicate with parents.	June 2022	Administration Office Staff	A Principal Coffee Talk will be held to promote communication between school and home.	4000-4999: Books And Supplies	Instruction	250
Communicate volunteer opportunities on a regular basis through email blast and PTA communication.	June 2022	Administration PTA Office Staff	Volunteer opportunities on campus will be communicated to parents via school staff and PTA.	None Specified	None Specified	0
Send at least 4 email blasts per month to provide updates to parents about school events.	June 2022	Administration ASB Leaders	Email blasts will be sent out to communicate to parents regarding events.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer KA19 podcasts and livestreams to communicate regarding important topics from our community as well as student chosen topics that relate to our students.	June 2022	Administration KA19 Teacher	KA19 will host podcasts and livestreams to make connections with students.	4000-4999: Books And Supplies	Instruction	250
Hold a Meet and Greet opportunity for parents of SWD to communicate regarding SEDAC and Sequoia events. A similar action and funding is found under Goal 2 also.	June 2022	Administration SEDAC Rep Teachers	A SEDAC parent meet and greet will be held to foster communication with parents of SWD.	4000-4999: Books And Supplies	Instruction	25
Offer virtual/on-campus clubs on campus to promote school belonging.	June 2022	Administration ASB Advisors Teachers	A Club Fair will be held so that students may participate in clubs on campus.	4000-4999: Books And Supplies	ASB	300
Celebrate Diversity, Equity, and Inclusion on campus through announcements, guest speakers, music (ie: Hispanic Heritage Month). A similar action and funding is found under Goal 4 also.	June 2022	Administration PTA Teachers Counselors	Diversity awareness will be promoted on campus through activities, assemblies and announcements.	4000-4999: Books And Supplies	OTRM	125
Support inclusion by celebrating Inclusive Schools Week, Unity Day and Abilities Awareness Week. A similar action and funding is found under Goal 2 also.	June 2022	Administration PTA SEDAC Representative Counselors Teachers WEB Leaders and Advisor ASB Leaders and Advisor	Inclusion will be promoted on campus through activities and participation in Inclusive Schools Week, Unity Day and Abilities Awareness Week.	4000-4999: Books And Supplies	OTRM	125
Promote ASB Events and LTAs (Lunchtime Activities) to foster school connections.	June 2022	Administration ASB Students ASB Advisors	Promotion of events through fliers, posters, announcements and email blasts will be used to communicate with students.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote SEL through Second Step Curriculum for 6th - 8th grade by implementing at least 20 lessons.	June 2022	Administration Teachers	Purchase of Second Step program to use as part of CREW for all students.	None Specified	None Specified	0
Provide support for 6th grade students through the implementation of Second Step by 8th grade WEB leaders.	June 2022	Administration WEB Advisor WEB Leaders	8th Grade WEB leaders will be trained to support 6th grade classes during CREW in Second Step lessons.	None Specified	None Specified	0
Support for 7/8th grade students through implementation of Second Step by WEB leaders.	June 2022	Administration ASB Advisor ASB Leaders	ASB Students will provide support during CREW in the implementation of Second Step lessons.	None Specified	None Specified	0
Purchase and implement materials for CREW (Program that supports connections, SEL, work habits/executive functioning, and positive character traits: compassion, responsibility, empowerment and well-being) A similar action and funding is found under Goal 5 also.	June 2022	Administration CREW Committee Office Staff	Supplies and materials needed to support the CREW program will be purchased, including papers, play dough, composition books.	4000-4999: Books And Supplies	OTRM	500
Participate in Thousand Oaks Teen Center League sports (soccer, volleyball, basketball).	June 2022	Administration Coaches	Students will have the opportunity to participate in Thousand Oaks Teen Center sports league.	None Specified	ASB	3000
Offer Peer Tutoring as an academic support for 6th and 7th graders during lunch two days a week.	June 2022	Administration Counselor Teacher Peer Tutors	7/8th grade Peer Tutors will support students on campus twice a week during lunch in organization and homework help.	None Specified	ASB	125

