



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sequoia Middle School	56 73759 6067300	8/30/2023	

Purpose and Description

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

Additional Targeted Support and Improvement

Sequoia Middle School's goals for the 2023-2024 school year are aligned with the CVUSD LCAP goals and ESSA, "...to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." The philosophy that drives our decisions regarding instruction is summarized in our mission and vision. These were recently adjusted and voted on as part of our School Site Council during the 2023 - 2024 school year.

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

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

Sequoia Middle School is committed to building upon our already solid record of student success to provide our culturally diverse student population the best possible educational experience. Sequoia Middle School is not only dedicated to the academic growth of our students but the development of the whole child. Sequoia Middle School is located in Newbury Park, CA and is honored to be part of a strong community which supports our population of approximately 860 students in the 6th, 7th and 8th grades. Sequoia receives students from five neighboring elementary schools and our students feed into a strong academic program at Newbury Park High School. Sequoia is proud to have a diverse population that is served by varied educational programs for ELs, SWDs, and GATE students.

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

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

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

supports the students and fosters the self-discipline and independent judgment necessary from grade level to grade level with the ultimate goal of a smooth transition to high school.

Sequoia's school motto reflects the feelings about the school, the students, the staff, and the community. "Take care of yourself. Take care of each other. Take care of this place." This motto is reviewed with students as they make daily decisions that affect their lives both in and out of the classroom. In addition to our school motto, each year a theme is selected for the school. The theme for the 2023- 2024 school year is "Sequoia Middle School, ALL IN." Sequoia students and staff are excited about their many accomplishments and the opportunity they have daily to make Sequoia an outstanding middle school.

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

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

Sequoia Middle School is working with its stakeholders (students, staff and parents) to ensure that our five overarching goals are met. These goals include: promoting positive student outcomes in academic areas for all students, promoting positive student outcomes in social-emotional growth for all students, promoting positive student outcomes for SWD, promoting positive student outcomes for ELs and finally, addressing learning loss. Sequoia Middle School's plan to effectively meet the ESSA requirements in alignment with CVUSD's LCAP includes: a focus on professional learning in Universally Designed Learning strategies, 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 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The following data pieces were analyzed to determine our Sequoia Middle School's needs. Results from district LCAP Surveys were used and discussed with staff and parent groups.

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

83% of parents/guardians reported that their student(s) seem eager to attend school each day.

85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

86% of parents/guardians reported that their student's school was physically safe.

92% of parents/guardians reported that they are informed regarding their student(s) academic progress.

84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

93% of parents/guardians reported that teachers and staff treat them respectfully.

98% of elementary students reported they feel their teachers care about them.

93% of elementary students reported that their school is inclusive.

90% of middle and high school students reported feeling their teachers care about them.

89% of middle and high school students reported that their counselors care about them.

79% of middle and high school students reported feeling their school is an inclusive environment that values all people.

73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.

91% of staff reported that working for CVUSD is a positive experience.

87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

92% of school site staff reported that students feel at school.

83% of school site staff reported that students are engaged and motivated.

95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

185 Sequoia students participated in the 2022-2023 LCAP survey. The survey reflects the following:

92% of students agree/strongly agree that their teachers care about them

91% of students agree/strongly agree that their counselor cares about them

61% of students agree/strongly agree that they are comfortable going to their counselor when they have a problem

91% of students agree/strongly agree that their counselor is available to meet with them when they have a problem

76% of students agree/strongly agree that the homework they receive is appropriate

82% of students agree/strongly agree that they have enough time to handle their schoolwork along with their extracurricular activities

97% of students stated that they are either in CP/Honors level classes at Sequoia Middle School

66% of students reported that it takes them 1-2 hours a night to complete homework
10% of students reported that they have missed school because they did not complete homework
74% of students reported that they have not missed school because of feeling sad or overwhelmed
75% of students reported that that have not missed school because of feeling anxious or worried
84% of students agree/strongly agree that classroom rules and ways of doing things are fair.
96% of students agree/strongly agree that they know what they should be doing and learning
75% of students agree/strongly agree that they know adults to go to for help on campus when they are feeling upset/sad
77% of students agree/strongly agree that outside of school and family they have adult to go to
82% of students agree/strongly agree that they know what to do when they need help with friends
83% of students reported knowing where to go for help
99% of students agree/strongly agree that they believe their parents/guardians believe they can do well in school
62% of students agree/strongly agree that their teachers talk to them about the importance of staying mentally healthy
66% of students disagree/strongly disagree that they have experienced bullying
89% of students agree to like being at school

Classroom Observations

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

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

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

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

The Principal, Assistant Principal, Dean of Student Support Services, along with Department Chairs do observations and meetings throughout the school year to support and work with all teachers. The Principal and Assistant Principal meet quarterly with new teachers to support their transition to full

classroom teaching. Teachers participate in Professional Learning Communities for collaboration to discuss International Baccalaureate Middle Years Program.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CVUSD students in grades 6-8 took benchmark assessment in math during Semesters 1 & 2. Students in grade 6- 8 and 11 took the CAASPP summative assessments in both English and Math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

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

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

CVUSD is utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Students take assessments all online as part of the system. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

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

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

In the 2022/2023 school year, Sequoia Middle School, English, math, science, social studies departments attended CAPS workshops to collaborate and address intervention needs on sites. In the 2023/2024 school year Sequoia Middle School will begin the work for IB Candidacy for the Middle Year Program.

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

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

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

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

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

Sequoia staff utilizes PLC, department meetings, and staff meetings to discuss and evaluate student performance data. In the 2023/2024 school year more time has been created for staff collaboration to address students learning needs. The Principal discusses D,F,I data with leadership team and CAPS team.

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

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

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

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

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress. In 2022-2023, CVUSD adopted new instructional materials for secondary Science and grades 9-12 History/Social Science; these materials had not been updated respectively since the 2007 and 2006 school year.

Core literature titles with diverse authors and/or with diverse protagonists have been added to the secondary ELA curriculum as required materials to be implemented at each grade level. In a collaborative effort, English teachers from secondary sites created units of study and added lessons and resources to an electronic library of resources for all ELA teachers to access.

Finally, high schools successfully piloted an optional elective Ethnic Studies course that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will continue to be implemented as an elective course, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a permanent course for the 2023-2024 school year.

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

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

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

The Dean of Student Support services attends the District McKinney/GATE/EL meetings for resource information that can be used for our students and families on our sites. School counselors attend their meetings for information as well.

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

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

Sequoia Middle Schools PTSA supports school wide activities that promote student connections, inclusion, and diversity. PTSA also works in conjunction with our student leadership (ASB and WEB) to promote: Red Ribbon Week, Abilities Awareness Week, Inclusive Schools Week, Unity Day, Hispanic Heritage Month, Talent Show, 5K and much much more!

Funding

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

Categorical Funds in CVUSD:

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

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

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

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of Title III, Title II, and Title I (if you're a Title I school).

All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA."

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

1.. On Wednesday's (once a month) throughout the 2022-2023 school year (Sept 21, Oct 19, Nov 16 of 2022 and Jan 18, Feb 15, March 15, May 17 of 2023) 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 24, 2023, the SSC met to review and update SPSA goals, actions items, and review the 23/24 budgets.

3.. On May 25, 2023 K. DiDomizio met with DELAC and SEDAC parent representative to discuss SPSA goals for SWD and EL population for the 23/24 SPSA document.

Resource Inequities

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

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.23%	0.59%	1	2	5
African American	1.3%	1.02%	0.82%	12	9	7
Asian	6.1%	6.13%	5.89%	56	54	50
Filipino	0.8%	0.68%	0.71%	7	6	6
Hispanic/Latino	37.0%	38.14%	42.05%	340	336	357
Pacific Islander	0.3%	0.45%	0.35%	3	4	3
White	49.5%	47.22%	44.29%	455	416	376
Multiple/No Response	5.0%	6.13%	5.3%	46	54	45
Total Enrollment				920	881	849

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	297	294	293
Grade 7	307	282	284
Grade 8	316	305	272
Total Enrollment	920	881	849

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	154	151	142	16.7%	17.1%	16.7%
Fluent English Proficient (FEP)	129	112	119	14.0%	12.7%	14.0%
Reclassified Fluent English Proficient (RFEP)	4			2.6%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6	292	283	293	0	258	258	0	257	258	0.0	91.2	88.1
Grade 7	308	265	284	0	241	263	0	241	263	0.0	90.9	92.6
Grade 8	312	296	272	0	242	223	0	242	223	0.0	81.8	82.0
All Grades	912	844	849	0	741	744	0	740	744	0.0	87.8	87.6

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2556.	2543.		28.79	25.2		38.13	36.0		17.12	17.8		15.95	20.9
Grade 7		2576.	2566.		26.56	21.3		36.10	39.9		19.50	18.6		17.84	20.2
Grade 8		2576.	2586.		19.42	25.1		40.91	33.6		19.42	22.4		20.25	18.8
All Grades	N/A	N/A	N/A		25.00	23.8		38.38	36.7		18.65	19.5		17.97	20.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		29.57			52.53			17.90	
Grade 7		29.46			55.19			15.35	
Grade 8		26.86			57.44			15.70	
All Grades		28.65			55.00			16.35	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22.96			58.75			18.29	
Grade 7		27.80			54.77			17.43	
Grade 8		22.73			57.02			20.25	
All Grades		24.46			56.89			18.65	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22.96			70.43			6.61	
Grade 7		12.86			78.84			8.30	
Grade 8		14.46			72.73			12.81	
All Grades		16.89			73.92			9.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22.57			69.65			7.78	
Grade 7		29.05			55.19			15.77	
Grade 8		19.01			66.94			14.05	
All Grades		23.51			64.05			12.43	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 6	292	283	293	0	263	257	0	263	257	0.0	92.9	87.7
Grade 7	308	265	284	0	239	263	0	239	263	0.0	90.2	92.6
Grade 8	312	296	272	0	246	222	0	246	222	0.0	83.1	81.6
All Grades	912	844	849	0	748	742	0	748	742	0.0	88.6	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2535.	2535.		26.62	28.4		21.67	20.6		27.76	23.7		23.95	27.2
Grade 7		2551.	2542.		23.85	24.7		23.85	19.4		22.59	29.7		29.71	26.2
Grade 8		2545.	2564.		22.76	25.7		18.70	16.2		23.17	25.7		35.37	32.4
All Grades	N/A	N/A	N/A		24.47	26.3		21.39	18.9		24.60	26.4		29.55	28.4

