



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sequoia Middle School	56 73759 6067300	8/28/2024	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Sequoia Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Additional Targeted Support and Improvement  
Sequoia Middle School's goals for the 2024-2025 school year are aligned with the CVUSD LCAP goals and ESSA,

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Sequoia Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Sequoia Middle School's goals for the 2024-2025 school year are aligned with the CVUSD LCAP goals and ESSA,

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, and 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, Grading for Mastery, 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 2023, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2022-23 and 2023-24- CAASPP data as an important reference, and data from 2023/2024 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory 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.

## Educational Partner Involvement

How, when, and with whom did Sequoia Middle 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's (once a month) throughout the 2023-2024 school year (August 30th, September 20th, October 18th, November 15 2023 and January 17th, February 21st, March 20th, April 17th 2024) the School Site Council met and discussed the progress of SPSA goals/monitoring and updated/modified the action items when necessary. The amendments were recorded on the actions goals in the SPSA.

2.. On May 15, 2024, the SSC met to review and update SPSA goals, actions items, and review the 23/24 budgets.

3.. On May 16, 2024 K. DiDomizio met with DELAC and SEDAC parent representative to discuss SPSA goals for SWD and EL population for the 24/25 SPSA document as well as review data from the 23/24 school year.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Overall, the state indicators for student performance was in the following performance categories: Yellow for Math and English Language Arts, Green for Suspension Rate, and Yellow for Chronic Absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

ELD students at Sequoia Middle School scored red, which was two or more performance levels below than ALL students who scored Yellow in ELA Academic Achievement.

ELD, SED, SWD at Sequoia Middle School scored orange on school climate (suspension rate), which was two or more performance levels below than ALL students who scored Green in school climate (suspension rate).

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sequoia Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.23%	0.59%	0.59%	2	5	5
African American	1.02%	0.82%	0.59%	9	7	5
Asian	6.13%	5.89%	6.52%	54	50	55
Filipino	0.68%	0.71%	0.95%	6	6	8
Hispanic/Latino	38.14%	42.05%	38.20%	336	357	322
Pacific Islander	0.45%	0.35%	0.24%	4	3	2
White	47.22%	44.29%	47.21%	416	376	398
Multiple/No Response	6.13%	5.3%	5.69%	54	45	48
<b>Total Enrollment</b>				881	849	843

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	294	293	268
Grade 7	282	284	287
Grade 8	305	272	288
<b>Total Enrollment</b>	881	849	843

#### Conclusions based on this data:

1. The percentage of students who identify as Hispanic/Latino decreased from 4% between 2022/2023 and the 2023/2024 school year.
2. The percentage of students who identify as White increased 3% between 2022/2023 and the 2023/2024 school year.
3. The total student enrollment for Sequoia Middle School had a slight decrease in enrollment between 2022/2023 and 2023/2024 school year.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	151	142	114	16.7%	17.1%	13.5%
Fluent English Proficient (FEP)	112	119	139	14.0%	12.7%	16.5%
Reclassified Fluent English Proficient (RFEP)				2.6%		

### Conclusions based on this data:

1. The overall percentage of English Learners (EL) enrollment has decreased between the 2022/2023 and the 2023/2024 school year. The types of supports that are being provided to ELs include: Designated ELD, integrated ELD, consistent weekly communication between school and home through ELAC meetings, weekly updates, District purchased site licenses of Literacy Pro and IXL English to support English Language Development.
2. A total of 15 students were reclassified in the 2023/2024 school year. The number of students who were reclassified decreased by 5 students from 2022/2023 to the 2023/2024 school year. A goal and action steps to address EL, and EL reclassification, can be found under goal 4.
3. Sequoia will work on focusing to increase reclassification with interventions such as Homework Help (before/after school) and Lunch bunch intervention. A goal and action steps to address EL, and EL reclassification, can be found under goal 4. Sequoia Middle School administration and counseling identifying LTEL's in the 2024/2025 school year to increase time outside of Designated Supports if they are designated as Long Term English Learners (LTEL's).

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	283	284	268	258	259	253	257	259	253	91.2	91.2	94.4
Grade 7	265	282	287	241	263	242	241	263	242	90.9	93.3	84.3
Grade 8	296	262	288	242	223	241	242	223	241	81.8	85.1	83.7
All Grades	844	828	843	741	745	736	740	745	736	87.8	90.0	87.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2556.	2543.	2549	28.79	25.48	25.7	38.13	35.91	35.6	17.12	17.76	35.6	15.95	20.85	17.8
Grade 7	2576.	2566.	2551	26.56	21.29	22.3	36.10	39.92	32.2	19.50	18.63	21.5	17.84	20.15	24.0
Grade 8	2576.	2586.	2565	19.42	25.11	18.3	40.91	33.63	36.1	19.42	22.42	23.2	20.25	18.83	22.4
All Grades	N/A	N/A	N/A	25.00	23.89	22.1	38.38	36.64	34.63	18.65	19.46	26.77	17.97	20.00	21.4

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	29.57	26.64		52.53	50.19		17.90	23.17	
Grade 7	29.46	26.24		55.19	57.41		15.35	16.35	
Grade 8	26.86	27.35		57.44	53.36		15.70	19.28	
All Grades	28.65	26.71		55.00	53.69		16.35	19.60	



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.96	22.48		58.75	55.43		18.29	22.09	
Grade 7	27.80	24.81		54.77	54.58		17.43	20.61	
Grade 8	22.73	24.22		57.02	54.71		20.25	21.08	
All Grades	24.46	23.82		56.89	54.91		18.65	21.27	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.96	18.53		70.43	72.59		6.61	8.88	
Grade 7	12.86	17.49		78.84	75.67		8.30	6.84	
Grade 8	14.46	19.28		72.73	73.09		12.81	7.62	
All Grades	16.89	18.39		73.92	73.83		9.19	7.79	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.57	25.87		69.65	60.62		7.78	13.51	
Grade 7	29.05	21.67		55.19	65.40		15.77	12.93	
Grade 8	19.01	29.60		66.94	62.33		14.05	8.07	
All Grades	23.51	25.50		64.05	62.82		12.43	11.68	

**Conclusions based on this data:**

1. In Spring 2023, CVUSD schools were in their second year of returning traditional CAASPP testing.
2. In Spring 2023, 87% of the student tested in ELA , this was consistent with the 87% of students who tested in ELA in Spring 2022. We did have several students opt out of state testing. Several email notifications were sent to families communicating testing logistics and the importance of testing.
3. In the Spring 2023, 61% of student met or exceeded the standard, 60% 7th grade student met or exceeded the standard, 58% of 8th grade students met or exceeded the standard. When comparing the three grade levels. Sequoia has established an Intervention place in ELA for all grade levels based on this data.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	283	284	268	263	257	252	263	257	252	92.9	90.5	94.0
Grade 7	265	282	287	239	264	239	239	264	239	90.2	93.6	83.3
Grade 8	296	262	288	246	222	239	246	222	239	83.1	84.7	83.0
All Grades	844	828	843	748	743	730	748	743	730	88.6	89.7	86.8

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2535.	2535.	2533	26.62	28.40	24.6	21.67	20.62	23.0	27.76	23.74	27.4	23.95	27.24	25.0
Grade 7	2551.	2542.	2537	23.85	24.62	25.9	23.85	19.32	19.7	22.59	29.55	21.8	29.71	26.52	32.6
Grade 8	2545.	2564.	2549	22.76	25.68	23.0	18.70	16.22	20.1	23.17	25.68	20.1	35.37	32.43	36.8
All Grades	N/A	N/A	N/A	24.47	26.24	24.5	21.39	18.84	20.93	24.60	26.38	23.1	29.55	28.53	31.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	26.62	31.13		47.53	42.80		25.86	26.07	
Grade 7	26.36	21.97		43.51	48.11		30.13	29.92	
Grade 8	25.61	27.48		45.12	44.59		29.27	27.93	
All Grades	26.20	26.78		45.45	45.22		28.34	27.99	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	14.45	19.46		57.79	49.03		27.76	31.52	
<b>Grade 7</b>	24.69	21.97		47.70	54.55		27.62	23.48	
<b>Grade 8</b>	19.51	21.62		48.37	51.35		32.11	27.03	
<b>All Grades</b>	19.39	21.00		51.47	51.68		29.14	27.32	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	21.67	22.18		63.50	52.53		14.83	25.29	
<b>Grade 7</b>	17.57	21.59		66.95	57.20		15.48	21.21	
<b>Grade 8</b>	17.48	20.27		59.35	58.56		23.17	21.17	
<b>All Grades</b>	18.98	21.40		63.24	55.99		17.78	22.61	

**Conclusions based on this data:**

1. In Spring 2023, CVUSD schools were in their second year of returning traditional CAASPP testing.
2. In Spring 2023, there was a total of 742 Sequoia students who participated in the Spring Math Benchmarks. We did have several students opt out of state testing. Several email notifications were sent to families communicating testing logistics and the importance of testing.
3. On the Spring 2023 Math Benchmark 48% of 6th grade student met or exceeded the standard, 43 % of 7th grade student met or exceeded the standard, 41% of 8th grade students met or exceeded the standard. When comparing the three grade levels. Sequoia has established an Intervention place in ELA for all grade levels based on this data. On the Spring 2023 CAASPP Math 49% of 6th grade students met or exceeded standards, 44% of 7th grade students met or exceeded standards, 42% of 8th grade students met or exceeded standards.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.elpac.org) website for more information about the ELPAC.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1529.8	1517.4	1513.4	1526.8	1505.1	1514.1	1532.2	1529.2	1512.1	54	44	47
7	1523.3	1538.7	1521.1	1516.7	1535.4	1501.2	1529.4	1541.6	1540.4	53	45	37
8	1545.2	1525.2	1551.2	1538.0	1516.6	1547.3	1551.8	1533.4	1554.5	40	51	41
<b>All Grades</b>										147	140	125

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	25.93	13.64	8.51	38.89	43.18	42.55	20.37	25.00	29.79	14.81	18.18	19.15	54	44	47
7	16.98	20.00	13.51	32.08	42.22	40.54	32.08	26.67	29.73	18.87	11.11	16.22	53	45	37
8	25.00	13.73	19.51	37.50	35.29	51.22	27.50	21.57	14.63	10.00	29.41	14.63	40	51	41
<b>All Grades</b>	22.45	15.71	13.60	36.05	40.00	44.80	26.53	24.29	24.80	14.97	20.00	16.80	147	140	125

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	38.89	31.82	31.91	38.89	34.09	48.94	11.11	20.45	6.38	11.11	13.64	12.77	54	44	47
7	20.75	40.00	13.51	47.17	35.56	43.24	18.87	17.78	27.03	13.21	6.67	16.22	53	45	37
8	30.00	21.57	31.71	50.00	31.37	43.90	10.00	21.57	17.07	10.00	25.49	7.32	40	51	41
<b>All Grades</b>	29.93	30.71	26.40	44.90	33.57	45.60	13.61	20.00	16.00	11.56	15.71	12.00	147	140	125

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	16.67	9.09	0.00	20.37	25.00	21.28	38.89	36.36	42.55	24.07	29.55	36.17	54	44	47
<b>7</b>	7.55	13.33	5.41	22.64	17.78	35.14	35.85	51.11	35.14	33.96	17.78	24.32	53	45	37
<b>8</b>	7.50	7.84	4.88	27.50	21.57	48.78	50.00	35.29	29.27	15.00	35.29	17.07	40	51	41
<b>All Grades</b>	10.88	10.00	3.20	23.13	21.43	34.40	40.82	40.71	36.00	25.17	27.86	26.40	147	140	125