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CREW Committee will create survey for teachers to take at the end of the year indicating the number of SEL activities and type of SEL activities that were implemented this year.	June 2022	Admin Counselors CREW Committee Teachers	CREW Committee will create survey for teachers to take at the end of the 2021 school year.	None Specified	None Specified	0
Choose yearly school theme to promote school connections. 2021 - 2022 theme is: Sequoia Middle School: We ALL Fit Together	June 2022	Administration Counselors Staff	A theme will be chosen to focus on each year to promote connections.	None Specified	None Specified	0
Provide support to students through Teen Center Outreach Worker to work 1:1 and in small groups with students to make connections.	June 2022	Administration Counselors Teen Center Outreach Workers	Teen Center Outreach Worker will mentor individual and small groups of students to promote connections on campus.	None Specified	District Funded	0
Provide SEL support to students through use of Mental Health Counseling Interns and Wellness Counselor. \$0	June 2022	Administration Counselors Mental Health Interns	Mental Health Counseling Interns will provide social emotional support to students.	None Specified	District Funded	0
Analyze attendance reports monthly at ADCO. Counselors and administrators to reach out to students. SRO and Student Support Services will be involved in helping connect students to school when needed.	June 2022	Administration Counselors SRO Student Support Services	ADCO will discuss students who are designated as chronically	None Specified	District Funded	0
Hold an assembly with a Motivational Speaker to support student's SEL.	June 2022	Administration Counselors ASB Advisors	ASB will fund an assembly in October in conjunction with Unity Day and anti-bullying.	5800: Professional/Consulting Services And Operating Expenditures	ASB	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer students opportunities to participate in conflict resolutions and restorative processes with ADCO	June 2022	Administration Counselors	Administrators and Counselors will involve students in conflict resolutions and restorative processes to help promote a positive school culture.	None Specified	None Specified	0
Offer Visual Performing Arts Programs (band, chorus, strings, art elective classes)	June 2022	Administration Counselors VPA Teachers	Supplies to promote VPA classes will be purchased.	4000-4999: Books And Supplies	District Funded	5,000
Student Groups offered to focus on Restorative/Intervention groups to address and support students academic and social/emotional needs Goals 3 and 5 \$0	June 2022	Administration	Administrator(s) to attend restorative justice training.	1000-1999: Certificated Personnel Salaries	None Specified	0
Hold Club Fair to introduce students to clubs offered on campus/virtually and to allow students the opportunity to create clubs.	June 2022	Administration ASB Advisors Teachers	Annual Club Fair will be held to promote clubs offered on campus to help students make connections.	None Specified	None Specified	0
Encourage students to set goals to earn Renaissance by offering Rewards (weekly opportunity drawing, monthly prize, trimester large prize).	June 2022	Administration ASB Advisors Teachers Counselors	Renaissance events and prizes (BBQ, Field Day, etc) will be used as incentives for students to earn good grades.	4000-4999: Books And Supplies	ASB	5,000
Recognize students for academic achievements and effort through Awards Nights in spring.	June 2022	Administration Awards Coordinators Counselors Teachers	Students who demonstrate effort or academic achievement will be recognized in the spring. Supplies for the Awards Night and mailing costs will be funded.	4000-4999: Books And Supplies	Instruction	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Presentation to teachers on August 16th that focused on LGBTQ+ topics. Teacher is representative on district LGBTQ+ District committee \$0	June 2022	Administration Counselors Teachers	Sequoia will be involved with District led Professional Development focused on LGBTQ+ topics	None Specified	None Specified	0
Provide release day for CREW teachers to collaborate, create student surveys and plan activities for the school year.	June 2022	Administration CREW Committee	CREW Teachers will be provided a release day to plan lessons and activities to support SEL.	None Specified	None Specified	0
Offer Teen Center Anti-Bullying Workshop to small groups of students.	June 2022	Teachers Counselors	Assembly provided for small group of students presented by TO Teen Center Outreach Workers	None Specified	None Specified	0

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CREW, Sequoia's schoolwide SEL model was not implemented during the 2020 - 2021 school year due to COVID-19 schedules and models. Optional SEL activities were provided to teachers as well as weekly SEL check-ins for students from March - June. Virtual opportunities for students to connect through clubs and events were offered as well. These were limited compared to at traditional year. Virtual assemblies were provided (two for 8th grade and one for 6th and 7th grade). Virtual GATE activities, virtual parent information nights, virtual tours and more were also provided for students and/or parents.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Second Step was purchased at the start of 2020. Due to COVID-19, the full implementation of the curriculum was not able to be completed. Some of the virtual events and activities were not able to happen (such as Abilities Awareness) due to COVID-19 protocols. Other events were shifted in order to continue to be offered, such as the 5k becoming a virtual run.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 3 will include action steps related to implementing CREW school wide with the support of WEB leaders pushing in to classrooms to teach Second Step lessons. An emphasis on activities that support inclusion, diversity and connections was also added. In addition, the process for writing the goals for the SPSA was much more collaborative and inclusive of stakeholder involvement throughout the process which in turn has led to a more broad and strategic school plan. The SPSA process was started in the Spring of 2021.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Learners

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 4

Implement targeted actions that support positive student outcomes for English Learners.