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		26.62			47.53			25.86				
Grade 7		26.36			43.51			30.13				
Grade 8		25.61			45.12			29.27				
All Grades		26.20			45.45			28.34				

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.45			57.79			27.76	
Grade 7		24.69			47.70			27.62	
Grade 8		19.51			48.37			32.11	
All Grades		19.39			51.47			29.14	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.67			63.50			14.83	
Grade 7		17.57			66.95			15.48	
Grade 8		17.48			59.35			23.17	
All Grades		18.98			63.24			17.78	

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1519.1	1516.7	1535.4	1498.6	1529.4	1541.6	1539.0	53	45	37
8	1545.2	1525.2	1550.1	1538.0	1516.6	1546.3	1551.8	1533.4	1553.2	40	51	40
All Grades										147	140	124

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	25.0	38.89	43.18	34.5	20.37	25.00	50.0	14.81	18.18	41.0	54	44	47
7	16.98	20.00	31.3	32.08	42.22	25.5	32.08	26.67	39.3	18.87	11.11	31.8	53	45	37
8	25.00	13.73	43.8	37.50	35.29	38.2	27.50	21.57	21.4	10.00	29.41	27.3	40	51	40
All Grades	22.45	15.71	13.0	36.05	40.00	44.4	26.53	24.29	22.6	14.97	20.00	17.7	147	140	124

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	46.9	38.89	34.09	41.1	11.11	20.45	15.0	11.11	13.64	37.5	54	44	47
7	20.75	40.00	15.6	47.17	35.56	26.8	18.87	17.78	50.0	13.21	6.67	43.8	53	45	37
8	30.00	21.57	37.5	50.00	31.37	32.1	10.00	21.57	35.0	10.00	25.49	18.8	40	51	40
All Grades	29.93	30.71	25.8	44.90	33.57	45.2	13.61	20.00	16.1	11.56	15.71	12.9	147	140	124

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
6	16.67	9.09		20.37	25.00		38.89	36.36		24.07	29.55		54	44	47
7	7.55	13.33		22.64	17.78		35.85	51.11		33.96	17.78		53	45	37
8	7.50	7.84		27.50	21.57		50.00	35.29		15.00	35.29		40	51	40
All Grades	10.88	10.00		23.13	21.43		40.82	40.71		25.17	27.86		147	140	124

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
6	20.37	13.64		68.52	70.45		11.11	15.91		54	44	
7	7.55	8.89		62.26	75.56		30.19	15.56		53	45	
8	22.50	13.73		65.00	47.06		12.50	39.22		40	51	
All Grades	16.33	12.14		65.31	63.57		18.37	24.29		147	140	

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
6	64.81	43.18		25.93	43.18		9.26	13.64		54	44	
7	60.38	57.78		26.42	35.56		13.21	6.67		53	45	
8	62.50	37.25		27.50	39.22		10.00	23.53		40	51	
All Grades	62.59	45.71		26.53	39.29		10.88	15.00		147	140	

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
6	18.52	13.64		29.63	34.09		51.85	52.27		54	44	
7	15.09	13.33		33.96	46.67		50.94	40.00		53	45	
8	25.00	19.61		35.00	23.53		40.00	56.86		40	51	
All Grades	19.05	15.71		32.65	34.29		48.30	50.00		147	140	

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
6	12.96	15.91		79.63	65.91		7.41	18.18		54	44	
7	7.55	8.89		75.47	88.89		16.98	2.22		53	45	
8	2.50	0.00		87.50	84.31		10.00	15.69		40	51	
All Grades	8.16	7.86		80.27	80.00		11.56	12.14		147	140	

Conclusions based on this data:

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

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

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
881	28.3	17.1	0.2
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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	151	17.1
Foster Youth	2	0.2
Homeless	18	2.0
Socioeconomically Disadvantaged	249	28.3
Students with Disabilities	113	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.0
American Indian	2	0.2
Asian	54	6.1
Filipino	6	0.7
Hispanic	336	38.1
Two or More Races	54	6.1
Pacific Islander	4	0.5
White	416	47.2

Conclusions based on this data:

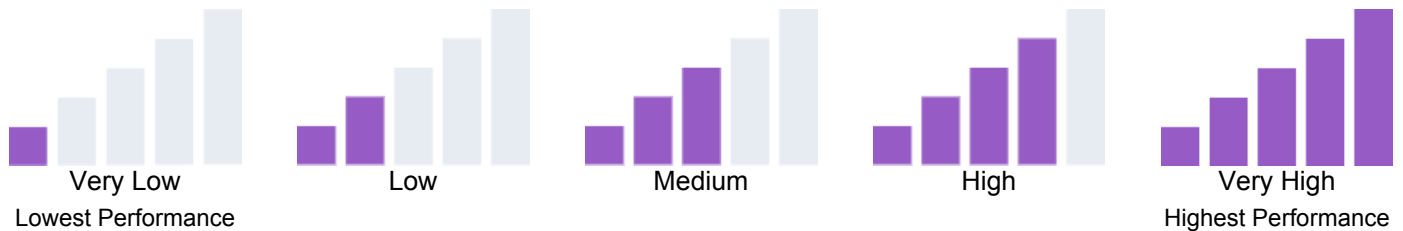
1. In terms of Enrollment by Race/Ethnicity, our two largest student groups are White at 53.3% of the population and Hispanic at 32.5% of the population.
2. Approximately one third of our school is identified as Socioeconomically Disadvantaged (SED) at 31.9% of the total population. Based on this percentage of students who are identified as SED, many of the interventions that are being offered are part of the school day to allow for them to be more accessible to all students.
3. Of the total enrollment of 956, there are approximately 13.2% of students who are identified as English Learners. A goal addressing the needs of EL has been identified as part of the SPSA process.

School and Student Performance Data

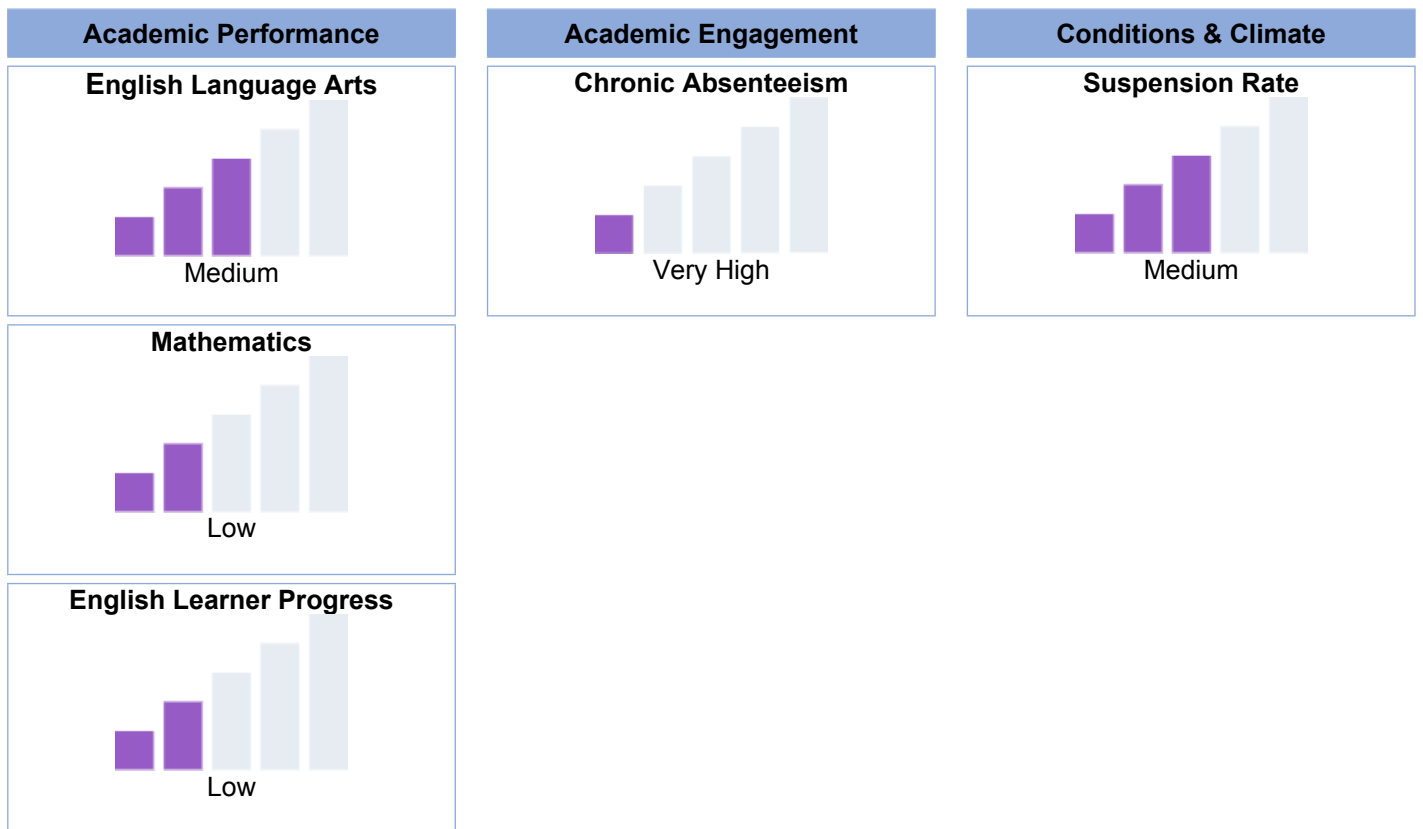
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. In terms of Overall Performance on the California Dashboard, English Language Arts CAASPP scores was an area of strength. We increased from an overall color of yellow to blue between the 2017 - 2018 to 2018 - 2019 school years. This could be due to the English department's participation and ownership of the Impact Team process that strengthens collective teacher efficacy and builds assessment capable learners.