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
<b>6</b>	20.37	13.64	29.79	68.52	70.45	59.57	11.11	15.91	10.64	54	44	47	
<b>7</b>	7.55	8.89	13.51	62.26	75.56	64.86	30.19	15.56	21.62	53	45	37	
<b>8</b>	22.50	13.73	19.51	65.00	47.06	73.17	12.50	39.22	7.32	40	51	41	
<b>All Grades</b>	16.33	12.14	21.60	65.31	63.57	65.60	18.37	24.29	12.80	147	140	125	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
<b>6</b>	64.81	43.18	40.43	25.93	43.18	46.81	9.26	13.64	12.77	54	44	47	
<b>7</b>	60.38	57.78	32.43	26.42	35.56	54.05	13.21	6.67	13.51	53	45	37	
<b>8</b>	62.50	37.25	46.34	27.50	39.22	43.90	10.00	23.53	9.76	40	51	41	
<b>All Grades</b>	62.59	45.71	40.00	26.53	39.29	48.00	10.88	15.00	12.00	147	140	125	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
<b>6</b>	18.52	13.64	0.00	29.63	34.09	34.04	51.85	52.27	65.96	54	44	47	
<b>7</b>	15.09	13.33	13.51	33.96	46.67	48.65	50.94	40.00	37.84	53	45	37	
<b>8</b>	25.00	19.61	17.07	35.00	23.53	48.78	40.00	56.86	34.15	40	51	41	
<b>All Grades</b>	19.05	15.71	9.60	32.65	34.29	43.20	48.30	50.00	47.20	147	140	125	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	12.96	15.91	23.40	79.63	65.91	57.45	7.41	18.18	19.15	54	44	47
<b>7</b>	7.55	8.89	13.51	75.47	88.89	70.27	16.98	2.22	16.22	53	45	37
<b>8</b>	2.50	0.00	4.88	87.50	84.31	87.80	10.00	15.69	7.32	40	51	41
<b>All Grades</b>	8.16	7.86	14.40	80.27	80.00	71.20	11.56	12.14	14.40	147	140	125

**Conclusions based on this data:**

1. In 2021/2022, in 2022/2023 we had 124 students who took the ELPAC. In the 2023/2024 we had 116 students who took the ELPAC.
2. Teachers of integrated and designated ELD will continue to collaborate using a vertical articulation on reading and writing to increase reclassification
3. 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

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>849</b>	<b>33</b>	<b>16.7</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sequoia Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	142	16.7
Foster Youth		
Homeless	23	2.7
Socioeconomically Disadvantaged	280	33
Students with Disabilities	119	14

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.8
American Indian	5	0.6
Asian	50	5.9
Filipino	6	0.7
Hispanic	357	42
Two or More Races	45	5.3
Pacific Islander	3	0.4
White	376	44.3

**Conclusions based on this data:**

1. In terms of Enrollment by Race/Ethnicity, our two largest student groups are White at 44% of the population and Hispanic at 42% of the population.
2. Approximately 33% of our school is identified as Socioeconomically Disadvantaged (SED). 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 849, there are approximately 17% of students who are identified as English Learners. A goal addressing the needs of EL has been identified as part of the SPSA process in Goal 4.



# School and Student Performance Data

## Overall Performance






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

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. In terms of Overall Performance on the California Dashboard, English Language Arts CAASPP scores was in the the yellow indicator. We will continue to focus on ELA interventions in the 2024/2025 school year.
2. In terms of Overall Performance on the California Dashboard, our suspension rates were rated in the green. An increased use of other means of correction impacted the number of suspensions on campus. Sequoia will continue to focus on Restorative approaches towards discipline as well as other means of correction.

- 
- 
3. In terms of Overall Performance on the California Dashboard, mathematics scores on the CAASPP were in the yellow indicator. The math team will work together in PLC and Staff Meetings to collaborate and assess data.

# School and Student Performance Data

## Academic Performance English Language Arts

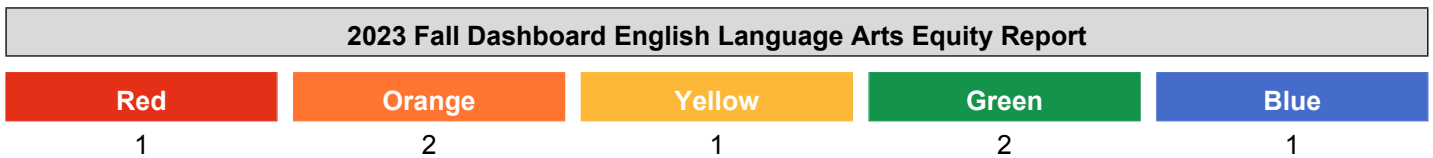
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 1.8 points below standard Maintained -0.1 points 778 Students	<b>English Learners</b>  Red 76.8 points below standard Maintained -2.2 points 166 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> 124.5 points below standard Increased Significantly +36.6 points 22 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 67.7 points below standard Increased +3.4 points 261 Students	<b>Students with Disabilities</b>  Orange 117.8 points below standard Increased +13.4 points 123 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  7 Students	Less than 11 Students  5 Students	 Blue 92.9 points above standard Increased Significantly +23.5 points 47 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.9 points below standard Maintained +2.1 points 330 Students	 Green 41.5 points above standard Decreased -14.4 points 41 Students	Less than 11 Students  3 Students	 Green 19 points above standard Maintained +2 points 343 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.1 points below standard Decreased -3.4 points 103 Students	9.2 points below standard Decreased Significantly -27.8 points 63 Students	12.6 points above standard Maintained -2.2 points 539 Students

#### Conclusions based on this data:

1. Our EL student group, scored 72.9 below standard in ELA. ELD teachers are implementing iLit and Achieve 3000 to help strengthen English language skills. This specific student group will be addressed with an overarching band and several sub-goals.
2. Our SWD scored 124.2 points below standards. 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. We have added an Intervention time during CREW focused on ELA/Math.
3. Our socioeconomically disadvantaged scored 67.7 points below standard in the 2022 CAASPP. 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

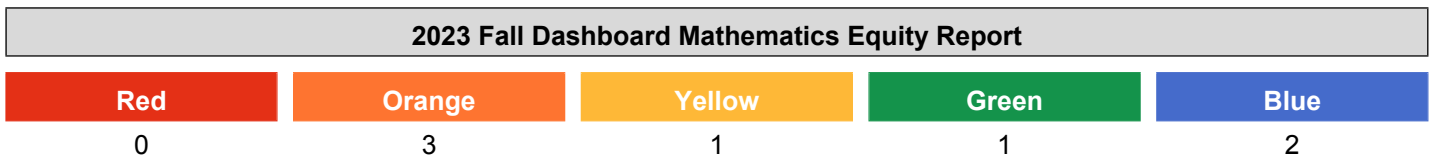
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 36.7 points below standard Increased +4.8 points 779 Students	<p><b>English Learners</b></p>  Orange 120.7 points below standard Increased +14.6 points 166 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>152.7 points below standard Increased +6.3 points 22 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 112.8 points below standard Increased +14.1 points 262 Students	<p><b>Students with Disabilities</b></p>  Orange 163.5 points below standard Increased +6.2 points 124 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  7 Students	Less than 11 Students  5 Students	 Blue 96.6 points above standard Increased Significantly +23.5 points 47 Students	Less than 11 Students  6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 92.2 points below standard Increased +8.9 points 330 Students	 Blue 29.4 points above standard Increased Significantly +27 points 41 Students	Less than 11 Students  3 Students	 Green 10.6 points below standard Increased +5.1 points 344 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
163.8 points below standard Increased +9.8 points  103 Students	50.2 points below standard Decreased -3.2 points  63 Students	19.5 points below standard Maintained +1.4 points  540 Students

#### Conclusions based on this data:

1. All teachers will be participating in PLC's and staff meetings as grade level or subject matter groups to assess student data, interventions, and cross curricular connections for a schoolwide approach. 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. Sequoia math teachers are using IXL Math and Delta Math as intervention strategies.
2. Our SWD student group, - 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.
3. Our socioeconomically disadvantaged student group- . 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

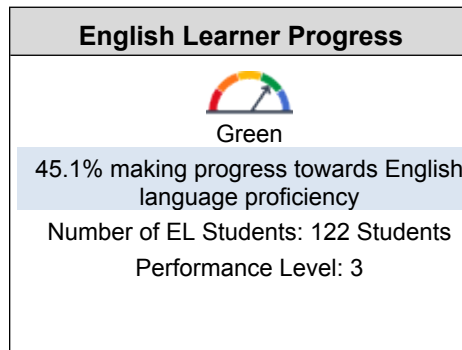
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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
22	43	2	53

#### Conclusions based on this data:

- 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 students who scored within the Level 1 Beginning Stage. A sub-goal under band 4 will focus on language proficiency.
- 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 students who scored within the Level 2 Somewhat Developed category. A sub-goal under band 4 will focus on language proficiency.
- 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 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

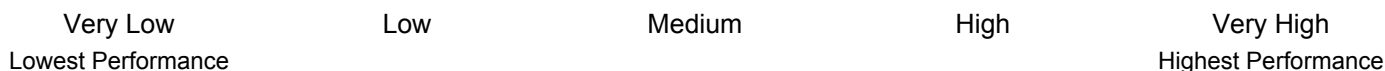
## Academic Performance College/Career Report

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

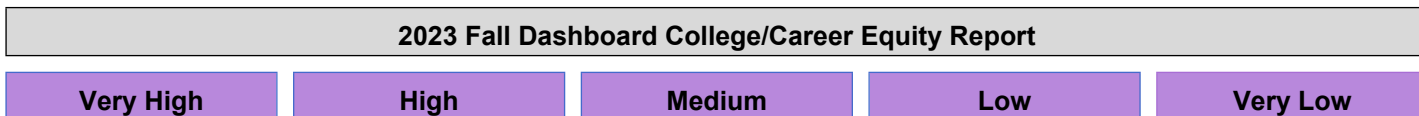
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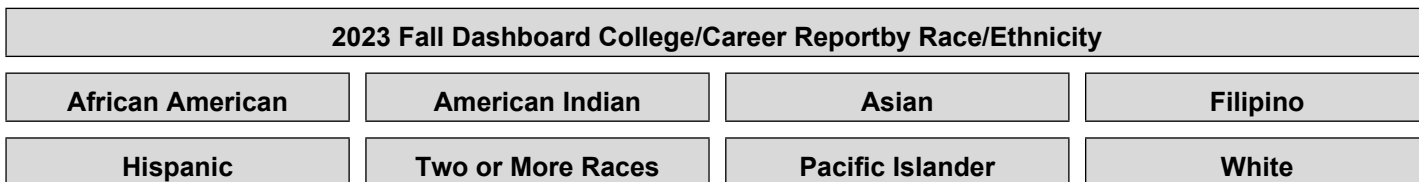
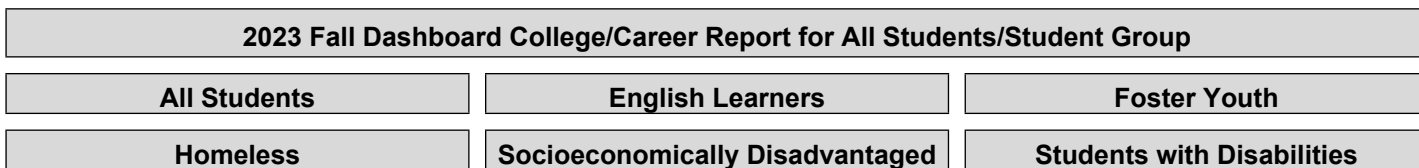
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



### Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 17.3% Chronically Absent Declined Significantly -3.5 872 Students	 Orange 22.1% Chronically Absent Declined -8.1 145 Students	Less than 11 Students 1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
57.1% Chronically Absent Increased 9.1 28 Students	 Yellow 25.2% Chronically Absent Declined Significantly -5 302 Students	 Orange 31.7% Chronically Absent Declined -3.6 142 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  8 Students	Less than 11 Students  5 Students	 Green 5.9% Chronically Absent Declined -1.5 51 Students	Less than 11 Students  7 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 20.3% Chronically Absent Declined Significantly -6 370 Students	 Orange 13.3% Chronically Absent Maintained 0.4 45 Students	Less than 11 Students  3 Students	 Yellow 16.7% Chronically Absent Declined -2.5 383 Students

**Conclusions based on this data:**

1. Our SWD student: 35.3% Chronically Absent. 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 to address ATSI.
2. 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 for all students.
3. Our EL student group- 30.1% Chronically Absent - 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.