1. Increase the number of ELs that meet or exceed the standard on the Spring 2022 ELA Benchmarks by 3% as measured during the 2021 - 2022 school year.
2. Increase the number of ELs that meet or exceed the standard on the Spring 2022 Math Benchmarks by 3% as measured during the 2021 - 2022 school year.
3. Increase the number of ELs who are reclassified to fluent English proficient to 10 students overall during the 2021-2022 school year.
4. Decrease the number of EL students receiving a D/F in English by 3% and in math by 3% as measured on semester 2 report card during the 2021 - 2022 school year.
5. Provide communication once a month (at least ten times total for the year) for EL students and to parents in order to promote participation in clubs and school activities by staff and student leadership communication using Blackboard Connect, phone calls and texts during the 2021 - 2022 school year.
6. Decrease suspension rate of ELs by 10% during the 2021 - 2022 school year.

7. Increase EL support to enable EL students to better access instruction in general education setting classes by providing at least 5 professional learning opportunities for teachers through trainings, staff meetings and in newsletters during the 2021 - 2022 school year.

### Identified Need

The current data indicates that 4 EL were reclassified based on district criteria during the 2019 - 2020 school year. Also, out of 129 EL, 21.7% of students scored a Level 1, 21.7 students scored a Level 2, 40.3% of students scored a Level 3, and 16.3% of students scored a level 4 on the ELPAC. In addition, the data indicated that on the ELA CASSP 2019, 3% of 6th Grade EL met or exceeded the standards, 0% of 7th Grade EL met or exceeded the standards and 0% of 8th Grade EL met or exceeded the standards. For the math CASSP 2019, 0% of 6th Grade EL met or exceeded the standards, 0% of 7th Grade EL met or exceeded the standards and 5% of 8th Grade EL met or exceeded the standards. 52% of students suspended during the 2019 -2020 school year were identified as EL. This is an area that needs to be addressed in goal 3 and 4.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1 ELA Benchmark Spring 2021	2021 ELA Benchmarks 6th Grade 4.9% Met or Exceeded Standards 7th Grade 12.5% Met or Exceeded Standards 8th Grade 5.9% Met or Exceeded Standards	2022 ELA Benchmark 6th Grade 7.9% Met or Exceeded Standards 7th Grade 15.5% Met or Exceeded Standards 8th Grade 8.9% Met or Exceeded Standards
2. Math Benchmark Spring 2021	2021 Math Benchmark 6th Grade 8.9% Met or Exceeded Standards 7th Grade 0% Met or Exceeded Standards 8th Grade 3.8% Met or Exceeded Standards	2022 Math Benchmark 6th Grade 11.9% Met or Exceeded Standards 7th Grade 3% Met or Exceeded Standards 8th Grade 6.8% Met or Exceeded Standards
3. ELPAC	4 students were reclassified during the 2019 - 2020 school year. 5 students	10 students will be reclassified during the 2021 - 2022 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	were reclassified during the 2020 - 2021 school year.	
4. "Q" Connect Reports	45% or less of EL earned a D/F in English on trimester 3 report card during the 2020 - 2021 school year.  62% or less of EL earned a D/F in math on trimester 3 report card during the 2020 - 2021 school year.	42% or less of EL will earn a D/F in English on trimester 3 report card during the 2021 - 2022 school year.  59% or less of EL will earn a D/F in math on trimester 3 report card during the 2021 - 2022 school year.
5. Documentation	10 communications were sent out during the 2020 - 2021 to parents of EL to encourage participation and connection to school.	At least 10 communications will be sent out during the 2021 - 2022 to parents of EL to encourage participation and connection to school.
6. Dashboard Results	52% of students suspended during the 2019 - 2020 school year were EL. Due to COVID-19 0% of students suspended during the 2020 - 2021 school year were EL.	42% or less of students suspended during the 2021 - 2022 school year will be EL.