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

School and Student Performance Data

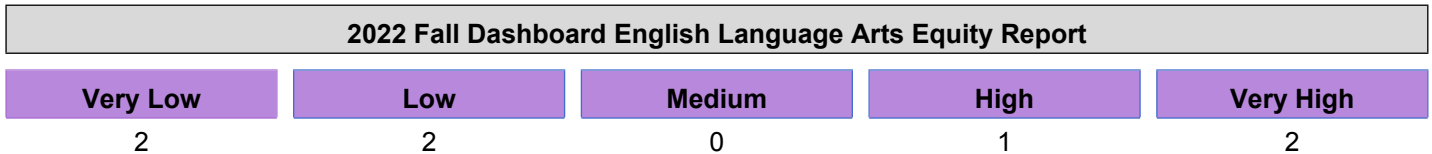
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

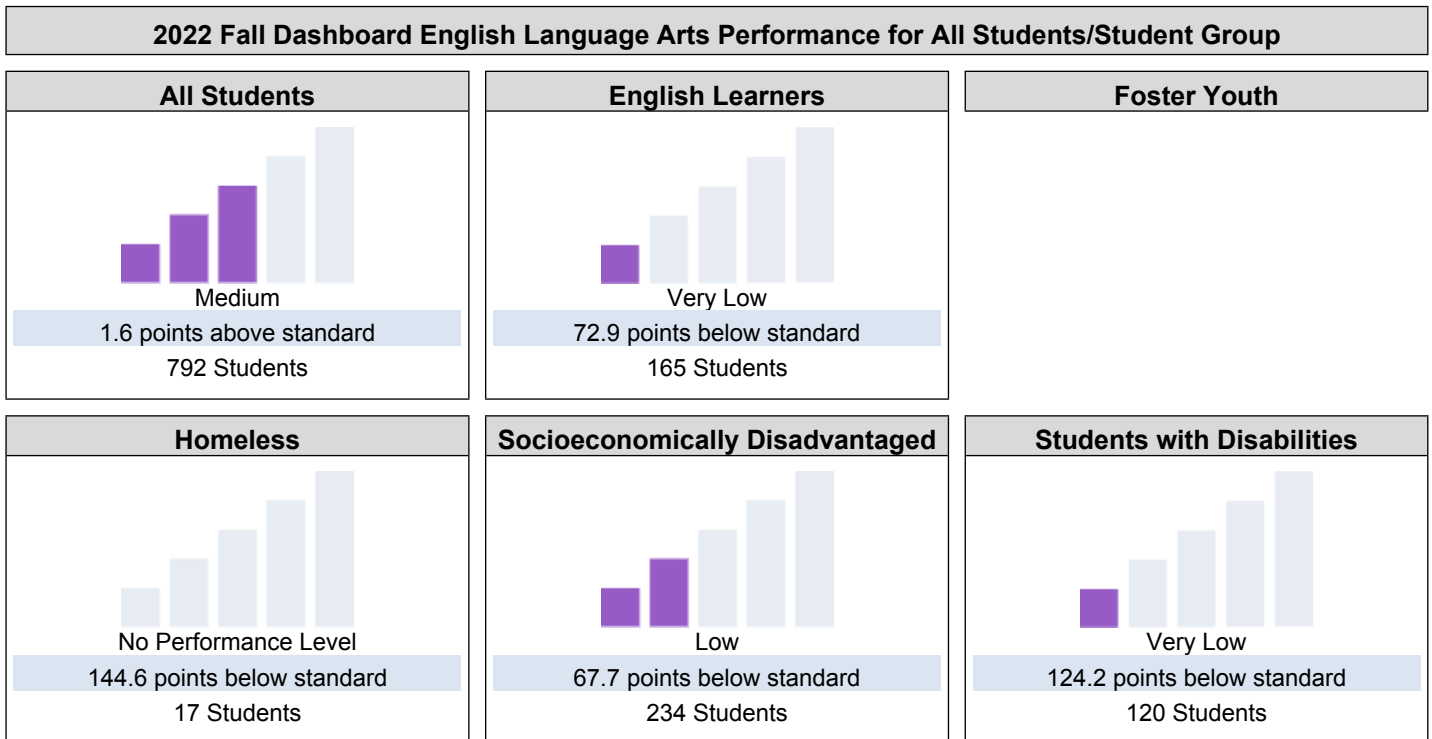
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



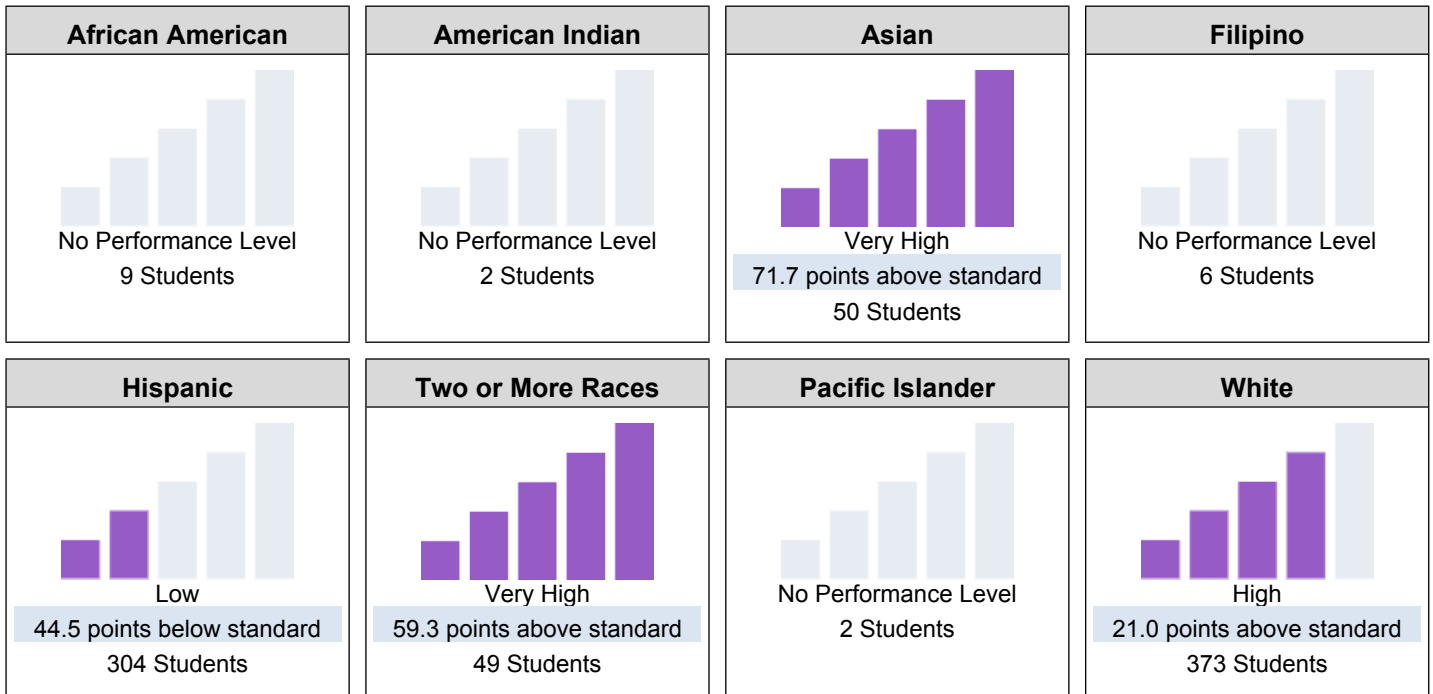
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>112.3 points below standard</p> <p>118 Students</p>	<p>19.8 points above standard</p> <p>48 Students</p>	<p>18.8 points above standard</p> <p>554 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

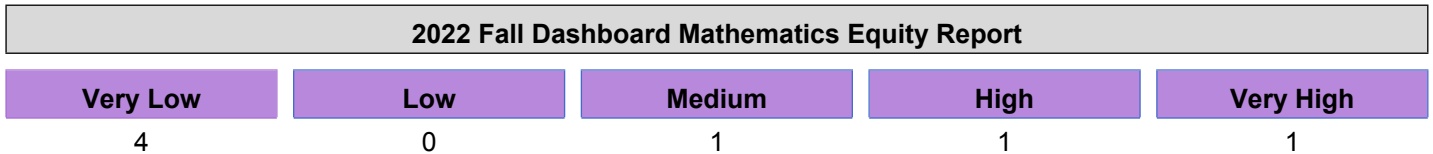
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