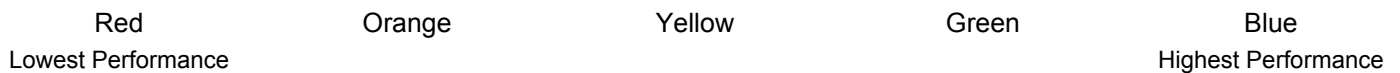
# School and Student Performance Data

## Academic Engagement Graduation Rate

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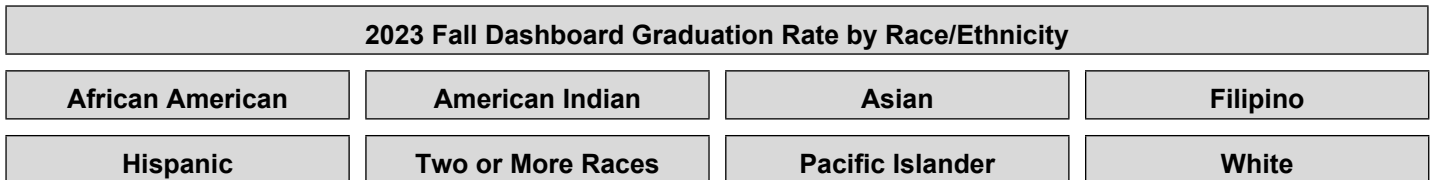
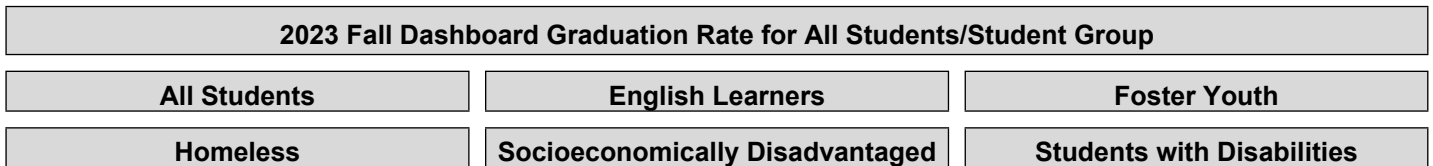
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

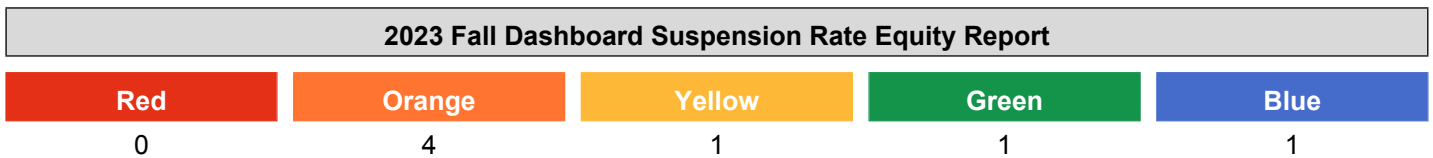
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>4.2% suspended at least one day</p> <p>Declined -0.3 887 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>12% suspended at least one day</p> <p>Increased 3.9 150 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p> <p>14.3% suspended at least one day</p> <p>Increased 10.4 28 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>9.1% suspended at least one day</p> <p>Increased 1.2 309 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>9% suspended at least one day</p> <p>Increased 2.5 144 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center">                       Blue                      0% suspended at least one day                      Declined -1.9                      51 Students                 </p>	<p>Less than 11 Students 7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">                       Green                      6.6% suspended at least one day                      Declined -1.1                      377 Students                 </p>	<p align="center">                       Orange                      2.2% suspended at least one day                      Increased 0.4                      45 Students                 </p>	<p>Less than 11 Students 3 Students</p>	<p align="center">                       Yellow                      2.8% suspended at least one day                      Maintained 0                      390 Students                 </p>

**Conclusions based on this data:**

1. Our EL student group --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- -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- 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 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Positive Student Outcomes: Academic Growth**

Implement targeted actions that support positive student outcomes with academic achievement for all students. Raise awareness of state test scores.

1. Increase by 2% the overall numbers of students who meet the standard on the CAASPP math in grades, 6, 7 and 8 during the 24/25 school year.
2. Increase by 2% the overall numbers of students who meet the standard on the CAASPP English Language Arts in grades, 6, 7 and 8 during the 24/25 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 24/25 school year.
4. Decrease the overall number of D's and F's in semester 2 by 2% for each content area and grade level during the 24/25 school year as compared to the 23/24 Semester 2 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, Grading for Mastery, IB MYP Training) during the 24/25 school year.
6. Teachers will have access to utilize the Canvas LMS for classroom instruction/student & parent access as well as utilizing CANVAS.
7. All departments will collaborate and discuss best practices in the classroom attend Professional Development conferences/trainings. This will include exploring the IB MYP as a school wide program in the 2024/2025 school year as a Professional Learning Community.
8. Promote importance of daily attendance to Sequoia families and students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

### Identified Need

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

The current data is based on CAASPP scores. Sequoia Middle School needs to continue to focus on increasing positive student outcomes to increase overall academic achievement. Although we did reach our goal of a 2% increase in certain grade levels, this need exists because of a lack of significant academic progress as measured by CAASPP, the CA Dashboard and student grades on report cards. We need to focus on raising this scores up annually.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CAASPP 2023 Math Scores	Math CAASPP 2024 scores: 6th grade: 51% Met or Exceeded Standards 7th grade: 46% Met or Exceeded Standards 8th grade: 44%Met or Exceeded Standards  Math CAASPP 2023 scores: 6th grade: 49% Met or Exceeded Standards 7th grade: 44% Met or Exceeded Standards 8th grade: 42%Met or Exceeded Standards	Math CAASPP 2025 scores: 6th grade: 53% Met or Exceeded Standards 7th grade: 48% Met or Exceeded Standards 8th grade: 46%Met or Exceeded Standards
2. CAASPP 2023 English Scores	English CAASPP 2024 scores: 6th Grade 63% Met or Exceeded Standards 7th Grade 63% Met or Exceeded Standards 8th Grade 60% Met or Exceeded Standards  English CAASPP 2023 scores: 6th Grade 61% Met or Exceeded Standards 7th Grade 61% Met or Exceeded Standards 8th Grade 59% Met or Exceeded Standards	English CAASPP 2025 scores: 6th Grade 65% Met or Exceeded Standards 7th Grade 65% Met or Exceeded Standards 8th Grade 62% Met or Exceeded Standards
3. Renaissance Report in "Q" Connect	2023 - 2024 Total Percentage of Students Earning Renaissance at the end of Semester 1: 67% 2023 - 2024 Total Percentage of Students Earning Renaissance Semester 1: 67 Gold: 6th-51, 7th-38, 8th-34; total 123 Silver: 6th-70, 7th-83, 8th-84; total 237	2024-2025 Total Percentage of Students Earning Renaissance 68% at the end of Semester 1  2023- 2024 Total Percentage of Students Earning Renaissance 65% at the end of Semester 1 (Goal met)

	<p>Bronze: 6th-57, 7th-53, 8th-95; total 205</p> <p>2023-2024 Total Percentage of Students Earning Renaissance Semester 2: 57% (no 8th graders included)</p> <p>Gold: 6th-52, 7th-46 total: 98</p> <p>Silver: 6th-68, 7th-63 total: 131</p> <p>Bronze: 6th-35, 7th-53 total: 88</p> <p>No 8th graders from the 2023-2024 semester 2 report card are calculated in these numbers.</p>	
<p>4. Grade Reports D or F in "Q" Connect</p>	<p>Semester 2- 2024 Grades</p> <p>6th Grade: 35% received at least 1 D or F in Semester 2 of the 23-24 school year</p> <p>7th Grade: 36% received at least 1 D or F in Semester 2 of the 23-24 school year</p> <p>8th Grade: 25% received at least 1 D or F in Semester 2 of the 23-24 school year</p> <p>Semester 2 -2023-2024 Grades:</p> <p>6th Grade: Electives 4% English 19% Math 25% Phys Ed 4% Science 21% Social Studies 16%</p> <p>7th Grade: Electives 8% English 23% Math 24% Phys Ed 16% Science 16% Social Studies 18%</p> <p>8th Grade: Electives 8% English 8% Math 15% Phys Ed 2% Science 9% Social Studies 8%</p>	<p>Semester 2- 2025 Scores</p> <p>6th Grade: 33% will receive only 1 D or F in Semester 2 of the 24-25 school year</p> <p>7th Grade: 34% will receive only 1 D or F in Semester 2 of the 24-25 school year</p> <p>8th Grade: 23% will receive only 1 D or F in Semester 2 of the 24-25 school year</p> <p>Semester 2 -Projected 22024/2025 grades:</p> <p>6th Grade: Electives 2% English 17% Math 23% Phys Ed 2% Science 19% Social Studies 14%</p> <p>7th Grade: Electives 6% English 21% Math 22% Phys Ed 14% Science 14% Social Studies 16%</p> <p>8th Grade: Electives 6% English 6% Math 13% Phys Ed 1% Science 7% Social Studies 6%</p>



5. Administration Documentation on Professional Learning	In the 23/24 school year, 100% of teachers will participate in sitewide professional development that may focus on instructional strategies as well as DEI, SEL, EL, SWD, UDL strategies, Grading for Mastery, and IB MYP.  Three teachers need to make up IB MYP training as they were absent on this Professional Development Day. Three teachers were absent on the district wide PD day that focused on ADL training.	In the 24/25 school year, 100% of teachers will participate in sitewide professional development that may focus on instructional strategies as well as DEI, SEL, EL, SWD, UDL strategies, Grading for Mastery, and IB MYP.
6. Teacher Google Form - Teacher reporting usage of Canvas Learning Management System (LMS) and Other Tech Applications	Teachers will be given the opportunity to utilize the Canvas LMS during the 2023 - 2024 school year. 80% of teachers will utilize Google Education Suite or other education applications to support and enhance the LMS technology/communication. All teachers are highly encouraged to synch Canvas and Q for gradebook accessibility to parents/students.	Teachers will be given the opportunity to utilize the Canvas LMS during the 2024/2025 school year. 80% of teachers will utilize education applications to support and enhance the LMS technology/communication. All teachers are highly encouraged to synch Canvas and Q for gradebook accessibility to parents/students. Teachers to communicate the LMS they use in their classroom for parents to view and support student learning outside of school.
7. Administration Documentation on PLC's	100% of teachers will meet collaboratively in PLC's and staff meetings to review data, student achievements, interventions, and review IB MYP framework school wide in the 2023-2024 school year.	All teachers will be given time to meet collaboratively in PLC's and staff meetings to review data, student achievements, interventions, and review IB MYP framework school wide in the 2024/2025 school year.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Replace and purchase new titles for English classes and in the school library.	All students at Sequoia Middle School	1000 Instruction 4000-4999: Books And Supplies Purchase and update novels and non-fiction titles for English classes.
1.2	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.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Provide each teacher PLC time to analyze data, collaborate, and create common assessments.
1.3	Participate in Professional Learning opportunities related to Universal Design for Learning, DEI,	All students at Sequoia Middle School	250 Instruction