7. Documentation in SPSA Team Drive	5 or more opportunities for professional learning related to EL strategies were provided during the 2020 - 2021 school year.	5 or more opportunities will be provided for PD related to EL strategies during the 2021 - 2022 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student achievement data as it relates to ELs and develop action steps using EAA approach on an ongoing basis.	June 2022	Teachers Counselors Administration	Data will be analyzed by stakeholders as it relates to EL achievement with academics and language proficiency in ADCO, leadership and LAT meetings.	None Specified	None Specified	0
Participate in Professional Learning opportunities related to Universal Design for Learning and EL Strategies.	June 2022	Teachers Counselors Administration	Teachers will be provided opportunities to participate in professional learning on site, at the district and/or county as it relates to UDL or EL strategies.	1000-1999: Certificated Personnel Salaries	OTRM	250
Implement use of SBAC Interim Assessments and Benchmark assessments as a formative assessment and testing practice.	June 2022	Teachers Administration	SBAC interim assessments will be implemented to allow practice for EL on the state test.	None Specified	None Specified	0
Math teachers will provide intervention to EL during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 1, 2, 5).	June 2022	Admin Teachers	Teachers will provide intervention in math to small groups of students.	1000-1999: Certificated Personnel Salaries	OTRM	2520
English teachers will provide intervention to EL during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 1, 2, 5).	June 2022	Admin Teachers	Teachers will provide intervention in English to small groups of students.	1000-1999: Certificated Personnel Salaries	OTRM	2520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students that are designated and integrated EL students will be identified and enrolled to have an opportunity to work on Achieve 3000. This will be done via our Intervention class.	June 2022	Admin Teacher	Students in Designated and Integrated EL status will work on Achieve 3000	None Specified	None Specified	0
Guided Studies/Directed Studies classes will be offered to students in lieu of an elective to help with academic skills and work completion.	June 2022	Teachers Administration Counseling	Guided Studies class will be offered to students in lieu of an elective to help with academic skills and work completion.	4000-4999: Books And Supplies	0TRM	100
Increase EL Parapro support by 45 minutes daily to provide support in non-ELD classes.	June 2022	Teachers Administration Parapro	Additional parapro support of 45 minutes daily will be added to support students in non ELD classes.	2000-2999: Classified Personnel Salaries	0860	4000
Provide opportunities for guest speakers to visit EL classes to motivate and encourage students to be college/career ready.	June 2022	Teachers Administrators Counselors	Guest speakers will be brought in to speak to EL about college, academic readiness, etc.	None Specified	None Specified	0
Provide EL's opportunities to participate in field trips to provide real world experiences.	June 2022	Administrators Teachers Counselors	A field trip will be provided for students to experience opportunities such as college, the library, etc.	5000-5999: Services And Other Operating Expenditures	0860	1000
Offer Peer Tutoring as an academic support for ELs during lunch two days a week. A similar action and funding is found under Goal 1 also.	June 2022	Administrators Counselors Teachers Peer Tutors	Peer Tutoring will be provided to 6th and 7th grade students, including ELs, during lunch two days a week. 7th and 8th grade students will be the Peer Tutors.	4000-4999: Books And Supplies	0860	125