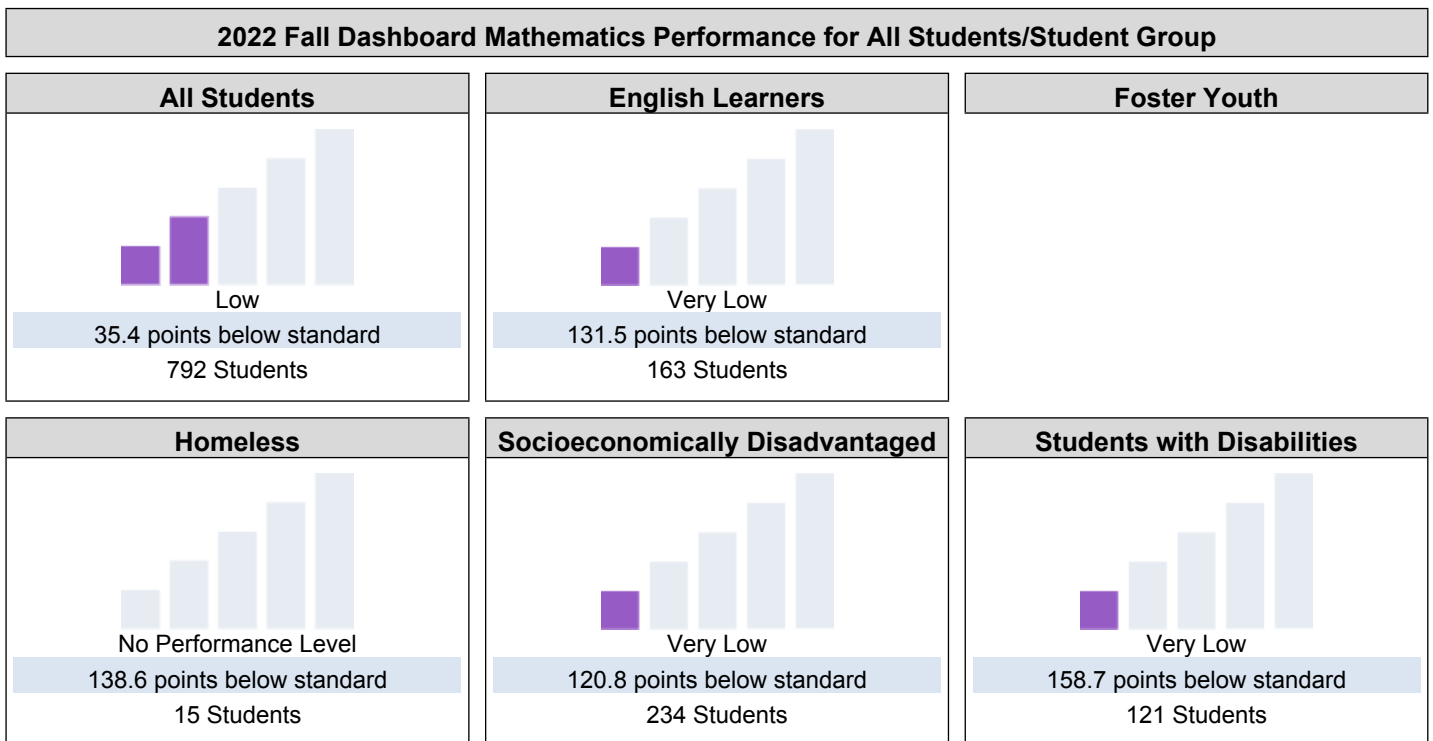
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



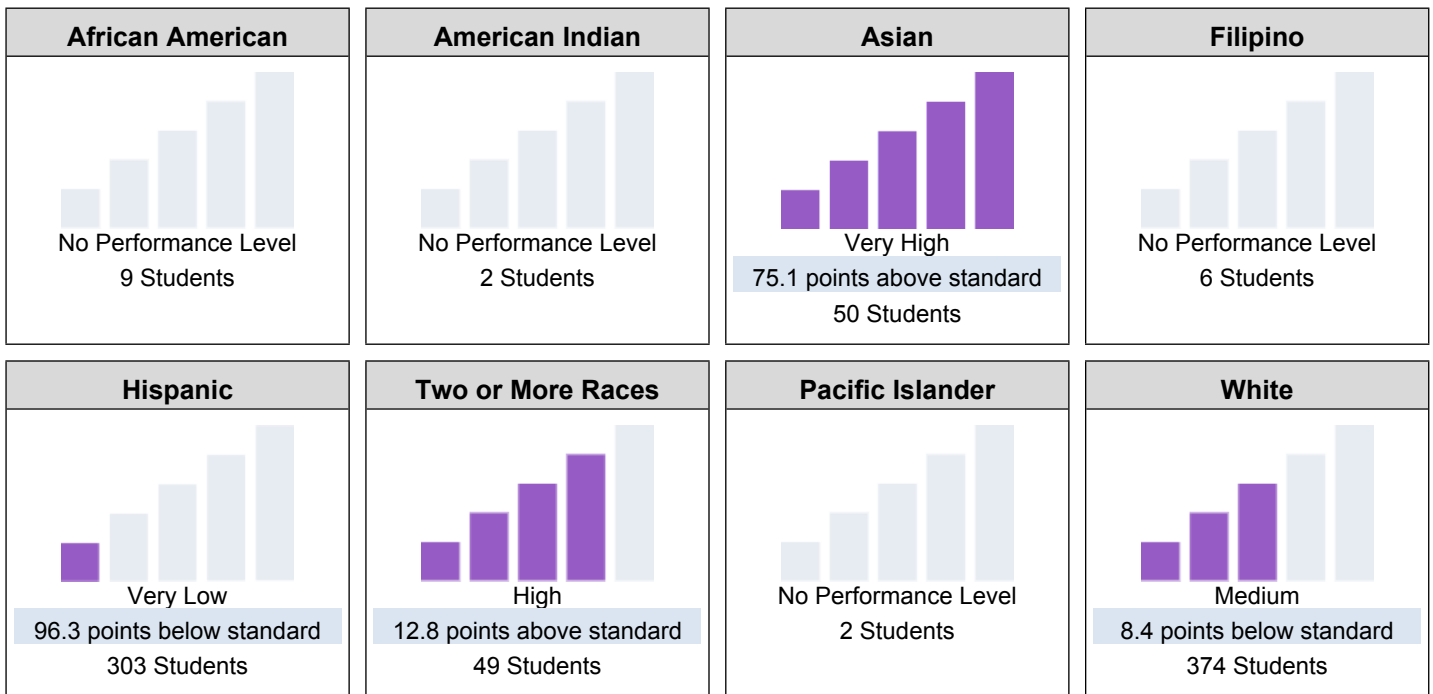
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
168.4 points below standard 116 Students	44.9 points below standard 48 Students	13.6 points below standard 556 Students

Conclusions based on this data:

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

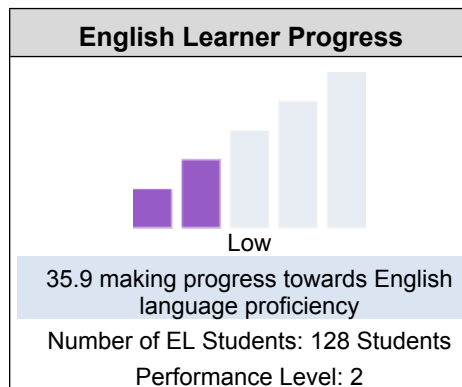
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
25.0%	39.1%	8.6%	27.3%

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 the 22.9% of 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 27.1% of 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 50% of students who scored within the Level 4 Well Developed or Level 3 Moderately Developed stages. A sub-goal under band 4 will focus on language proficiency and academic achievement.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

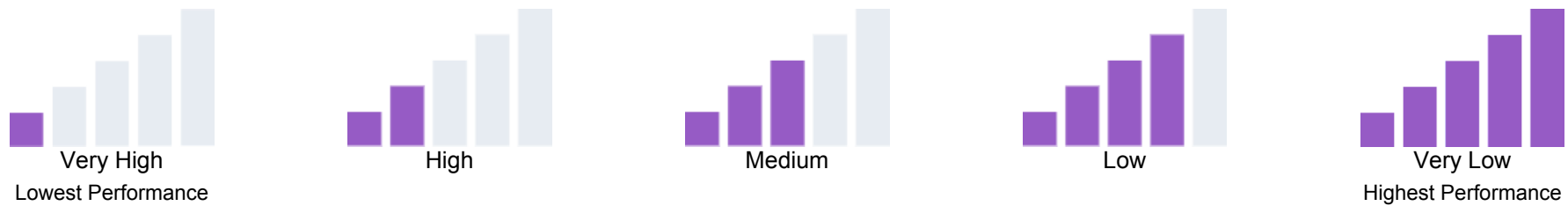
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School and Student Performance Data

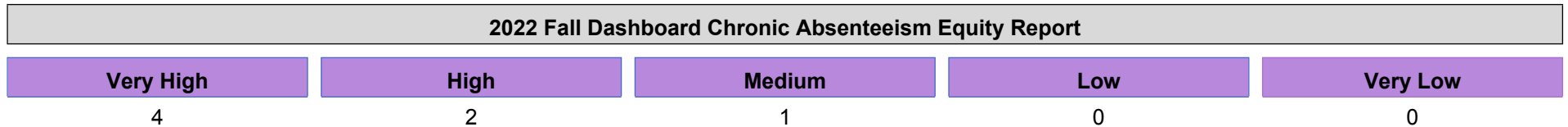
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