	Grading for Mastery. A similar action and funding is found under Goal 2 and 4 also.		1000-1999: Certificated Personnel Salaries Provide teachers with opportunities (after school PD, release days, etc) to pursue professional learning related to UDL.
1.4	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. Correlation between attending school and earning Renaissance will be discussed.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	5,000 ASB 4000-4999: Books And Supplies 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.  Action is meant to increase attendance rate of SWD in accordance with ATSI action to decrease absenteeism of SWD; this will be in correlation with grades and Renaissance eligibility.
1.5	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.	All students at Sequoia Middle School	200 Instruction 1000-1999: Certificated Personnel Salaries Provide opportunities for staff to receive training related to technology after school or with release days.
1.6	Administrators and/or counselors will meet with all 8th grade students and communicate with parent/guardians at each reporting period who are ineligible for Promotion Activities to discuss criteria, set goals and offer support	All 8th grade students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Administrators and counselors will meet with 8th graders who are ineligible at each reporting period.
1.7	Provide opportunities for collaboration amongst teachers to discuss schoolwide academic programs to support student learning and access. A similar action and funding is found under Goals 2 and 4 also. A similar action and funding is found under Goals 2 and 4 also.	All students at Sequoia Middle School	0 None Specified 1000-1999: Certificated Personnel Salaries Teachers will collaborate during PLC time.
1.8	Provide departments (English, math, physical education, science, social studies, elective, and special education) opportunities to purchase resources and instructional materials related to Universal Design for Learning (intentionally removing barriers) , Grading for Mastery and other items to address student learning/connection in the classroom and schoolwide.	All students at Sequoia Middle School	2000 0010 4000-4999: Books And Supplies Administration will support classroom needs to increase student learning and participation 4000 OTRM 4000-4999: Books And Supplies

			Administration will support classroom needs to increase student learning and participation
1.9	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 teachers will receive a ½ release day.	All students at Sequoia Middle School	1000 OTRM 1000-1999: Certificated Personnel Salaries Teachers will be provided a full day (or 1/2 day for part time) to grade and evaluate student work.
1.10	Work with the College and Career adviser at NPHS to implement CTE Pathways program at the middle school.	All students at Sequoia Middle School	0 None Specified None Specified CTE Pathways collaboration will take place between NPHS and Sequoia.
1.11	Allow time for teachers to collaborate on cross curricular thematic units between History/Social Science, Science, English, Physical Education, and Electives. Also, allow release time for vertical articulation at other sites.	All students at Sequoia Middle School	0 None Specified  All teachers will collaborate using the IB Framework and Unit Planners during PLC and Staff meetings. Meet during banked times on Tuesdays.
1.12	Fund copy cost associated with providing instruction and support for all students, including targeted student groups (EL, SWD, SED). This may include ink cartridges/paper/replacement of printers.	All students at Sequoia Middle School	500 OTRM 5000-5999: Services And Other Operating Expenditures Copies will be made to support intervention and instruction programs at Sequoia.
1.13	Provide teacher release day for analysis of data and collaboration on current year’s SPSA goals including examination of dis-aggregated student achievement data for SWD, EL and SED.	All students at Sequoia Middle School	500 0010 1000-1999: Certificated Personnel Salaries Release time will be provided to teachers to collaborate and analyze school wide data.
1.14	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.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	200 0010 4000-4999: Books And Supplies Guided Studies classes will be offered to help support students with academic skills as well as work completion.
1.15	Implement use of SBAC Interim Assessments, Benchmark assessments, IXL pre/post test, Achieve 3000 assessments as a formative assessment and testing practice	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Teachers will implement SBAC Interim Assessments to support students.
1.16	Provide Elective Department with opportunities to purchase consumables in order to enhance their elective/career classes to create connections in the	All students at Sequoia Middle School which include; Homeless,	1000 0010

	classroom. This includes our Co-Taught Life Management class for our Specialized Programs to increase inclusion on campus. A similar action and funding is found under Goal 3 also.	Foster, McKinney Vento, ELD, African American.	4000-4999: Books And Supplies Additional consumable supplies will be purchased to support the elective program at Sequoia.
1.17	Replace/purchase technology materials (ie bulbs, print cartridges/site technology for classes- laptops, docking stations, projectors/screens, copy machines, installation of technology needs (which includes the gymnasium) on an as needed basis to support instructional programs on campus which will assist in addressing learning loss for all students. (2.6-1)	All students at Sequoia Middle School	1000 OTRM 5000-5999: Services And Other Operating Expenditures Replacement/purchase parts for site technology will be purchased and replaced to support teaching/ student learning. Installation of technology needs in classrooms (including the gymnasium)
1.18	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.	All students at Sequoia Middle School	0 None Specified None Specified Tech Committee will meet 3-4 times yearly to collaborate and discuss Measure I Purchases.
1.19	Teachers in English Department will select one Diverse Core Literature Novel in the 24/25 School Year Goals and follow with specific lesson that address DEI topics 1, 3 \$0	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Teachers will implement Diverse Core Literature in English classes
1.20	Math Department to use IXL to measure student progress . Goals 1, 2, 4, 5	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified 4000-4999: Books And Supplies Math teachers will use IXL to measure student progress. District funded.
1.21	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	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Learning model options will be communicated throughout the school year.
1.22	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 and post assessments using IXL and Delta Math. This is also funded under goal, 2, 4, 5).	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified 1000-1999: Certificated Personnel Salaries Teachers will provide intervention in math to small groups of students twice a week.
1.23	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).	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified 1000-1999: Certificated Personnel Salaries Teachers will provide intervention in English to small groups of students twice a week.

<b>1.24</b>	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.	All students at Sequoia Middle School	300 0010 4000-4999: Books And Supplies 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.
<b>1.25</b>	Purchase supplies/materials to support the connections between curricular areas in all departments for schoolwide program implementation (IB MYP/Discover)	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	2000 0010 4000-4999: Books And Supplies Supplies needed to enhance the connections across all department will be purchased.
<b>1.26</b>	Implement site UDL Learning Walks with cluster principals, district office staff, site administration and/or site teachers.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	500 0TRM None Specified UDL Learning Walks will be implemented to support "seeing" and "speaking" UDL and identifying intentional ways that teachers are removing barriers.
<b>1.27</b>	Teacher release days and conference costs will be funded for staff related to IB MYP school wide training (2.6-3). Provide release time for teachers to visit surrounding IB MYP Programs.	All students at Sequoia Middle School	1000 0010 1000-1999: Certificated Personnel Salaries Teachers will be able to attend IB conferences as well as be a part of school site visiting committees. District Funding to support this as well.
<b>1.28</b>	Purchase site license for Teacher's Pay Teachers to supplement instruction.	All students at Sequoia Middle School	3275.00 0TRM 4000-4999: Books And Supplies Teacher's Pay Teachers will be purchased for teachers to use to supplement curriculum.
<b>1.29</b>	Provide co-taught Careers class for Specialized Program classes to increase inclusion and peer mentoring. 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	All students at Sequoia Middle School	500 0TRM 4000-4999: Books And Supplies Co-taught classes for Specialized Programs. Purchase items needed for this class.
<b>1.30</b>	Math Department to use Delta Math to help support student achievement. Goals 1, 2, 4, 5	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	1000 0TRM 4000-4999: Books And Supplies Math teachers will use Delta math in their classes.

1.31	Administration and Counseling will focus on ways to address Chronic Absenteeism for our 3 lowest performing student groups from the 23/24 school year as well our African American students. This will be done on a monthly basis through the leadership team meetings. Similar Action Item found under Goal 3.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Weekly Ad/Co meetings.
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# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Sequoia had a total of three Guided Studies classes, one per grade level, to support academic achievement. Sequoia also had two Intervention classes during CREW (math and English) to support students in these subject areas. Lunchtime help with different content areas as well as Before/After school homework assistance during Quarter 4.

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 unable to offer a before school Academic Support class due to transportation constraints with our students who ride the bus to school and needed academic assistance. We did offer after school academic assistance and was able to partner with transportation routes already established for students to access the program after school.

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.

With the support of the District Office, Sequoia Middle School was able to send more faculty members this year to IB MYP off campus training to address training in 7 out of the 8 subject areas. IB MYP PD will continue in the 24/25 school year as we need to still send faculty to training in last subject area as well as coordinator/administration training.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Students with Disabilities

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 2024 - 2025 school year. Sequoia Middle School has two Specialized Programs on their campus.
2. Increase the number of SWD that meet the standard on the CAASPP/CAA ELA by 2% as measured during the 2024 - 2025 school year.
3. Increase the number of SWD that meet the standard on the CAASPP/CAA Math by 2% as measured during the 2024 - 2025 school year.
4. Provide at least 1 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 2024-2025 school year.
5. Decrease suspension rate of SWDs by 5 students during the 2024 - 2025 school year.
6. Decrease the number of SWD receiving a D/F in English by 2% and in math by 2% as measured on semester 2 report card during the 2024 - 2025 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

### Identified Need

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

Sequoia Middle School needs to focus on SWD in the following areas: ELA/Math as well as increasing the number of SWD's spending their day in general education classes. In the 2024/2025 school year, Sequoia Middle School will start the two year process to increase SWD's in general education classes starting in the 6th grade by having students in more general education core classes in both science and social studies.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SIRAS LRE Reports	23/24 data shows that less than 40% of SWD are in 80% of general education classes. This does not include the two Specialized Programs that are on campus.	Show an increase of 5% of SWD will be in 80% or higher in General Education by June 2025 as compared to the LRE % in the 23/24 school year.
2. CAASPP 2023 English Scores	SWD data: English CAASPP 2023 6th Grade 10 % Met or Exceeded Standards 7th Grade 15% Met or Exceeded Standards 8th Grade 18% Met or Exceeded Standards	SWD DATA: English CAASPP 2024 6th Grade 12% Met or Exceeded Standards 7th Grade 17% Met or Exceeded Standards 8th Grade 20% Met or Exceeded Standards
3. CAASPP 2023 Math Scores	SWD Data: Math CAASPP 2023 6th Grade 7 % Met or Exceeded Standards 7th Grade 3% Met or Exceeded Standards 8th Grade 4% Met or Exceeded Standards	SWD Schoolwide Data: Math CAASPP 2024 6th Grade 9 % Met or Exceeded Standards 7th Grade 5% Met or Exceeded Standards 8th Grade 6% Met or Exceeded Standards
4. SPSA Documentation	More than 12 communications were sent out during the 2022-2023 school year	Continue regular communications (12 or more) during the 2024-2025 school year
5. Dashboard and "Q" Connect	A total of 35 students were suspended in the 2023-2024 school year, 14 students were identified as SWD which results in 40% of students suspended were SWD.	Decrease the total number of students identified as SWD suspended by 3 students in the 2024-2025 school year.
6. "Q" Connect	Semester 2 data for 2022-2023 for SWD 65 students earned a d or F in at least one class which results in 55% of students with a disability earned a D or F in at least one class for Semester 2 in the 23-24 school year.	Decrease the total number of students identified as SWD who receive a D or F in at least one class for Semester 2 of the 24-25 school year by 5.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Analyze student achievement data as it relates to SWD.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Data will be analyzed to support growth of SWD.  Action meant to bring awareness to students/staff to



			increase overall grades and performance in all subject areas which include English and math.
<b>2.2</b>	Promote inclusion and LRE by collaborating and communicating with staff and parents at IEP meetings, leadership and department meetings.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Collaboration to promote inclusion and LRE will be conducted at leadership, department and IEP meetings.  Action meant to bring awareness to students/staff i to increase overall grades and performance in all subject areas which include English and math which are the indicated area of need.
<b>2.3</b>	Participate in Professional Learning opportunities related to Universal Design for Learning and Grading for Mastery. A similar action and funding is found under Goals 1 and 4 also.	All students at Sequoia Middle School identified as SWD	250 Instruction 1000-1999: Certificated Personnel Salaries All teachers will participate in UDL training and Grading for Mastery on site and across the district to help remove barriers to learning for all students.  Action meant to bring awareness to staff to increase overall grades and performance in all subject areas which include English and math which are the indicated area of need.
<b>2.4</b>	Provide release time for Special Education Teachers to collaborate on instructional practices, supporting students in general education with accommodations and promoting LRE.	All students at Sequoia Middle School identified as SWD	1000 0010 1000-1999: Certificated Personnel Salaries A release day will be provided for special education department to collaborate on supporting their students in all settings.  Action meant to bring awareness to staff in accordance with ATSI action to increase overall grades and performance in all subject areas which include English and math which are the indicated area of need.