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English language translations/interpreting for parents for events, SST meetings, IEP meetings, Section 504 meetings, etc.	June 2022	Bilingual Facilitator Parapro Administration Office Staff	Translations and/or interpreting will be provided at meetings for parents.	2000-2999: Classified Personnel Salaries	0860	500
Fund copy costs associated with EL classes.	June 2022	Administrators Teachers Counselors Office Staff	Copy costs associated with EL classes will be funded.	4000-4999: Books And Supplies	0860	500
Purchase books/supplies to supplement EL classrooms (ie:Scholastic News)	June 2022	Administrators Teachers	Supplemental materials, such as Scholastic News, will be purchased to support ELs in their English Language Development classes.	4000-4999: Books And Supplies	OTRM	750
Communicate with parents/stakeholders about upcoming events by sending out monthly newsletters (Sequoia Spotlight), updating the school website regularly, and sending out communication on Social Media via Twitter (ELAC Twitter)	June 2022	Administration	Communication regarding events will be sent out to parents, including the use of an ELAC Twitter.	None Specified	None Specified	0
Provide opportunities for collaboration amongst teachers as part of the Impact Team Model in order to promote collective teacher efficacy and assessment capable student learners including ways in which to support ELs. A similar action and funding is found under Goals 1 and 2 also.	June 2022	Teachers Administration	English teachers who teach ELD classes will participate in the Impact Team model.	1000-1999: Certificated Personnel Salaries	OTRM	2500
Provide Professional Learning opportunities related to technology to support teaching and student learning for ELs with 1:1 devices. A similar action and funding is found under Goals 1	June 2022	Administration Teachers Site Tech	Professional Learning related to technology will be provided to teachers to support ELs.	1000-1999: Certificated Personnel Salaries	Instruction	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and 2 also.						
Provide students with use of iPads between classes for translation support.	June 2022	Administration Teachers Site Tech	iPads will be used by students in all classes to help with translations.	None Specified	None Specified	0
Support students/parents through staff (health clerk, facilitator, parapro, two admin, custodian and two teachers) who are bilingual.	June 2022	Bilingual Facilitator Parapro Staff Administration	Bilingual support will be provided to students and parents by staff.	None Specified	None Specified	0
Hold 5 ELAC (English Learner Advisory Council) parent meetings, including one ELAC meeting with NP cluster schools to promote communication and to provide information about supports for EL at Sequoia. A similar action and funding is found under Goal 3 also.	June 2022	DELAC REP ELAC Committee Administration Teachers ELD Teacher Advisor Counselor	Five ELAC meetings will be held to communicate with parents. 1 NP Cluster meeting will be held.	4000-4999: Books And Supplies	0860	200
Hold an EL Honoring Ceremony at the end of the year to recognize and honor students for reclassification, academic effort and academic achievement.	June 2022	DELAC REP ELAC Committee Administration Teachers ELD Teacher Advisor Counselor	An ELAC Honoring Ceremony will take place in May to recognize ELs.	4000-4999: Books And Supplies	0860	100
Support students through Rising Scholars Program in conjunction with Moorpark College that offers tutoring and seminars for ELs who are the first generation in their family to go to college	June 2022	Administration Counselors	Identified students will have the opportunity to participate in Rising Scholars through Moorpark College to provide tutoring and academic support.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Rosetta Stone will be utilized with students to support English language skills.	June 2022	Administration ELD Teachers ELD Parapro and Facilitator	Identified students will participate in Rosetta Stone to strengthen English language reading, writing, speaking and listening.	None Specified	None Specified	0
Purchase supplies to support team building and STEM collaborations, with academic language, during ELD classes.	June 2022	Administration ELD Teachers	Purchase supplies to support team building and STEM collaborations	4000-4999: Books And Supplies	0860	475
Celebrate Diversity, Inclusion, Equity on campus through announcements, guest speakers, music (ie: Hispanic Heritage Month). A similar action and funding is found under Goal 3 also.	June 2022	Administration PTA Teachers	Diversity awareness will be promoted on campus through activities, assemblies and announcements.	4000-4999: Books And Supplies	OTRM	125
Achieve 3000 will be utilized as an intervention to promote reading comprehension for EL. Funding for this goal is also associated under goal 1.	June 2022	Teachers	Small groups of students will receive Achieve 3000 intervention two times a week for 30 minutes.	1000-1999: Certificated Personnel Salaries	0860	4320
Attendance at DELAC meetings by assistant principal to collaborate with DELAC representatives and to provide necessary information and training to Sequoia's ELAC.	June 2022	Assistant Principal	Administration will attend DELAC meetings and collaborate with stakeholders.	None Specified	None Specified	0
Assistant Principal attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs	June 2022	Assistant Principal EL Teacher Advisor	Administration will collaborate with EL Teacher Advisor.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host a parent night in Spanish for 5th to 6th grade and 8th to 9th grade parents to support students' transition.	June 2022	Administration	Administration will collaborate with site and district leaders to host a parent information night in Spanish in the spring to support student transition to MS.	None Specified	None Specified	0
Invite Multi-lingual parent leadership participants to present at ELAC meeting.	June 2022	Administration Multi-lingual parent leaders	Multi-lingual parents will be invited to participate at ELAC.	None Specified	None Specified	0
Offer Lunch Bunch program for ELs to get additional academic support on homework/classwork with teacher and parapro.	June 2022	Teacher Parapro	Parapro and teachers will support EL during lunch in homework program.	None Specified	None Specified	0
Provide co-taught math and English classes for 8th grade students where two teachers are responsible for planning, instruction and assessment for general education students and SWD. Meetings will be held monthly to support co-taught class teachers.	June 2022	Teachers Administration	Co-taught math and English classes will be offered in 8th grade.	None Specified	None Specified	0
Sequoia staff will have the opportunity to voluntarily participate in Spanish classes to help in communicating with parents and students.	June 2022	Teachers Counselors Administration Classified Staff	An opportunity for staff to learn Spanish will be provided as taught by a Sequoia staff member.	None Specified	None Specified	0