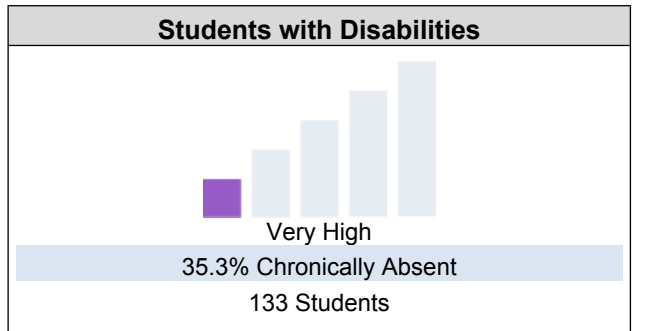
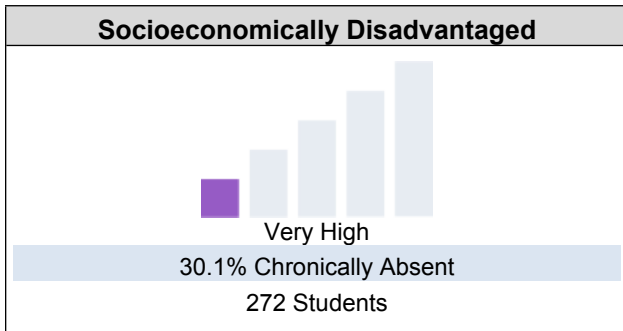
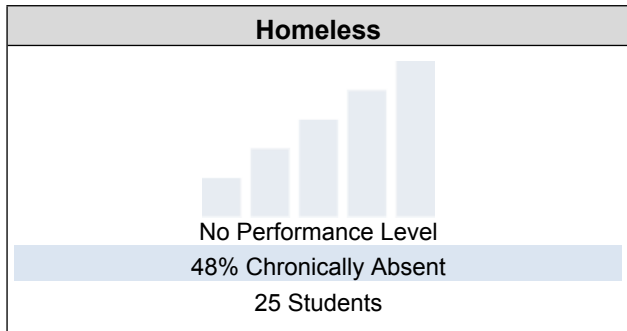
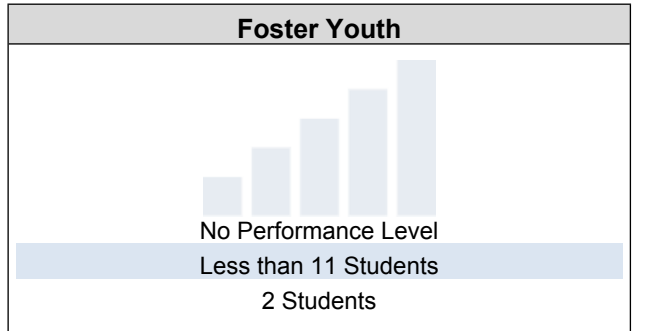
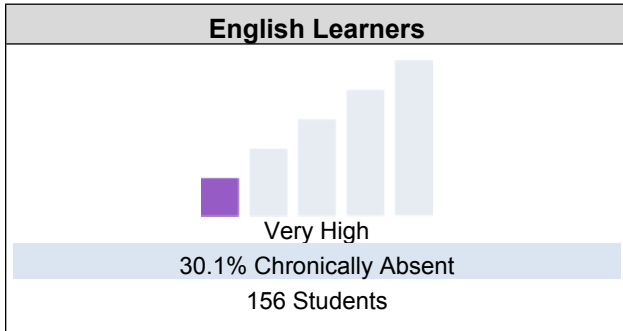
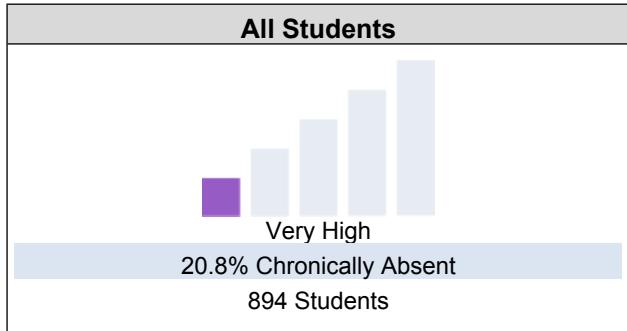


This section provides number of student groups in each level.

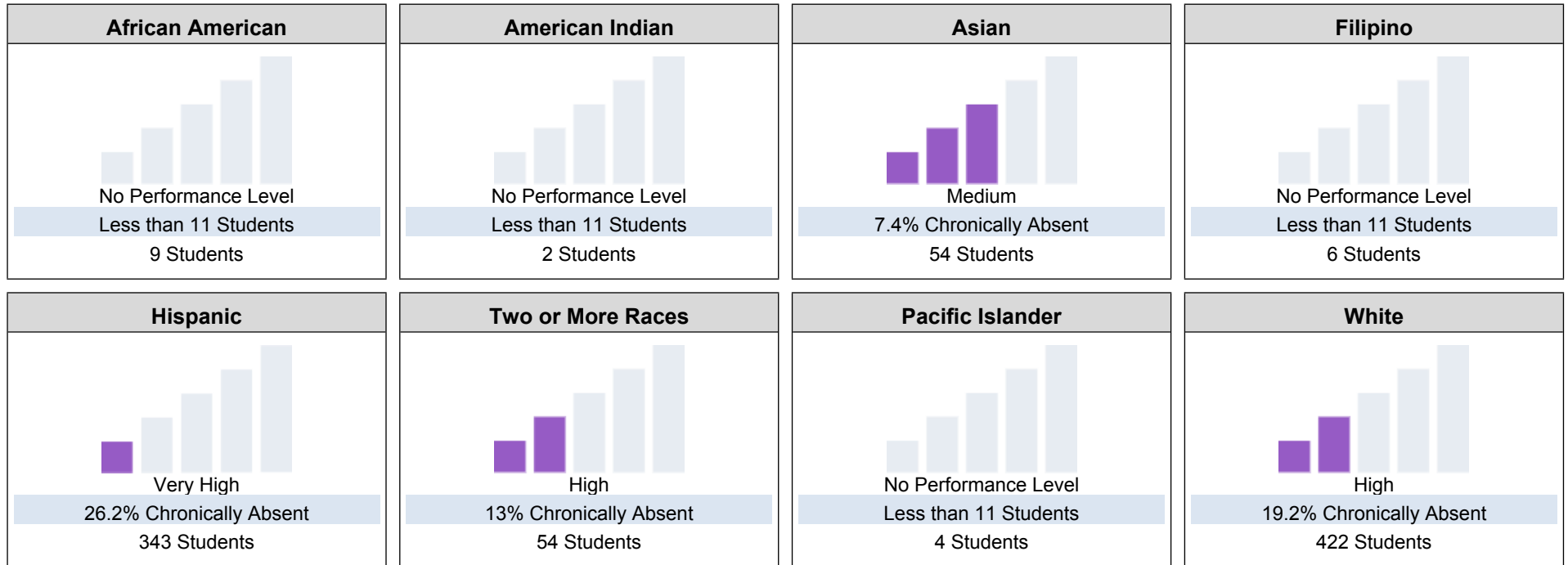


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

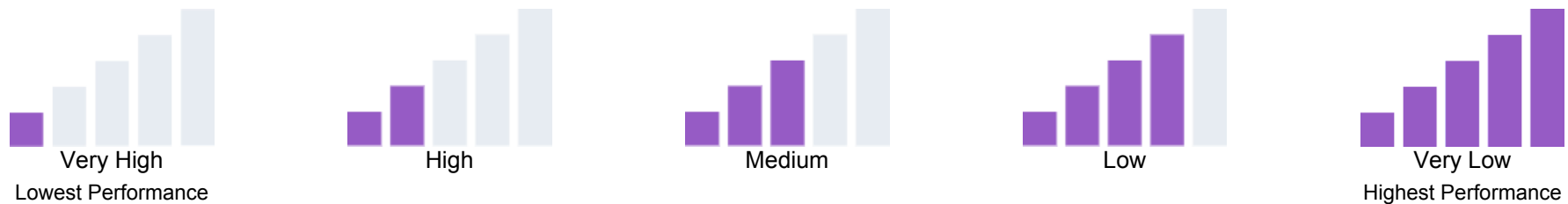
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School and Student Performance Data

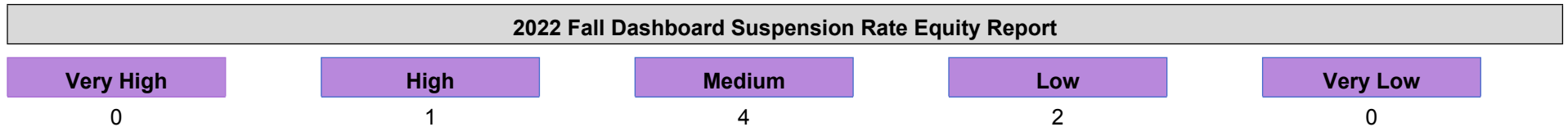
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