2.5	Attend elementary to middle school transition meetings for SWD.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Administrators/counselors/teachers will attend transition meetings at elementary school when requested.
2.6	Implement use of SBAC Interim Assessments, Benchmark assessments, IXL pre/post test, Achieve 3000 assessments as a formative assessment and testing practice	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Administration will support teachers in implementing SBAC interim assessments as a practice for the spring test.  Action meant to bring awareness to students/staff to increase overall grades and performance in all subject areas which include English and math which are the indicated area of need.
2.7	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).	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Teachers will provide intervention in English to small groups of students.  Action meant to bring awareness to students/staff to increase overall grades and performance in all subject areas which include English and math which are the indicated area of need.
2.8	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 goal, 1, 2, 5).	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Teachers will provide intervention in math to small groups of students.  Action meant to bring awareness to students/staff to increase overall grades and performance in all subject areas which include English and math which are the indicated area of need.
2.9	Purchase books/supplies to supplement SWD (ie:Scholastic News)	All students at Sequoia Middle School identified as SWD	388 OTRM 4000-4999: Books And Supplies

			Supplemental materials, such as Scholastic News, will be purchased to support SWD in their classes.
<b>2.10</b>	Technology training will be provided to paraprofessionals in order to help support implementation as an instructional/student learning tool.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Technology training on Zoom, Canvas, Google, etc. will be provided to paras to help support their ability to support instruction.
<b>2.11</b>	Provide CREW time for Special Education Teachers for both semesters so that they may assess students, pull students out to provide additional support or push-in to classes to support students on their caseloads.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified 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.
<b>2.12</b>	Offer paraprofessional support for classes and students based on IEP services and goals.	All students at Sequoia Middle School identified as SWD	0 District Funded 2000-2999: Classified Personnel Salaries Parapro support will be provided to classrooms and to individual students based on IEP services.
<b>2.13</b>	Participate in training related to special education goals, services, notes, IEP meetings, NCPI, and SIRAS for administrators.	All students at Sequoia Middle School identified as SWD	0 None Specified 1000-1999: Certificated Personnel Salaries Administrators and staff will participate in training related to Special Education.
<b>2.14</b>	Fund copy costs associated with special education (example: IEPs).	All students at Sequoia Middle School identified as SWD	500 0010 4000-4999: Books And Supplies
<b>2.15</b>	Guided 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.	All students at Sequoia Middle School identified as SWD	200 0010 4000-4999: Books And Supplies Guided Studies class will be offered to students in lieu of an elective to help with academic skills and work completion.
<b>2.16</b>	Provide opportunities for collaboration amongst teachers to discuss schoolwide academic programs to support student learning and access. A similar action and funding is found under Goals 1 and 4 also.	All students at Sequoia Middle School identified as SWD	500 OTRM 1000-1999: Certificated Personnel Salaries Special Education and General Education teachers will collaborate based on

			grade level and content areas taught.
2.17	District behaviorist will provide support for students in Specialized Programs.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified District behaviorist will observe and provide support with students returning to campus.
2.18	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.	All students at Sequoia Middle School identified as SWD	0 None Specified 4000-4999: Books And Supplies A SEDAC Meet and Greet will be held to communicate with parents of SWD.
2.19	Communicate with parents/stakeholders about upcoming events and SEDAC resources by sending out weekly newsletters, updating the school website regularly, and sending out communication on Social Media via Twitter	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Communication will be sent out regularly regarding upcoming events.
2.20	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.		200 Instruction 1000-1999: Certificated Personnel Salaries Professional Learning opportunities will be provided to staff to support the implementation of technology devices for SWD.
2.21	Support inclusion by celebrating Inclusive Schools Week, Unity Day and Abilities Awareness Week. A similar action and funding is found under Goal 3 also.	All students at Sequoia Middle School identified as SWD	300 OTRM 4000-4999: Books And Supplies Inclusion will be promoted on campus through activities and participation in Inclusive Schools Week, Unity Day and Abilities Awareness Week.
2.22	Increase para hours to help support students during after school activities.	All students at Sequoia Middle School identified as SWD	500 OTRM 2000-2999: Classified Personnel Salaries Para support will be provided to students to promote inclusion activities after school.
2.23	Provide two co-taught career elective classes to support students in our Specialized Programs to promote inclusion and peer mentoring.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Co-taught elective class will be offered for SWD and general education students to increase inclusion opportunities across the campus.

2.24	Participation in restorative practices for administrators and counseling at VCOE or District training.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Admin will participate in restorative practices training at VCOE.
2.25	Attendance at SEDAC meetings by site principal and collaboration between administration and SEDAC representative.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Administration will attend SEDAC meetings and will collaborate with SEDAC rep.
2.26	Meet with Special Education Leadership and Director of Special Education by principal to ensure enhanced level of support for SWD.		0 None Specified None Specified Principal will meet regularly with Special Education Leadership and Director of Special Education.
2.27	Work with Inclusion TOSA at the district level to promote inclusion.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Continue collaboration with DO and site
2.28	Provide after-school intervention opportunity in both English and math Wed/Thursday. Learning Loss Similar Goals in 1, 4, 5	All students at Sequoia Middle School identified as SWD	500 OTRM 1000-1999: Certificated Personnel Salaries After School Interventions in English and math.  Action meant to bring awareness to students/staff to increase overall grades and performance in all subject areas which include English and math which are the indicated area of need.
2.29	Provide academic intervention by using IXL to support academic areas (English/Math). Similar item in Goal 5	All students at Sequoia Middle School identified as SWD	0 Other 4000-4999: Books And Supplies District Funded
2.30	Provide technology support for the Specialized Programs (printers, print cartridges, paper, iPads, and/or sensory items needed/classroom materials to support student learning in the classroom.	All students at Sequoia Middle School identified as SWD	1500 OTRM 4000-4999: Books And Supplies Instructional support Measure I support  0  4000-4999: Books And Supplies Measure I Endowment - instructional support

2.31	Welcome Back Assembly to address grades/attendance twice a year.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified Action to decrease absenteeism.
2.32	Administration/Counseling team will continually review attendance data at staff meetings/leadership meetings to address chronic absenteeism rates of SWD.	All students at Sequoia Middle School identified as SWD	0 None Specified None Specified This is an entirely new goal, with corresponding actions/strategies, which seeks to address the chronic absenteeism rates of SWD.
2.33	To address the LRE: Sequoia Middle School will start the two year process to increase SWD's in general education classes starting in the 6th grade by having students in more general education core classes in both science and social studies.	Students in 6th grade Science and Social Studies classes	0 None Specified None Specified

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This goal was supported by the District Office with the support of the BCBA in our Specialized Programs. The Special Education team worked with a group of our General Education students who were selected as peer mentors in our co-taught elective class to support their growth in inclusion on our campus. The co-taught elective class will be starting its third year on campus, the addition of this course has raised awareness of our Specialized Programs at Sequoia.

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 unable to offer a before school Academic Support class due to transportation constraints with our students who ride the bus to school and needed academic assistance. We did offer after school academic assistance and was able to partner with transportation routes already established for students to access the program after school.

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.

In the 2024/2025 school year, Sequoia Middle School will start the two year process to increase SWD's in general education classes starting in the 6th grade by having students in more general education core classes in both science and social studies. Special Education teachers will be in teams with Gen Ed teachers to support teachers with tools to support SWD in General Education classes while working on increasing our LRE as a site. These teams will take place during PLC times.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Social-Emotional Learning / School Connectedness**

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 at then end of each school year
2. 50% student participation in clubs, activities, and sports. All students have the ability to participate in one or more club/sport/activity during the school year
- 3 Provide to parents the opportunity to be involved in school activities (ELAC, GATE, PTA, SSC, Recognitions) 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 2024/2025 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, "Q" Connect, and email blasts at least 6 or more times a month during the 2024/2025 school year.
- 5 .Increase the number of students who feel positive about school by 5% as measured on the CREW survey during the 2024/2025 school year.
6. Provide 6 or more opportunities to enrich/extend learning for students identified as GATE with up to 50% attendance of GATE students participating in each opportunity during the 2024/2025 school year.
7. Provide students with at least three activities/events per month that promotes inclusion, diversity, equity awareness and/or school connections during the 2024/2025 school year. This can include Lunchtime activities (LTA's)
8. Decrease the overall number of students suspended by 5 (total count - not percentage) during the 2024 - 2025 school year. Sequoia Middle School was "Orange" for Suspensions for EL, SED, SWD, MR subgroups.
9. Provide parents and students with information related to district support offering (including tutoring, wellness center, Canvas training, school counselors, "Q") as least five times during the 2024/2025 school year.
10. Provide parents and students with information related to the importance of school attendance at least five times during the 2024/2025 school year.
11. Continue to provide students with opportunities to the Wellness Counselor via referral process in the 2024/2025 school year.
12. School counselors will identify students for groups that support: Social/Emotional needs, academic needs, as well as behavior support needs as per the LCAP Tier 2 goal.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

## Identified Need

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

Through Hatching Results, School Counselors are working on ways to connect with student via classroom presentations. This will be a way to create school connections for every student at Sequoia.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CREW Survey (administered in Spring 2024)	66% of the Sequoia student population participated in the Spring CREW survey. 15% of the students who took the survey indicated they did not feel connected to the school. 85% of the students stated that they feel connected to school.	90% or more of students will feel extremely or somewhat connected to school based on the 2024/2025 CREW survey. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.
2. CREW Survey (administered in Spring 2024)	100% of students who participated in the CREW survey reported that they participated in at least one activity during the 2023/2024 school year. 561 students indicated participation. 66% of the student population took the Spring survey.	Continue 100% of students participating in one or more club/sport/activity on campus during the 2024/2025 school year as indicated on the CREW survey. Goal is to have more than 75% of the school population participate in the survey. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.
3. Documentation of parent involvement opportunities.	Parents were offered 10 opportunities to volunteer and participate in school activities (ie: Luas's, school wide recognitions, Renaissance rewards, Carnival, Orientation)	Parents will be provided 10 or more opportunities to participate in person with school activities during the 2024/2025.
4. Documentation of communication to families in Google SPSA Team Drive	Parents were provided with more than 30 communications during the 2023/2024 school year.	Continue to provide weekly updates in the 2024/2025 school year.
5. CREW Survey	16% of students who participated in the Spring 2024 survey reported to participate in counseling groups this year	Increase the opportunities for student to be a part of a counseling group as per the goal for counselors via Hatching Results work done in the 2023/2024 school year.
6. Documentation of GATE activity attendance	12 % GATE students who participated in the Spring 2024 survey stated that they participated in one or more GATE activities during the 2023/2024 school year.	Increase the overall number of GATE students attending one or more GATE activities during the 2024/2025 school year as indicated on the CREW survey.