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Rosetta Stone has been effectively implemented into the beginner EL class. The English class for parents that was implemented at Sequoia was not widely attended, possibly due to the time of day and the virtual nature of the class. Achieve 3000 was widely supported and utilized by the English department at Sequoia.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were not able to go on a field trip during the 2020 - 2021 school year to a college due to COVID-19 which decreased our expenditures. We also did not have as high of a cost for para support due to school closures. We were not able to hold the Honoring Ceremony in person that we typically hold in May.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The continued use of Achieve 3000 will be an action item that is implemented in the new SPSA. In addition, the hiring of more bilingual teachers (two teachers) and a registrar will help students and parents of EL feel more comfortable in communicating with the school. Several Sequoia staff members are also taking a Spanish language class to be able to communicate more effectively with EL and families. Finally, the process for writing the goals for the SPSA was much more collaborative and inclusive of stakeholder involvement throughout the process which in turn has led to a more broad and strategic school plan. The process for writing the SPSA began in Spring 2021.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Learning Loss

## LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

## Goal 5

Implement targeted actions that address learning loss (both academic and social emotional) associated with COVID-19 to support general education, SWD, EL, SED, McKinney Vento, Foster and GATE students.

1. Every teacher will participate in promoting SEL activities through CREW to address the social emotional side of learning loss to help with connecting students to school during the 2021 - 2022 school year.
2. Students identified as exhibiting learning loss in math and/or English, based on teacher assessment/observations, will have the opportunity to participate in intervention during CREW, before/after school or as part of their schedule during the 2021-2022 school year.
3. 75% of students receiving intervention will pass at least 5/6 of their classes during semester 2 during the 2021 - 2022 school year.

## Identified Need

Due to COVID-19 and the school closure on March 13, 2020, students were engaged in distance learning in the Spring of 2020. The level of instruction varied amongst grade level and classroom and led to identifiable learning loss as measured by teacher