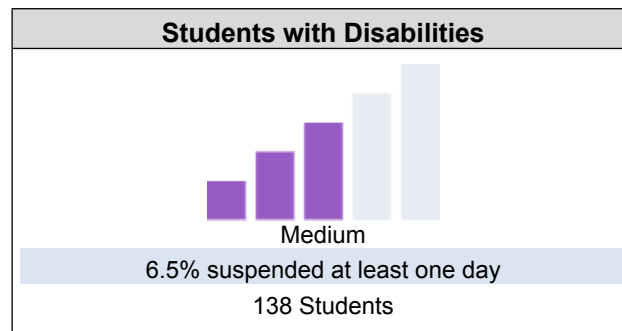
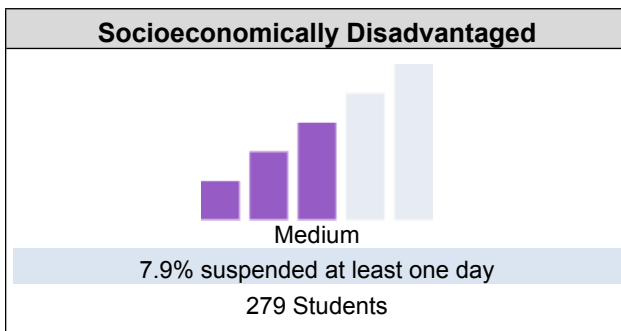
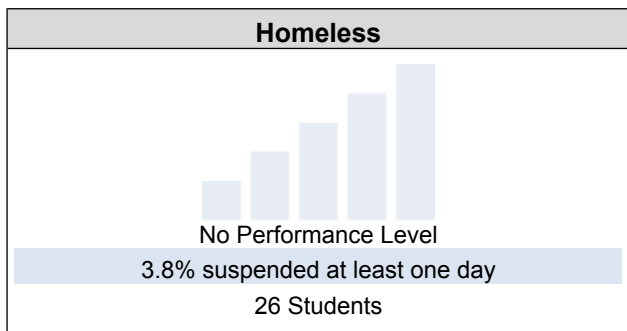
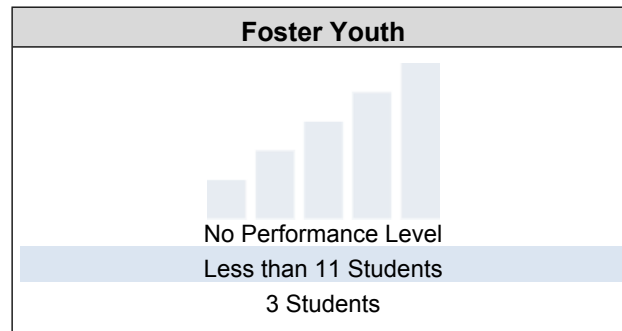
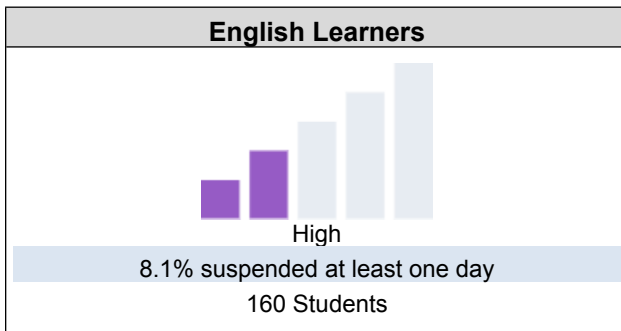
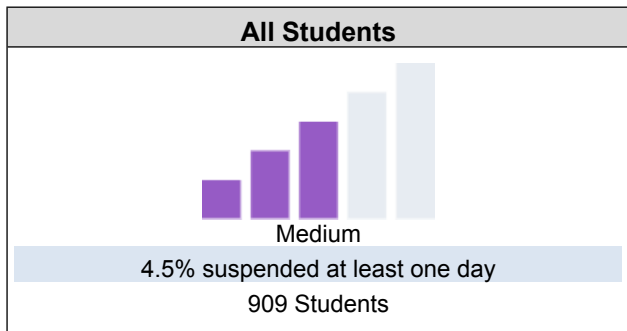


This section provides number of student groups in each level.

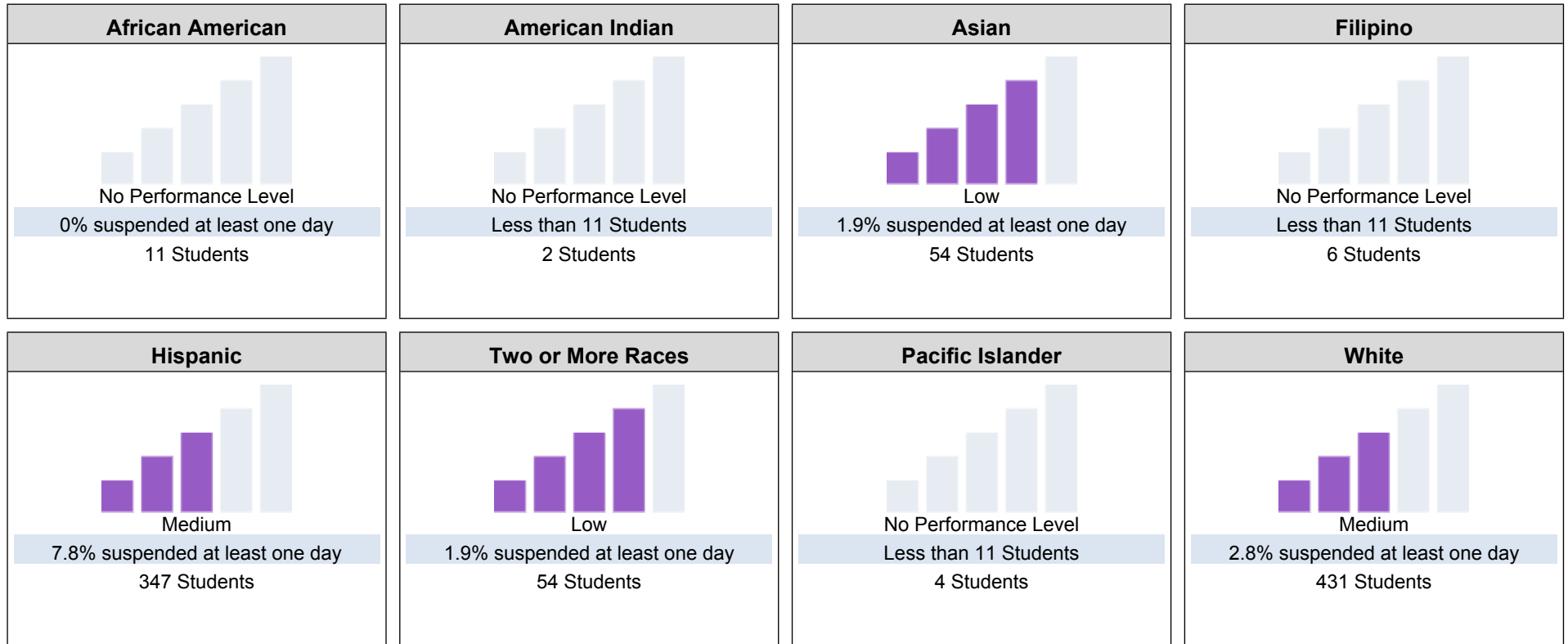


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive Student Outcomes: Academic Growth

LEA/LCAP Goal

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

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

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

Goal 1

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

1. Increase by 2% the overall numbers of students who meet the standard on the CAASPP math in grades, 6, 7 and 8 during the 2023 - 2024 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 2023 - 2024 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 2023 - 2024 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 2023 - 2024 school year as compared to the semester 2 2022 - 2023 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) during the 2022 - 2024 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 2023/2024 school year as a Professional Learning Community.

8. 1:1 Student Device Distribution- Students will be given access to devices in order to access curriculum