7. Documentation of activities that promote inclusion, diversity awareness and/or school connections will be collected in Google SPSA Team Drive.	2 or more activities that promoted diversity, inclusion and/or school connections were offered each month (for a total of 22 or more a year) during the 2023/2024 school year.	At least 2-3 or more activities/announcements that promote diversity, inclusion and/or school connections will be offered each month (for a total of 28 or more) during the 2024/2025 school year.
8. "Q" Behavior Report	35 students were suspended in the 2023-2024 school year, of these 35 students, 6 students are identified as Homeless/Foster/McKinney Vento. Overall the suspensions for the 2023/2024 school year was 7 less students suspended than in the 2022-2023 school year.	Administrations goal is to focus on Restorative Practices when it comes to behavior/student discipline. The goal is to have 30 or less students suspended in the 2024-2025 school year. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.
9. Documentation of communication to families in Blackboard Connect.	Parents were provided with 3 or more communications related to district support offerings (tutoring, wellness center, Canvas, "Q") during the 2023/2024 school year via email or on school website.	We will continue to provide parents/guardians with 3 or more communications related to district support offerings (tutoring, wellness center, Canvas, "Q") during the 2024/2025 school year.
10. "Documentation of attendance information to families in Blackboard Connect.	During the 2023 - 2024 school year, it is our goal that information regarding the importance of school attendance be sent home at least 6 or more times. We started with September 2023 highlighting attendance with the support of the Sequoia Administration team.	During the 2024/205 school year , we will continue to highlight the importance of daily school attendance.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Partner with SSC, PTA, ASB, WEB, Leadership, ADCO to promote diversity, equity, inclusion and school belonging on campus through activities and events. All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	26,000 ASB None Specified 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 Clubs WEB Spelling Bee Inclusive Schools Weeks Unity Day Diversity Announcements Diversity Assemblies Band, Choir and Strings Battle of the Books

			KA19 Podcast Principal/Counselor Lunch groups
3.2	Provide 6 ACES (After Class Enrichment Series activities for GATE students.	All GATE identified students	500 OTRM 4000-4999: Books And Supplies Create a variety of opportunities to enrich students who are GATE identified.
3.3	Fund copy costs associated with CREW activities to promote connections and social/emotional well-being of all students.	All students at Sequoia Middle School	250 OTRM 4000-4999: Books And Supplies Copies will be made to support CREW activities at Sequoia.
3.4	Enrich students by offering Battle of the Books Program with tournament.	All students at Sequoia Middle School	400 OTRM 4000-4999: Books And Supplies Students will have the opportunity to participate in the Battle of the Books tournament.
3.5	Promote student leadership by encouraging participation from SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	0 None Specified None Specified SWD, EL, and SED students will be encouraged to participate and assisted with the application process for leadership opportunities in ASB, WEB, KA19, etc.
3.6	Promote important topics such as diversity, equity inclusion, and school connections through KA19 Podcasts and livestreams.	All students at Sequoia Middle School	0 None Specified None Specified 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.
3.7	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.	All students at Sequoia Middle School	0 None Specified None Specified Teachers will collaborate with NPHS regarding VC Innovates Pathways.
3.8	Regular communication will be sent out to staff, students, families regarding school events, this will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were	0 None Specified None Specified Regular updates including upcoming events will be emailed to staff and students

		"Orange" on the school dashboard.	in order to promote connection building opportunities for students.
<b>3.9</b>	Daily announcements will be made to students about upcoming events in order to increase student participation and school belonging. This will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	0 None Specified None Specified ASB students will assist administration in making daily announcements regarding upcoming events.
<b>3.10</b>	Communicate with parents/stakeholders by sending out regular communication, updating the school website regularly, updating school marquee, and sending out communication on Social Media via Twitter.	All families, students, staff at Sequoia Middle School	0 None Specified None Specified Communication will be made to parents on a regular basis to ensure updates are provided on upcoming events.
<b>3.11</b>	Hold 1 GATE (Gifted and Talented Education) parent night during the school year to promote communication and provide information on GATE activities at Sequoia.	GATE identified students and families	50 OTRM 4000-4999: Books And Supplies GATE parent nights will be held during the school year.
<b>3.12</b>	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.	ML students in ELD program	200 0010 4000-4999: Books And Supplies ELAC meetings will be held to promote communication and support EL students and families at Sequoia.
<b>3.13</b>	Hold 1 Principal Coffee Talk to provide an update on school focus areas and to communicate with parents.	All families at Sequoia Middle School	250 0010 4000-4999: Books And Supplies A Principal Coffee Talk will be held to promote communication between school and home.
<b>3.14</b>	Communicate volunteer opportunities on a regular basis through email blast and PTSA communication.	All families at Sequoia Middle School	0 None Specified None Specified Volunteer opportunities on campus will be communicated to parents via school staff and PTSA.
<b>3.15</b>	Using Restorative Practices to decrease suspension rates for all students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard	0 None Specified None Specified Counselors and Administration will utilize more restorative practices when addressing behaviors on campus in an effort to decrease suspension rates for all students including SWD, EL, SED, MR student groups. The focus will be to create

			more opportunities for school connections.
<b>3.16</b>	Offer KA19 podcasts and livestreams to communicate regarding important topics from our community as well as student chosen topics that relate to our students.	All students at Sequoia Middle School	100 0010 4000-4999: Books And Supplies KA19 will host podcasts and livestreams to make connections with students.
<b>3.17</b>	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.	Families with SWD's	100 0010 4000-4999: Books And Supplies A SEDAC parent meet and greet will be held to foster communication with parents of SWD.
<b>3.18</b>	Offer on-campus club faire on campus to promote school belonging. This will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	300 ASB 4000-4999: Books And Supplies A Club Fair will be held so that students may participate in clubs on campus.
<b>3.19</b>	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.	All students at Sequoia Middle School	250 OTRM 4000-4999: Books And Supplies Diversity awareness will be promoted on campus through activities, assemblies and announcements.
<b>3.20</b>	Support inclusion by celebrating Inclusive Schools Week, Unity Day and Abilities Awareness Week. A similar action and funding is found under Goal 2 also.	All students at Sequoia Middle School	250 OTRM 4000-4999: Books And Supplies Inclusion will be promoted on campus through activities and participation in Inclusive Schools Week, Unity Day and Abilities Awareness Week.
<b>3.21</b>	Promote ASB Events and LTAs (Lunchtime Activities) to foster school connections. This will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	0 None Specified None Specified Promotion of events through fliers, posters, announcements and email blasts will be used to communicate with students.
<b>3.22</b>	Promote SEL through Second Step Curriculum for 6th - 8th grade by implementing at least 20 lessons. This will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	0 Other 4000-4999: Books And Supplies District Office to purchase Second Step program to use as part of CREW for all students.

<b>3.23</b>	Provide support for 6th grade students through the implementation of Second Step by 8th grade WEB leaders.	All students at Sequoia Middle School	0 None Specified None Specified 8th Grade WEB leaders will be trained to support 6th grade classes during CREW in Second Step lessons.
<b>3.24</b>	Provide additional sections on the master schedule for Performing Arts classes to reach more students	All students at Sequoia Middle School	20000 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Fund additional sections in the VPA department
<b>3.25</b>	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.	All students at Sequoia Middle School	500 OTRM 4000-4999: Books And Supplies Supplies and materials needed to support the CREW program will be purchased, including papers, play dough, composition books.
<b>3.26</b>	Participate in Thousand Oaks Teen Center League sports (soccer, volleyball, basketball). This will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School	1500 ASB 5000-5999: Services And Other Operating Expenditures Students will have the opportunity to participate in Thousand Oaks Teen Center sports league.
<b>3.27</b>	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 also. This will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	125 0010 None Specified 7/8th grade Peer Tutors will support students on campus twice a week during lunch in organization and homework help.
<b>3.28</b>	Administration and Counseling will focus on ways to address Chronic Absenteeism for our 3 lowest performing student groups from the 23/24 school year as well our African American students. This will be done on a monthly basis through the leadership team meetings.	All students at Sequoia Middle School	0 None Specified None Specified Through our weekly meetings; Ad/Co will review attendance data for all students but highlight our 3 lowest performing groups and our African American students.
<b>3.29</b>	Choose yearly school theme to promote school connections. 2024/2025 school year them is "Building the Future Together"	All students at Sequoia Middle School	0 None Specified None Specified A theme will be chosen to focus on each year to promote connections.
<b>3.30</b>	Provide support to students through Teen Center Outreach Worker to work 1:1 and in small groups with students to make connections. This will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as	0 None Specified None Specified

		these groups were "Orange" on the school dashboard.	Teen Center Outreach Worker will mentor individual and small groups of students to promote connections on campus.
3.31	Provide SEL support to students through use of Mental Health Counseling Interns and Wellness Counselor. This will include SWD, EL, SED, MR student groups.	All students at Sequoia Middle School. This will include SWD, EL, SED, MR student groups as these groups were "Orange" on the school dashboard.	0 None Specified None Specified Mental Health Counseling Interns will provide social emotional support to students.
3.32	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.	All students at Sequoia Middle School.	0 None Specified None Specified ADCO will discuss students who are designated as chronically
3.33	Middle School Career Night - District Wide	All students at Sequoia Middle School	0 None Specified None Specified Counselors to organize this event.
3.34	Lunchtime Intramural Sports	All students at Sequoia Middle School	2000 ASB 1000-1999: Certificated Personnel Salaries Physical Education teacher to organize student sports activities during lunch to promote school connections.
3.35	Provide Performing Arts Department with opportunities to purchase consumables in order to enhance their classes.	All students at Sequoia Middle School	18000 0P28 - Proposition 28 4000-4999: Books And Supplies Purchase items to support the VPA department.

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This year the Sequoia Leadership group (ASB) supported a variety of after school events as well as lunch time activities to promote school connection. Administration was able to offer a three different types of assemblies for the student body to focus on inclusion, acceptance, and social awareness. Administration also worked with the Physical Education Department to start intramural sports at lunch to increase student connections.

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

In the 2023/2024 school year, administration was able to support more of the schoolwide activities such as supporting Teen Center Sports, school wide assemblies, funding grade level field trips buses, and intramural sports through the flexibility of utilizing ESER funds in other instructional areas. For the 2024/2025 school year, we will need to make significant adjustments for these programs and funding.

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.