assessments/observations. In addition, students had varying levels of connectivity with a lack of structure due to non-synchronous instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1. Documentation of participation in CREW by Teacher Google Form Survey</p> <p>2. Intervention spreadsheet</p> <p>3. List of students who received intervention and Trimester 3 grades in "Q" during 2020-2021 school year.</p>	<p>1. 33 of the 33 teachers who completed the staff survey in the spring of 2021 indicated that they offered SEL activities at least 1-2 times a month. CREW is starting back up for the 2021 - 2022 school year we will have additional data.</p> <p>2. There were limited opportunities for students in the remote setting to receive intervention. Interventions included: Directed Studies, office hours, Achieve 3000 and CVUSD virtual touring. Baseline data will be collected during the 2021 - 2022 school year.</p> <p>3. 57% of students receiving intervention passed 5/6 of their classes during the 2020 - 2021 school year.</p>	<p>1. 100% of teachers will participate in promoting SEL activities through CREW to address the social emotional side of learning loss to help with connecting students to school during the 2021 - 2022 school year.</p> <p>2. 100% of students students exhibiting learning loss will be provided with intervention opportunities during the 2021 - 2022 school year.</p> <p>3. 75% of students receiving intervention will pass 5/6 of their classes during the 2021 - 2022 school year.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers met on August 16, 2021 to develop action plans to address students returning to campus for the 21/22 school year. Action plans focused on SEL and UDL. Teachers identified both Social and Academic Barriers. Teachers	June 2022	Admin Counselors Teachers	Teachers collaborated in creating action plans that focused on UDL/DEI/SEL	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
utilized UDL Framework as a reference. Next meeting scheduled for November 1, 2021. Goals 1, 3, 5 \$0						
CREW Committee will create survey for teachers to take at the end of the year indicating the number of SEL activities and type of SEL activities that were implemented this year.	June 2022	Admin Counselors CREW Committee Teachers	CREW Committee will create survey for teachers to take at the end of the 2021 school year.	None Specified	None Specified	0
Using IEP annual goals as measurable outcomes in addressing learning loss Goals 1, 2, 3, 5 \$0	June 2022	Admin Counselors Teachers	Progress on goals will be sent home and is an indicator of students moving towards meeting their academic/social goals	None Specified	None Specified	0
Guided Studies/Directed Studies classes will be offered to students in lieu of an elective to help with academic skills and work completion.	June 2022	Admin Counselors Teachers	Guided Studies class will be offered to students in lieu of an elective to help with academic skills and work completion.	4000-4999: Books And Supplies	OTRM	100
Offer Peer Tutoring as an academic support for 6th and 7th graders during lunch two days a week. A similar action and funding is found under Goal 1 and 4 also.	June 2022	Admin Counselors Teachers	Peer tutoring will be used to help support students identified as having learning loss.	4000-4999: Books And Supplies	OTRM	125
Fund copy costs associated with CREW activities to promote connections and social/emotional well-being of all students. A similar action and funding is found under Goal 3.	June 2022	CREW Committee	Copy costs associated with SEL program will be funded.	5000-5999: Services And Other Operating Expenditures	OTRM	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support students through Rising Scholars Program in conjunction with Moorpark College that offers tutoring and seminars for ELs who are the first generation in their family to go to college	June 2022	Admin Counselors	Identified students will have the opportunity to participate in Rising Scholars through Moorpark College to provide tutoring and academic support.	None Specified	None Specified	0
Achieve 3000 will be utilized as an intervention to promote reading comprehension for EL and for students identified as needing additional support in reading. Funding for this goal is also associated under goals 1 and 4.	June 2022	Admin Teachers	Small groups of students will receive Achieve 3000 intervention two times a week for 30 minutes.	1000-1999: Certificated Personnel Salaries	0860	450
English Impact Teams will meet to collaborate on ways to address learning loss and implement activities as well as creating formative assessments.	June 2022	Admin English Impact Teams	Impact teams will create common pre-post assessment.	1000-1999: Certificated Personnel Salaries	OTRM	625
Math Impact Teams will meet to collaborate on ways to address learning loss and implement activities as well as creating formative assessments.	June 2022	Admin Math Impact Teams	Impact teams will create common pre-post assessment.	1000-1999: Certificated Personnel Salaries	OTRM	625
Math teachers will provide intervention to small groups during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 1, 2, 4).	June 2022	Admin Teachers	Teachers will provide intervention in math to small groups of students.	1000-1999: Certificated Personnel Salaries	OTRM	2520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English teachers will provide intervention to small groups during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 1, 2, 4).	June 2022	Admin Teachers	Teachers will provide intervention in English to small groups of students.	1000-1999: Certificated Personnel Salaries	OTRM	2520
Attendance at GATE DAC meetings and collaboration between administration, GATE DAC rep and GATE Teacher Advisor.	June 2022	Admin GATE DAC Rep GATE DAC Teacher Advisor	Collaboration will take place between administration, GATE DAC Rep and GATE teacher advisor.	None Specified	None Specified	0
Dean participating in regular meetings with district staff in support of McKinney Vento and Foster Students. Dean serving as point of contact for necessary supports to these students. Dean checks in on students bi-weekly to help support.	June 2022	Dean	Participation in regular meetings to support McKinney Vento and Foster Students.	None Specified	None Specified	0
On-going review of Semester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.	June 2022	Administration Counselors	Data will be reviewed on a regular basis to support targeted student groups.	None Specified	None Specified	0
Social Studies Impact Teams will meet to collaborate on ways to address learning loss and implement activities as well as creating formative assessment.	June 2022	Administration SS Impact Team	Impact teams will create common pre-post assessment.	1000-1999: Certificated Personnel Salaries	OTRM	625
Science Impact Teams will meet to collaborate on ways to address learning loss and implement activities as well as creating formative assessment.	June 2022	Administration Science Impact Team	Impact teams will create common pre-post assessment.	1000-1999: Certificated Personnel Salaries	OTRM	625
Provide co-taught math and English classes for 8th grade students where two teachers are responsible for planning,	June 2022	Administration Teachers	Co-taught classes will be offered in math and English in 8th grade to support learning loss.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction and assessment for general education students and SWD. Meetings will be held monthly to support co-taught class teachers.						
Purchase and implement materials for CREW (Program that supports connections, SEL, work habits/executive functioning, and positive character traits: compassion, responsibility, empowerment and well-being)	June 2022	Administration CREW Committee	Funds will be used to purchase supplies to support social emotional skills as part of learning loss.	4000-4999: Books And Supplies	OTRM	500
Promote SEL through Second Step Curriculum for 6th - 8th grade by implementing at least 20 lessons.	June 2022	Administration Counselors Teachers	Second Step will be utilized as an SEL curriculum.	None Specified	District Funded	0