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CAASPP 2023 Math Scores	<p>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</p> <p>Math CAASPP 2022 scores: 6th Grade 48% Met or Exceeded Standards 7th Grade 48% Met or Exceeded Standards 8th Grade 42% Met or Exceeded Standards</p>	<p>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</p>
2. CAASPP 2023 English Scores	<p>English CAASPP 2023 scores: 6th Grade 61% Met or Exceeded Standards</p>	<p>English CAASPP 2024 scores: 6th Grade 63% Met or Exceeded Standards</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>7th Grade 61% Met or Exceeded Standards 8th Grade 58% Met or Exceeded Standards</p> <p>English CAASPP 2022 scores: 6th Grade 67% Met or Exceeded Standards 7th Grade 63% Met or Exceeded Standards 8th Grade 60% Met or Exceeded Standards</p>	<p>7th Grade 63% Met or Exceeded Standards 8th Grade 60% Met or Exceeded Standards</p>
<p>3. Renaissance Report in "Q" Connect</p>	<p>2022 - 2023 Total Percentage of Students Earning Renaissance at the end of Semester 1 60%</p> <p>2022 - 2023 Total Percentage of Students Earning Renaissance Semester 1: 60% Gold: 6th-39, 7th-40, 8th-38; total 117 Silver: 6th-80, 7th-73, 8th-73; total 226 Bronze: 6th-55, 7th-59, 8th-55; total 169</p> <p>2022-2023 Total Percentage of Students Earning Renaissance Semester 2: 56% (no 8th graders included) Gold: 6th-54, 7th-32 total: 86 Silver: 6th-54, 7th-85 total: 139 Bronze: 6th-51, 7th-47 total: 98</p>	<p>2023- 2024 Total Percentage of Students Earning Renaissance 65% at the end of Semester 1</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>No 8th graders from the 2022-2023 semester 2 report card are calculated in these numbers.</p>	
<p>4. Grade Reports D or F in "Q" Connect</p>	<p>Semester 2- 2023 Scores</p> <p>6th Grade: 36% received at least 1 D or F in Semester 2 of the 22-23 school year</p> <p>7th Grade: 38% received at least 1 D or F in Semester 2 of the 22-23 school year</p> <p>8th Grade: 31% received at least 1 D or F in Semester 2 of the 22-23 school year</p> <p>Semester 2 -2022/2023 Scores:</p> <p>6th Grade: Electives 6% English 17% Math 23% Phys Ed 10% Science 25% Social Studies 17%</p> <p>7th Grade: Electives 7% English 14% Math 21% Phys Ed 21% Science 13% Social Studies 15%</p>	<p>Semester 2- 2024 Scores</p> <p>6th Grade: 34% will receive only 1 D or F in Semester 2 of the 23-24 school year</p> <p>7th Grade: 36% will receive only 1 D or F in Semester 2 of the 23-24 school year</p> <p>8th Grade: 29% will receive only 1 D or F in Semester 2 of the 223-24 school year</p> <p>Semester 2 -Projected 2023/2024 grades:</p> <p>6th Grade: Electives 4% English 15% Math 21% Phys Ed 8% Science 23% Social Studies 15%</p> <p>7th Grade: Electives 5% English 12% Math 19% Phys Ed 19% Science 11% Social Studies 13%</p> <p>8th Grade:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8th Grade: Electives 6% English 6% Math 20% Phys Ed 3% Science 11% Social Studies 17%	Electives 4% English 4% Math 18% Phys Ed 1% Science 9% Social Studies 15%
5. Administration Documentation on Professional Learning	All teachers will participated in two days of professional development that may focused on instructional strategies, DEI, SEL.	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.
6. Teacher Google Form - Teacher reporting usage of Canvas Learning Management System (LMS) and Other Tech Applications	All teachers will be given the opportunity to utilize the Canvas LMS during the 2022 - 2023 school year. 70% of teachers utilized Google Education Suite or other education applications to support and enhance the LMS technology/communication.	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.
7. Administration Documentation on PLC's	100% of English, math, social studies and science teachers participated collaborative meetings during the 2022 - 2023 school year.	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.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Replace and purchase new titles for English classes and in the school library.	June 2024	Sequoia Teachers Administration IMT	Purchase and update novels and non-fiction titles for English classes.	4000-4999: Books And Supplies	Instruction	1000
Analyze student achievement data and develop and implement benchmark and/or common assessments including rubrics for teacher, peer and individual student use. An EAA approach will be used to analyze overall and student groups such as EL, SWD, SED.	June 2024	Sequoia Teachers Administration Counselors	Provide each teacher PLC or Impact Team time to analyze data, collaborate, and create common assessments.	None Specified	None Specified	0
Participate in Professional Learning opportunities related to Universal Design for Learning, DEI, Grading for Mastery. A similar action and funding is found under Goal 2 and 4 also.	June 2024	Sequoia Staff Administration	Provide teachers with opportunities (after school PD, release days, etc) to pursue professional learning related to UDL.	1000-1999: Certificated Personnel Salaries	Instruction	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Encourage students to set goals to earn Renaissance by offering Rewards (weekly opportunity drawing, monthly prize, semester large prize). This is also funded under goal 3. Correlation between attending school and earning Renaissance will be discussed.	June 2024	Sequoia Teachers Administration Counselors	Renaissance will be discussed with ASB Leaders, at leadership and ADCO meetings in order to plan and implement activities to encourage students to earn Renaissance each trimester. 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.	4000-4999: Books And Supplies	ASB	5,000
Provide Professional Learning opportunities related to technology to support teaching and student learning with 1:1 devices as well as with Canvas and Google Suite. A similar action and funding is found under Goals 2 and 4 also.	June 2024	Sequoia Teachers Administration District Personnel Outside PD Providers	Provide opportunities for staff to receive training related to technology after school or with release days.	1000-1999: Certificated Personnel Salaries	Instruction	200
Administrators and/or counselors will meet with all 8th grade students and communicate with parent/guardians at each reporting period who are ineligible for Promotion Activities to discuss criteria, set goals and offer support	June 2024	Administration Counselors	Administrators and counselors will meet with 8th graders who are ineligible at each reporting period.	None Specified	None Specified	0
Provide opportunities for collaboration amongst teachers to discuss schoolwide academic programs to support student	June 2024	Sequoia Teachers Administration CVUSD Teachers IB visiting team of	Teachers will collaborate during PLC time.	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.		teachers				
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.	June 2024	Sequoia Teachers Administration	Administration will support classroom needs to increase student learning and participation	4000-4999: Books And Supplies	Instruction	1250
			Administration will support classroom needs to increase student learning and participation	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	500
			Administration will support classroom needs to increase student learning and participation	4000-4999: Books And Supplies	OTRM	4000
Provide full-time 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.	June 2024	Sequoia Teachers Administration	Teachers will be provided a full day (or 1/2 day for part time) to grade and evaluate student work.	1000-1999: Certificated Personnel Salaries	OTRM	1000
			Teachers will be provided a full day (or 1/2 day for part time) to grade and evaluate student work.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	491
Work with the College and Career adviser at NPHS to implement CTE Pathways program at the middle school.	June 2024	Administration CTE Chair	CTE Pathways collaboration will take place between NPHS and Sequoia.	None Specified	None Specified	0
All teachers will collaborate on cross curricular thematic units between History/Social Science, Science, English, Physical Education, and Electives.	June 2024	Administration All Teachers	All teachers will collaborate using the IB Framework and Unit Planners	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	June 2024	Sequoia Teachers Counselors Administration Front Office Staff	Copies will be made to support intervention and instruction programs at Sequoia.	5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	3000
Provide teacher release day for analysis of data and collaboration on current year's SPSA goals including examination of disaggregated student achievement data for SWD, EL and SED.	June 2024	Sequoia Teachers Counselors Administration	Release time will be provided to teachers to collaborate and analyze school wide data.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	500
Guided Studies/Directed Studies classes will be offered to students in lieu of an elective to help with academic skills and work completion. A similar action and funding is found under Goal 2, 4, 5.	June 2024	Sequoia Teachers Counselors Administration	Guided Studies classes will be offered to help support students with academic skills as well as work completion.	4000-4999: Books And Supplies	ESSER III - Learning Loss	200
Provide Elective Department with opportunities to purchase consumables in order to enhance their elective/career classes to create connections in the 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.	June 2024	Sequoia Teachers Administration	Additional consumable supplies will be purchased to support the elective program at Sequoia.	4000-4999: Books And Supplies	ESSER III - Learning Loss	1000
Implement use of SBAC Interim Assessments, Benchmark assessments, IXL pre/post test, Achieve 3000 assessments as a formative assessment and testing practice	June 2024	Math and English Department Administration	Teachers will implement SBAC Interim Assessments to support students.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate as a Technology Committee between 2-3 times yearly to guide school in technology related decisions including purchases of hardware and software, professional learning and school goals. Maintain a school inventory of technology devices.	June 2024	Tech Committee: Teachers Site Tech Administration	Tech Committee will meet 3-4 times yearly to collaborate and discuss Measure I Purchases.	None Specified	None Specified	0
Replace/purchase technology materials (ie bulbs, print cartridges/site technology for classes- 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)	June 2024	Tech Committee Teachers Administration Site Tech Office Manager	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)	5000-5999: Services And Other Operating Expenditures	OTRM	4000
Teachers in English Department will select one Diverse Core Literature Novel in the 21/22 School Year Goals and follow with specific lesson that address DEI topics 1, 3 \$0	June 2024	Teachers	Teachers will implement Diverse Core Literature in English classes	None Specified	None Specified	0
CVUSD Online Tutoring will be promoted and recommended for students. Communication will be sent out to teachers, students and parents regarding this opportunity.	June 2024	Administration Counselors Teachers	Sequoia students, families and staff will be provided with information on CVUSD online tutoring options.	None Specified	None Specified	0
Math Department to use IXL to measure student progress . Goals 1, 2, 4, 5	June 2024	Math teachers Academic Specialists	Math teachers will use IXL to measure student progress	1000-1999: Certificated Personnel Salaries	None Specified	0
Provide learning options for students in order to best meet their needs. These options include: SHINE, Century, in person learning, or Long Term	June 2024	Administration Counselors Teachers	Learning model options will be communicated in the summer.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Independent Study						
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).	June 2024	Administration Teachers	Teachers will provide intervention in math to small groups of students twice a week.	1000-1999: Certificated Personnel Salaries	None Specified	0
English teachers will provide intervention to small groups during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 2, 4, 5).	June 2024	Administration Teachers	Teachers will provide intervention in English to small groups of students twice a week.	1000-1999: Certificated Personnel Salaries	None Specified	0
Offer Peer Tutoring as an academic support for 6th and 7th graders during lunch two days a week. Supplies and incentives for students will be purchased. A similar action and funding is found under Goal 4 and 5 also.	June 2024	Counselor 6th Grade Teachers Administration	7/8th grade peer tutors will provide academic support two days a week during lunch for 6th and 7th grade students. This will be housed in 6th/7th grade teacher classrooms.	4000-4999: Books And Supplies	ESSER III - Learning Loss	300
Achieve 3000 will be utilized as an intervention to promote reading comprehension for EL and for students identified as needing additional support in reading. Funding for this goal is also associated under goal 4 (2.6-1).	June 2024	Admin Teachers	Small groups of students will receive Achieve 3000 intervention two times a week for 30 minutes.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1041
Purchase supplies/materials to support the connections between curricular areas in all departments for schoolwide program implementation (IB	June 2024	All Teachers Administration	Supplies needed to enhance the connections across all department will be purchased.	4000-4999: Books And Supplies	ESSER III - Learning Loss	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
MYP/Discover)						
Implement site UDL Learning Walks with cluster principals, district office staff, site administration and/or site teachers.	June 2024	Administration Teachers District Administration Other Site Principals	UDL Learning Walks will be implemented to support "seeing" and "speaking" UDL and identifying intentional ways that teachers are removing barriers.	None Specified	OTRM	500
Teacher release days and conference costs will be funded for staff related to IB MYP school wide training (2.6-3). Provide release time for teachers to visit surrounding IB MYP Programs.	June 2024	Administration Teachers District Administration Other Site Principals	Teachers will be able to attend IB conferences as well as be a part of school site visiting committees.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	4225.00
Purchase site license for Teacher's Pay Teachers to supplement instruction.	June 2024	Administration Teachers Counselors Site Tech	Teacher's Pay Teachers will be purchased for teachers to use to supplement curriculum.	4000-4999: Books And Supplies	ESSER III - Learning Loss	3275.00
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	June 2024	Administrations Teachers	Co-taught classes for Specialized Programs. Purchase items needed for this class.	4000-4999: Books And Supplies	ESSER III - Learning Loss	500
Teachers in English Department will collaborate over the summer of 2023 to create common assessments. Goals 1, 2, 4, 5 also.	June 2024	Teachers	Sequoia Teachers representatives on Diverse Literature committee	None Specified	None Specified	0
Math Department to use Delta Math to help support student achievement. Goals 1, 2, 4, 5	June 2024	Teachers	Math teachers will use Delta math in their classes.	None Specified	None Specified	0
Teachers in Science Department will collaborate over the summer of 2023 to create common	June 2024	Science teachers	Science teachers will work over the summer with district office.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessments. Goals 1, 2, 4, 5 also.						
Provide after-school intervention opportunity in both English and math Mon/Wed/Thurs/Fri . Learning Loss Similar Goals in 1, 4, 5	June 2024	Teachers Administration	After school interventions	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	615
Provide before school intervention opportunity in both English and math Mon/Wed/Thurs/Fri. Learning Loss Similar Goals in 2, 4, 5	June 2024	Teachers Administration	Before School interventions	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	625
Complete the IB MYP Candidacy Application. Application will be a joint application with NPHS; the IB DP school in CVUSD.	June 2024	District Office Administration	Complete the IB MYP Candidacy Application as the first step towards a CVUSD IB Continuum program.	5800: Professional/Consulting Services And Operating Expenditures	OTRM	2000
Installation of AV technology in the Sequoia Gymnasium to promote student learning across all subject matters	June 2024	District Office Administration	Installation of Screen/Projector/Electrical/AirTame for Sequoia Middle School Gymnasium	5000-5999: Services And Other Operating Expenditures	0010	15,000
Copy machine lease/purchase	June 2024	Administration	Copy machine repairs/lease/purchase	5000-5999: Services And Other Operating Expenditures	0010	5,000
Custodial Supplies	June 2024	Administration	Cleaning supplies	4000-4999: Books And Supplies	0010	3000

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In the 2022/2023 school year, students were identified by teachers and counselors for additional support in ELA/Math. Sequoia added before school/after school/ lunch time homework assistance.