Through Hatching Results, School Counselors are working on ways to connect with student via classroom presentations. This will be a way to create school connections for every student at Sequoia in the 2024/2025 school year. Additionally, with Proposition 28, we will support the growth of the Visual/Performing Arts program by purchasing classroom items as well as funding classes on the master schedule.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Multilingual Learners

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

1. Increase the number of ELs that meet the standard on the CAASPP ELA by 2% as measured during the 2024/2025 school year. English Learners at Sequoia Middle School were "Red" for ELA.
2. Increase the number of ELs that meet the standard on the CAASPP Math by 2% as measured during the 2024/2025 school year.
3. Increase the number of ELs who are reclassified to fluent English proficient to 10 students overall during the 2024/2025 school year.
4. Decrease the number of EL students receiving a D/F in English by 2% and in math by 2% as measured on semester 2 report card during the 2024-2025 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 2024/2025 school year.
6. Decrease suspension rate of ELs by 3 students during the 2024-2025 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 2024/2025 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

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



The data indicates that 26 EL students were reclassified based on district criteria during the 2022-2023 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1 ELA CAASPP Spring 2023	<p>2023 EL Students ELA 2023 CAASPP</p> <p>6th Grade 7% Met or Exceeded Standards</p> <p>7th Grade 6% Met or Exceeded Standards</p> <p>8th Grade 7% Met or Exceeded Standards</p> <p>2023 Schoolwide ELA CAASPP</p> <p>6th Grade 61% Met or Exceeded Standards</p> <p>7th Grade 61% Met or Exceeded Standards</p> <p>8th Grade 59% Met or Exceeded Standards</p>	<p>EL Students ELA 2024 CAASPP</p> <p>6th Grade 9% Met or Exceeded Standards</p> <p>7th Grade 8% Met or Exceeded Standards</p> <p>8th Grade 9% Met or Exceeded Standards</p>
2. Math CAASPP Spring 2023	<p>2023 EL Students Math CAASPP</p> <p>6th Grade 2% Met or Exceeded Standards</p> <p>7th Grade 0% Met or Exceeded Standards</p> <p>8th Grade 0% Met or Exceeded Standards</p> <p>2023 School Wide Math CAASPP</p> <p>6th Grade 49% Met or Exceeded Standards</p> <p>7th Grade 44% Met or Exceeded Standards</p> <p>8th Grade 42% Met or Exceeded Standards</p>	<p>EL Students Math 2024 CAASPP</p> <p>6th Grade 4% Met or Exceeded Standards</p> <p>7th Grade 2% Met or Exceeded Standards</p> <p>8th Grade 2% Met or Exceeded Standards</p>
3. ELPAC / Reclassification	<p>15 students were be reclassified during the 2023 - 2024 school year.</p>	<p>Reclassify 5 more students in the 24/25 school year as compared to the 23/24 school year.</p>
4. "Q" Connect Reports	<p>77% of EL students had passing grades in English/ELD in Semester 1 of the 23/24 school year.</p> <p>72% of EL students had passing grades in mathematics in Semester 1 of the 23/24 school year.</p>	<p>Increase by 2% in English/math of EL students passing their classes in Semester 1 of the 24/25 SY.</p>

5. Documentation	Weekly communications were sent out during the 2023/2024 school year to parents of EL to encourage participation and connection to school.	Continue weekly communications during the 2024/2025 to parents of EL to encourage participation and connection to school.
6. Dashboard Results	A total of 35 students were suspended in the 2023-2024 school year, 21 students were identified as EL which resulted in 17.7% of students suspended were EL.	Decrease the total number of students being suspended identified as EL by 3 students (not percentage) in the 2024-2025 school year.
7. Documentation in SPSA Team Drive	3 opportunities for professional learning related to EL strategies were provided during the 2023/2024 school year.	5 or more opportunities will be provided for PD related to EL strategies during the 2024/2025 school year.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Analyze student achievement data as it relates to ELs and develop action steps using EAA approach on an ongoing basis.	Multilingual Students	0 None Specified None Specified Data will be analyzed by stakeholders as it relates to EL achievement with academics and language proficiency in ADCO, leadership and LAT meetings.
4.2	Participate in Professional Learning opportunities related to Universal Design for Learning and EL Strategies.	Multilingual Students	500 OTRM 1000-1999: Certificated Personnel Salaries 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.
4.3	Implement use of SBAC Interim Assessments, Benchmark assessments, IXL pre/post test, Achieve 3000 assessments as a formative assessment and testing practice	Multilingual Students	0 None Specified None Specified SBAC interim assessments will be implemented to allow practice for EL on the state test.
4.4	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).	Multilingual Students	0 None Specified None Specified Teachers will provide intervention in math to small groups of students.
4.5	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	English Learners at Sequoia Middle School were "Red" for ELA.	0 None Specified None Specified

	standards/skills. English Learners at Sequoia Middle School were "Red" for ELA. Students will be identified based on pre-assessment. This is also funded under goal, 1, 2, 5).		Teachers will provide intervention in English to small groups of students.
4.6	Students that are designated and integrated EL students will be identified and enrolled to have an opportunity to work on English and Math skills. This will be done via our Intervention time during CREW on Wednesdays and Thursdays. English Learners at Sequoia Middle School were "Red" for ELA.	English Learners at Sequoia Middle School were "Red" for ELA.	0 None Specified None Specified Students in Designated and Integrated EL status will work on Achieve 3000
4.7	Increase EL Parapro support as needed to provide support in non-ELD classes.	Multilingual Students	1000 0TRM 2000-2999: Classified Personnel Salaries Additional parapro support of 45 minutes daily will be added to support students in non ELD classes.
4.8	Provide after-school intervention opportunities in both English and math Mon/Wed/Thurs/Fri . English Learners at Sequoia Middle School were "Red" for ELA. Learning Loss Similar Goals in 1, 4, 5	Multilingual Students	1000 0010 1000-1999: Certificated Personnel Salaries Academic support after school  500 0TRM 1000-1999: Certificated Personnel Salaries
4.9	Provide opportunities for guest speakers to visit EL classes to motivate and encourage students to be college/career ready.	Multilingual Students	500 0010 None Specified Guest speakers will be brought in to speak to EL about college, academic readiness, etc.
4.10	Provide ELD students opportunities to participate in field trips to provide real world experiences.	Multilingual Students	500 0TRM 5000-5999: Services And Other Operating Expenditures A field trip will be provided for students to experience opportunities such as college, the library,etc.
4.11	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 English Learners at Sequoia Middle School were "Red" for ELA.	Multilingual Students	0 None Specified None Specified 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.
4.12	Provide English language translations/interpreting for parents for events, SST meetings, IEP meetings, Section 504 meetings, etc.	Multilingual Students	540 0TRM

			2000-2999: Classified Personnel Salaries Translations and/or interpreting will be provided at meetings for parents.
4.13	Fund copy costs associated with EL classes.	Multilingual Students	500 OTRM 4000-4999: Books And Supplies Copy costs associated with EL classes will be funded.
4.14	Purchase books/supplies to supplement EL classrooms; English Learners at Sequoia Middle School were "Red" for ELA. (ie: Scholastic News)	Multilingual Students	750 OTRM 4000-4999: Books And Supplies Supplemental materials, such as Scholastic News, will be purchased to support ELs in their English Language Development classes.
4.15	Provide a counseling group for newcomers to support in transition to school.	Multilingual Students	250 OTRM 4000-4999: Books And Supplies Counseling group for EL newcomers
4.16	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)	Multilingual Students	0 None Specified None Specified Communication regarding events will be sent out to parents, including the use of an ELAC Twitter.
4.17	Provide opportunities for collaboration amongst teachers as part of the school wide program implementation in order to promote collective teacher efficacy and assessment capable student learners including ways in which to support ELs. English Learners at Sequoia Middle School were "Red" for ELA. A similar action and funding is found under Goals 1 and 2 also.	Multilingual Students	0 None Specified None Specified English teachers who teach ELD classes will participate in the PLC's during common planning time.
4.18	Provide Professional Learning opportunities related to technology to support teaching and student learning for ELs with 1:1 devices. English Learners at Sequoia Middle School were "Red" for ELA. A similar action and funding is found under Goals 1 and 2 also.	Multilingual Students	0 None Specified None Specified Professional Learning related to technology will be provided to teachers to support ELs.
4.19	Provide students with use of iPads between classes for translation support.	Multilingual Students	0 None Specified None Specified iPads will be used by students in all classes to help with translations.
4.20	Support students/parents through staff (health clerk, facilitator, parapro, two admin, custodian and two teachers) who are bilingual.	Multilingual Students	0 None Specified None Specified Bilingual support will be provided to students and parents by staff.

<b>4.21</b>	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.	Multilingual Students	200 OTRM 4000-4999: Books And Supplies Five ELAC meetings will be held to communicate with parents. 1 NP Cluster meeting will be held.
<b>4.22</b>	Hold an EL Honoring Ceremony at the end of the year to recognize and honor students for reclassification, academic effort and academic achievement.	Multilingual Students	100 OTRM 4000-4999: Books And Supplies An ELAC Honoring Ceremony will take place in May to recognize ELs.
<b>4.23</b>	ELD students will use Literacy Pro to monitor student achievement. English Learners at Sequoia Middle School were "Red" for ELA.	Multilingual Students	0 Other 4000-4999: Books And Supplies Identified students will participate in Literacy Pro for reading. District Funded
<b>4.24</b>	Purchase supplies to support team building and STEM collaborations, with academic language, during ELD classes.	Multilingual Students	1000 OTRM 4000-4999: Books And Supplies Purchase supplies to support team building and STEM collaborations
<b>4.25</b>	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.	Multilingual Students	250 OTRM 4000-4999: Books And Supplies Diversity awareness will be promoted on campus through activities, assemblies and announcements.
<b>4.26</b>	Attendance at DELAC meetings by Dean of Student Support Services to collaborate with DELAC representatives and to provide necessary information and training to Sequoia's ELAC.	Multilingual Students	0 None Specified None Specified Administration will attend DELAC meetings and collaborate with stakeholders.
<b>4.27</b>	Dean of Student Support Services attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs	Multilingual Students	0 None Specified None Specified Administration will collaborate with EL Teacher Advisor.
<b>4.28</b>	Host a parent night in Spanish for 5th to 6th grade and 8th to 9th grade parents to support students' transition.	Multilingual Students	0 None Specified None Specified 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.
<b>4.29</b>	Invite Multi-lingual parent leadership participants to present at ELAC meeting.	Multilingual Students	0 None Specified

			None Specified Multi-lingual parents will be invited to participate at ELAC.
4.30	Offer Lunch Bunch program for ELs to get additional academic support on homework/classwork with teacher and bilingual paraprofessional. English Learners at Sequoia Middle School were "Red" for ELA.	Multilingual Students	0 None Specified None Specified Parapro and teachers will support EL during lunch in homework program.
4.31	Offer Guided Studies class to support students in assignment completions. English Learners at Sequoia Middle School were "Red" for ELA.	Multilingual Students	0 None Specified None Specified Guided Studies class
4.34			
4.35			

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Students in our ELD program were supported with two bilingual paraprofessionals in our ELD classes as well as scheduled to support student in classes not designated as ELD. After Semester 1, we dedicated CREW time as additional time on Wednesday/Thursdays for math support with a bilingual staff member.

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

Students in our ELD program did not attend a specific field trip however, did participate in all school wide field trips designated by grade level. Bilingual paraprofessional support was provided for student access during the field trips. Money that was allocated for this field trip helped with funding the buses for grade level field trips.

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.