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 5, which addresses learning loss, is a new goal related to the learning loss students are experiencing due to COVID-19, school closures and remote learning. The Learning Loss will continue next year with the interventions changed due to the return to in person learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, it was challenging to implement interventions in both the blended and remote setting. Attendance was limited for office hours, with clubs/SEL activities, and with intervention in the remote setting.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The BEST (Becoming Everyday Scholars Together) program will not continue to be offered as this was paid for from a grant. Sequoia's BEST Counselor also provided a girls empowerment group called ROX; this will also be discontinued due to the training that the BEST Counselor had gone through. New interventions will be offered next year during CREW on Wednesdays and Thursdays in math and English to help support students who demonstrated Learning Loss. Impact Teams in math, English, Social Studies and Science will also created formative assessments to determine if students are meeting key concepts and will meet to discuss supporting students in these subject areas.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,776.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0860	\$12,320.00
OTRM	\$49,226.00
ASB	\$40,425.00
District Funded	\$5,000.00
Instruction	\$6,805.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$113,776.00

Total of federal, state, and/or local funds for this school: \$113,776.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
OTRM	49,226	0.00
0860	12,320	0.00

## Expenditures by Funding Source

Funding Source	Amount
0860	12,320.00
OTRM	49,226.00
ASB	40,425.00
District Funded	5,000.00
Instruction	6,805.00
None Specified	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,980.00
2000-2999: Classified Personnel Salaries	4,950.00
4000-4999: Books And Supplies	33,330.00
5000-5999: Services And Other Operating Expenditures	4,891.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
None Specified	29,625.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	0860	5,220.00
2000-2999: Classified Personnel Salaries	0860	4,500.00
4000-4999: Books And Supplies	0860	1,600.00
5000-5999: Services And Other Operating Expenditures	0860	1,000.00
1000-1999: Certificated Personnel Salaries	OTRM	33,660.00
2000-2999: Classified Personnel Salaries	OTRM	450.00
4000-4999: Books And Supplies	OTRM	11,025.00
5000-5999: Services And Other Operating Expenditures	OTRM	3,591.00
None Specified	OTRM	500.00
4000-4999: Books And Supplies	ASB	10,300.00
5800: Professional/Consulting Services And Operating Expenditures	ASB	1,000.00
None Specified	ASB	29,125.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	5,000.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Instruction	1,100.00
4000-4999: Books And Supplies	Instruction	5,405.00
5000-5999: Services And Other Operating Expenditures	Instruction	300.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,421.00
Goal 2	9,890.00
Goal 3	45,465.00

Goal 4

20,185.00

Goal 5

8,815.00

# 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
- 5 Classroom Teachers
- 3 Other School Staff
- 6 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karla DiDomizio	Principal
Amy Hamaker	Classroom Teacher
Keith Jones	Classroom Teacher
Jennifer Joutras	Classroom Teacher
Kim Skellenger	Classroom Teacher
Karla Stevenson	Classroom Teacher
Jaime Taylor	Other School Staff
Ben Miller	Parent or Community Member
Kristina Lopez	Parent or Community Member
Jen Michel	Parent or Community Member
Sushana Chaudhary	Parent or Community Member
Christel Mellinger	Parent or Community Member
Lisa Barron	Parent or Community Member
Kelly Welch	Other School Staff
Martin Nichols	Other School Staff
Madison Neir	Secondary Student
Destiny Nash	Secondary Student

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 School Plan for Student Achievement (SPSA) 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**

	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative

The SSC reviewed the content requirements for school plans of programs included in this SPSA 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 SPSA 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 SPSA was adopted by the SSC at a public meeting on 9/15/21.

Attested:

Principal, Karla DiDomizio on 9/15/21
SSC Chairperson, on 9/15/21

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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