Students identified as Long Term English Learners (LTEL's) will be given opportunities to be enrolled in elective classes in lieu of a double block of English, but will be given English Intervention (bases on need) during CREW time on Wednesdays/Thursdays. This is to increase student access in Elective/Exploratory classes for career related focus and goal as per the Multilingual Department.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Learning Loss/Intervention

Implement targeted actions that address learning loss (both academic and social emotional) 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 2024/2025 school year.
2. Students identified as exhibiting learning loss in math and/or English skills, based on teacher assessment/observations, will have the opportunity to participate in intervention during CREW, after school, lunch or as part of their schedule during the 2024/2025 school year.
3. 75% of students receiving intervention will pass at least 5/6 of their classes semester 2 during the 2024/2025 school year.
4. Extended Learning Opportunity Program; identified unduplicated students will be eligible for intercession intervention programs (winter break, spring break, summer school) and before/after school.
5. Provide after school interventions/homework assistance to all students
6. Provide academic lunch intervention/homework assistance to all students
7. Provide academic interventions during CREW twice a week.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

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

In the 2022/2023 school year: 6th Grade: 36% received at least 1 D or F in Semester 2 of the 22-23 school year, 7th Grade: 38% received at least 1 D or F in Semester 2 of the 22-23 school year, 8th Grade: 31% received at least 1 D or F in Semester 2 of the 22-23 school year

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Documentation of participation in CREW by Teacher Google Form Survey	1. Teachers who completed the staff survey in the spring of 2024 indicated that they participated in the CREW model at Sequoia Middle School.	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 2024/2025 school year.
2. D,F, I list from Semester 1 and 2 of the 23/24 school year.	2. Interventions in the 2023/2024 school year included: Guided Studies, After School homework support, Academic support during CREW time, as well as several lunchtime opportunities for Academic support. There was a total of six intervention classes during CREW that focused on math and ELA two days a week, two specifically for SWD. Three Guided Studies class per grade level to address Academic Intervention.	2. Students exhibiting the need for Academic Intervention as based on grade data/teacher feedback will be provided with intervention opportunities during the 2024/2025 school year.
3.Students- based on Semester 2 grades in "Q" during 2023/2024 school year will be placed in Intervention classes (Guided Studies) in the 2024/2025 school year based on assessments, teachers feedback, data discussions.	3. 71% students passed 5 or 6 out of 6 classes in semester 2 of the 22/23 school year.	3. 75% of students receiving intervention will pass 5/6 of their classes during the 2023 - 2024 school year.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Teachers will meet on August 19, 2024 to develop action plans to address students returning to campus for the 24/25 school year and to discuss Grading for Mastery, develop unit planner for IB MYP, collaborate and look at data for student achievement.	All Sequoia Middle School students	0 None Specified None Specified Teachers collaborated in creating action plans that focused on UDL/DEI/SEL/Grading for Mastery
5.2	CREW Committee will create survey for students to take at the end of the year indicating the number of SEL activities and type of SEL activities that were implemented this year.	All Sequoia Middle School students	0 None Specified None Specified CREW Committee will create survey for students to take at the end of the 2023 school year.
5.3	Using IEP annual goals as measurable outcomes in addressing learning loss Goals 1, 2, 3, 5	All Sequoia Middle School students	0 None Specified None Specified Progress on goals will be sent home and is an indicator of students moving towards meeting their academic/social goals



<b>5.4</b>	Guided Studies classes will be offered to students to help with academic skills and work completion.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	200 0010 4000-4999: Books And Supplies Guided Studies class will be offered to students in lieu of an elective to help with academic skills and work completion.
<b>5.5</b>	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.	All Sequoia Middle School students	300 0TRM 4000-4999: Books And Supplies Peer tutoring will be used to help support students identified as having learning loss.
<b>5.6</b>	Fund copy costs/activities supplies/ recognitions 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.	All Sequoia Middle School students	250 0TRM 4000-4999: Books And Supplies Copy costs associated with SEL program will be funded.
<b>5.7</b>	Offer a math and/or English Intervention opportunities during the student schedules (during CREW)	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified 1000-1999: Certificated Personnel Salaries Teacher available to provide support/intervention as an elective class
<b>5.8</b>	Counselors to prepare classroom lessons and present to all students the importance of academic success, school involvement, as well as career related focus topics.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Through Hatching Results work.
<b>5.9</b>	Provide lunchtime interventions with classroom teachers and/or counselors for additional classroom/SEL support (counseling groups) for all Sequoia students.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	7300 0TRM 1000-1999: Certificated Personnel Salaries Counselors/Teachers available to provide support/intervention to all students
<b>5.10</b>	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.	All Sequoia Middle School students	0 Other 4000-4999: Books And Supplies District Funded
<b>5.11</b>	Provide after-school interventions in both English and math Wed/Thurs . Learning Loss Similar Goals in 1, 4, 5	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	500 0010 1000-1999: Certificated Personnel Salaries After school intervention period
<b>5.12</b>	ELD teachers to provide IXL, Achieve 3000, Literacy Pro to assist with student intervention	All Sequoia Middle School ELD students	0 None Specified

			4000-4999: Books And Supplies District Funded. ELD teachers to use software to help with English language development.
<b>5.13</b>	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).	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Math teacher to have drop in math support during CREW
<b>5.14</b>	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).	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 None Specified None Specified Teachers will provide intervention in English to small groups of students.
<b>5.15</b>	Attendance at GATE DAC meetings and collaboration between administration, GATE DAC rep and GATE Teacher Advisor.	All Sequoia Middle School GATE identified students	0 None Specified None Specified Collaboration will take place between administration, GATE DAC Rep and GATE teacher advisor.
<b>5.16</b>	Dean of Student Support Services 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.	All Sequoia Middle School students identified as McKinney Vento and Foster.	0 None Specified None Specified Participation in regular meetings to support McKinney Vento and Foster Students.
<b>5.17</b>	Supplement CSA positions/additional CSA hours; to support student behavior expectations on campus and positive student outcome.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	10,000 0010 2000-2999: Classified Personnel Salaries To increase safety and support behavior for positive student outcome as per the SSC discussions. 12,396 OTRM 2000-2999: Classified Personnel Salaries To increase safety and support behavior for positive student outcome
<b>5.18</b>	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.	All Sequoia Middle School students	250 OTRM 4000-4999: Books And Supplies Copy costs to support CREW
<b>5.19</b>	Support GATE program with supplemental materials	All Sequoia Middle School GATE identified students	500 0010 4000-4999: Books And Supplies Support GATE program

			500 OTRM 4000-4999: Books And Supplies Support GATE program
5.20	Allow class time for SAI teachers to push into Gen Ed classes and offer support to students with IEP's.	All Sequoia Middle School SWD identified students	0 None Specified None Specified SAI teachers will push in to support learning loss.
5.21	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)	All Sequoia Middle School students	500 OTRM 4000-4999: Books And Supplies Funds will be used to purchase supplies to support social emotional skills as part of learning loss.
5.22	Promote SEL through Second Step Curriculum for 6th - 8th grade by implementing at least 20 lessons.	All Sequoia Middle School students	0 None Specified None Specified Second Step will be utilized as an SEL curriculum. District funded
5.23	Provide after school intervention in both English and math Mon/Wed/Thurs/Fri. Learning Loss Similar Goals in 1, 2, 4	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	1000 District Funded 1000-1999: Certificated Personnel Salaries Before school interventions
5.24	Provide opportunities for district transportation for students attending after school intervention programs/activities	All Sequoia Middle School students	500 OTRM 5000-5999: Services And Other Operating Expenditures After school intervention accessibility
5.25	Provide academic intervention by using IXL to support academic areas (English)	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	0 Other 4000-4999: Books And Supplies District Funded. Interventions /English
5.26	Provide academic math support/ intervention by using Delta Math to support academic areas. Similar item in Goal 1	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	1000 OTRM 4000-4999: Books And Supplies Math Interventions/Support
5.27	Fund technology updates in classrooms to supplement Measure I technology needs (includes installations of technology updates/teacher work stations; laptops/docking stations). in classrooms and may include Gym/Auditorium as these are used as classrooms throughout the school year.	All Sequoia Middle School students	40200 None Specified 4000-4999: Books And Supplies Measure I Endowment
5.28	Guided Studies classes as an elective in the 6th grade to assist with learning loss in English/math as identified by 5th grade teachers.	All 6th grade Sequoia Middle School students	0 None Specified None Specified Guided Studies Careers class

5.29	Provide materials for after school interventions such as copy costs, printer cartridge's, classroom supplies to address the needs of students.	All students at Sequoia Middle School which include; Homeless, Foster, McKinney Vento, ELD, African American.	500 0010 4000-4999: Books And Supplies Academic Specialist to focus on 6th grade transitioning to Middle School
5.30	Provide teachers with collaboration time to review student data, such as grades, goals, attendance, SEL.	All Sequoia Middle School students	0 None Specified None Specified Collaboration time for all staff during PLC/Staff meeting time
5.31	Purchase Brain Pop as a resource for teachers in the classroom.	All Sequoia Middle School students	365.00 OTRM 4000-4999: Books And Supplies Brain Pop to be used in the classrooms as a resource
5.32	Purchase Kami licenses to support classroom instruction	All Sequoia Middle School students	1000 OTRM 4000-4999: Books And Supplies Kami to be used in the classrooms as a resource
5.33	Identified students will be communicated to participate in the district ELOP program	All Sequoia Middle School students identified for this program	0 None Specified None Specified Work with ELOP Coordinator at District to communicate and recruit program participation. This is district funded.

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

In the 23/24 school year, Sequoia Middle School was able to offer one Guided Studies class per grade level, smaller English and Math classes for 7th and 8th grade. Students were identified for these classes bases on teacher feedback, prior years grades, test scores. Through the use of ESER funds, we were able to increase Campus Supervision hours to address the concerns of parents and staff regarding safety on campus.

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 unable to offer a before school Academic Support class due to transportation constraints with our students who ride the bus to school and needed academic assistance. We did offer after school academic assistance and was able to partner with transportation routes already established for students to access the program after school.

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.

Due to the expiration of ESER funds, Sequoia Middle School will be funding the additional Campus Supervision utilizing site funds. This specific Action Item is a focus point of Sequoia's School Site Council. In the 23/24 school year, additional technology needs/updates were addressed with ESER funds, this will not be a possible funding source for the 24/25 school year, the site will use Measure I Endowment funds for all site technology needs.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$186,689.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

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 (\$)
	\$0.00
0010	\$22,675.00
0P28 - Proposition 28	\$38,000.00
OTRM	\$48,114.00
ASB	\$34,800.00
District Funded	\$1,000.00
Instruction	\$1,900.00
None Specified	\$40,200.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$186,689.00

Total of federal, state, and/or local funds for this school: \$186,689.00

# 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	48,114	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	22,675.00
0P28 - Proposition 28	38,000.00
OTRM	48,114.00
ASB	34,800.00
District Funded	1,000.00
Instruction	1,900.00
None Specified	40,200.00
Other	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	38,200.00
2000-2999: Classified Personnel Salaries	24,436.00
4000-4999: Books And Supplies	92,928.00
5000-5999: Services And Other Operating Expenditures	4,000.00
None Specified	27,125.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies		0.00
1000-1999: Certificated Personnel Salaries	0010	4,000.00
2000-2999: Classified Personnel Salaries	0010	10,000.00
4000-4999: Books And Supplies	0010	8,050.00
None Specified	0010	625.00
1000-1999: Certificated Personnel Salaries	0P28 - Proposition 28	20,000.00
4000-4999: Books And Supplies	0P28 - Proposition 28	18,000.00
1000-1999: Certificated Personnel Salaries	OTRM	10,300.00
2000-2999: Classified Personnel Salaries	OTRM	14,436.00
4000-4999: Books And Supplies	OTRM	20,378.00
5000-5999: Services And Other Operating Expenditures	OTRM	2,500.00
None Specified	OTRM	500.00
1000-1999: Certificated Personnel Salaries	ASB	2,000.00
4000-4999: Books And Supplies	ASB	5,300.00
5000-5999: Services And Other Operating Expenditures	ASB	1,500.00
None Specified	ASB	26,000.00
1000-1999: Certificated Personnel Salaries	District Funded	1,000.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Instruction	900.00
4000-4999: Books And Supplies	Instruction	1,000.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	40,200.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	0.00



# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
25,225.00
5,838.00
70,775.00
7,590.00
77,261.00

# 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
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karla DiDomizio	Principal
Jenna Burge	Classroom Teacher
Karin Hochevar	Classroom Teacher
Susan Schulte	Classroom Teacher
Hilary Balam	Classroom Teacher
Karla Stevenson	Classroom Teacher
Jaime Taylor	Other School Staff
Kinsie Flame	Parent or Community Member
Cameo Carolan	Parent or Community Member
Ali Mroue	Parent or Community Member
Amy Zobel	Parent or Community Member
Christiana Dexter	Parent or Community Member
Lisa Barron	Parent or Community Member
Kelly Welch	Other School Staff
Martin Nichols	Other School Staff
Prselei Ruiz	Secondary Student
Maia Saremi	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.

# Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives 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
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: School Site Council Parent 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 8/28/2024.

Attested:



Principal, Karla DiDomizio on 8/28/2024

SSC Chairperson, Susan Schulte on 8/28/2024

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's 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 LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.



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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>



## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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