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

SSC approved to purchase technology updates in the Sequoia Gymnasium. In the 2022/2023 school year, we purchased the items using ESSER 3 funds with installation being done in the 23/24 school year via the General fund.

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

The SSC met and discussed to continue this goal for the 2023-2024 school year and use this data to grow the metrics in the future after having two years of data. We will continue to grow with our school wide intervention programs which include, lunch interventions, CREW time interventions, Homework Help for ELD students, before and after school interventions, peer tutoring, two guided studies classes, smaller math and English classes to focus on re-teaching and remediation for students that are identified as needing this as per their assessments in the 23/24 school year. The process for writing the goals for the SPSA continues to be more collaborative and inclusive of stakeholder involvement and was started in the Spring of 2023.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Students with Disabilities/ATSI

LEA/LCAP Goal

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

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

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

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

Goal 2

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

1. Increase the number of SWD spending 80% or more of their day in general education classes (i.e. LRE) to 42% or greater during the 2023 - 2024 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 2023 - 2024 school year to address ATSI indicator.
3. Increase the number of SWD that meet the standard on the CAASPP/CAA Math by 2% as measured during the 2023 - 2024 school year to address ATSI indicator.
4. Provide 5 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 2022 - 2023 school year.
5. Decrease suspension rate of SWDs by 3% during the 2023 - 2024 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 2023 - 2024 school year.

7..Decrease the % of absenteeism with SWD to address ATSI.

Identified Need

ATSI indicated that Sequoia Middle School needs to focus on SWD in the following areas: ELA/Math and Absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SIRAS LRE Reports	22/23 data shows 40% of students are in 80% of Gen Ed classes; this does not include 2 specialized programs on campus (SDC/Autism). June 2023 (48/120 students)	42% SWD will be in 80% or higher in General Education by June 2024
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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4. SPSA Documentation	More than 12 communications were sent out during the 2022-2023 school year	Continue regular communications (12 or more) during the 2023-2024 school year
5. Dashboard and "Q" Connect	A total of 42 students were suspended in the 2022-2023 school year, 13 students were identified as SWD which results in 31% of students suspended were SWD.	Decrease the total number of students identified as SWD suspended by 5 students in the 2023-2024 school year.
6. "Q" Connect	Semester 2 data for 2022-2023 for SWD 49% of students with a disability earned a D or F in at least one class for Semester 2 in the 22-23 school year.	Semester 2 data for 2023-2024 scores for SWD- 35% of students with a disability earned a D or F in at least one class for Semester 2 in the 23-24 school year.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student achievement data as it relates to SWD and develop action steps using EAA (Evidence, Analysis Action) approach on an ongoing basis.	June 2024	Administrators Counselors Special Education Teachers Leadership Team	Data will be analyzed to support growth of SWD. Action meant to bring awareness to students/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.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote inclusion and LRE by collaborating and communicating with staff and parents at IEP meetings, leadership and department meetings.	June 2024	Administration Teachers Parents	<p>Collaboration to promote inclusion and LRE will be conducted at leadership, department and IEP meetings.</p> <p>Action meant to bring awareness to students/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.</p>	None Specified	None Specified	0
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.	June 2024	Administration Teachers Counselors	<p>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.</p> <p>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.</p>	1000-1999: Certificated Personnel Salaries	Instruction	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide release time for Special Education Teachers to collaborate on instructional practices, supporting students in general education with accommodations and promoting LRE.	June 2024	Special Education Teachers Administration Counselors Inclusion TOSA	A release day will be provided for special education department to collaborate on supporting their students in all settings. 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.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1000
Attend elementary to middle school transition meetings for SWD.	June 2024	Administration Counselors Teachers	Administrators/course lers/teachers will attend transition meetings at elementary school when requested.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement use of SBAC Interim Assessments, Benchmark assessments, IXL pre/post test, Achieve 3000 assessments as a formative assessment and testing practice	June 2024	Administration Teachers	Administration will support teachers in implementing SBAC interim assessments as a practice for the spring test. Action meant to bring awareness to students/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.	None Specified	None Specified	0
English teachers will provide intervention to SWD during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goals 1, 4, 5).	June 2024	Administration Teachers	Teachers will provide intervention in English to small groups of students. Action meant to bring awareness to students/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.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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).	June 2024	Administration Teachers	Teachers will provide intervention in math to small groups of students. Action meant to bring awareness to students/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.	None Specified	None Specified	0
Purchase books/supplies to supplement SWD (ie:Scholastic News)	June 2024	Administration Teachers	Supplemental materials, such as Scholastic News, will be purchased to support SWD in their classes.	4000-4999: Books And Supplies	ESSER III - Learning Loss	388
Technology training will be provided to paraprofessionals in order to help support implementation as an instructional/student learning tool.	June 2024	TOSA Administration Teachers Paras	Technology training on Zoom, Canvas, Google, etc. will be provided to paras to help support their ability to support instruction.	None Specified	None Specified	0
Provide 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.	June 2024	Special Education Teachers Administration	All special education teachers will teach 5 classes to allow them to support their case loads, communicate with parents, assess or push in to support SEL needs.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer paraprofessional support for classes and students based on IEP services and goals.	June 2024	Paraprofessional Office Staff Teachers District Office Staff Administration	Parapro support will be provided to classrooms and to individual students based on IEP services.	2000-2999: Classified Personnel Salaries	District Funded	0
Participate in training related to special education goals, services, notes, IEP meetings, and SIRAS for administrators.	June 2024	Teachers Administration Psychologists SLP	Administrators and staff will participate in training related to Special Education.	1000-1999: Certificated Personnel Salaries	None Specified	0
Fund copy costs associated with special education (example: IEPs).	June 2024	Administration Office Staff		4000-4999: Books And Supplies	ESSER III - Learning Loss	500
Guided Studies/Directed Studies classes will be offered to students in lieu of an elective to help with academic skills and work completion. A similar action and funding is found under Goals 1, 4, 5.	June 2024	Teachers	Guided Studies class will be offered to students in lieu of an elective to help with academic skills and work completion. Action meant to bring awareness to students/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.	4000-4999: Books And Supplies	ESSER III - Learning Loss	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	June 2024	Teachers Administration Impact Team Coaches	Special Education and General Education teachers will collaborate based on grade level and content areas taught. 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.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1000
District behaviorist will provide support for students in Specialized Programs.	June 2024	District Behaviorist Admin Teacher Para	District behaviorist will observe and provide support with students returning to campus.	1000-1999: Certificated Personnel Salaries	District Funded	0
Hold a Meet and Greet opportunity for parents of SWD to communicate regarding SEDAC and Sequoia events. A similar action and funding is found under Goal 3 also.	June 2024	Administration SEDAC Representative Teachers	A SEDAC Meet and Greet will be held to communicate with parents of SWD.	4000-4999: Books And Supplies	OTRM	250
Communicate with parents/stakeholders about upcoming events and SEDAC resources by sending out monthly newsletters (Sequoia Spotlight), updating the school website regularly, and sending out communication on Social Media via Twitter	June 2024	Administration	Communication will be sent out regularly regarding upcoming events.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Learning opportunities related to technology to support teaching and student learning for SWD with 1:1 devices and Google Suite. A similar action and funding is found under Goals 1 and 4 also.	June 2024	Administration Teachers Site Tech	Professional Learning opportunities will be provided to staff to support the implementation of technology devices for SWD.	1000-1999: Certificated Personnel Salaries	Instruction	200
Support inclusion by celebrating Inclusive Schools Week, Unity Day and Abilities Awareness Week. A similar action and funding is found under Goal 3 also.	June 2024	Administration PTA SEDAC Teachers	Inclusion will be promoted on campus through activities and participation in Inclusive Schools Week, Unity Day and Abilities Awareness Week.	4000-4999: Books And Supplies	OTRM	300
Increase para hours to help support students during after school activities.	June 2024	Administration Teachers Paras	Para support will be provided to students to promote inclusion activities after school.	2000-2999: Classified Personnel Salaries	OTRM	500
Teachers in English Department will collaborate over the summer of 2023 to create common assessments. Goals 1, 2, 4, 5	June 2024	Teachers	English teachers collaborating	None Specified	None Specified	0
Provide two co-taught career elective classes to support students in our Specialized Programs to promote inclusion and peer mentoring.	June 2024	Administration Teachers	Co-taught elective class will be offered for SWD and general education students to increase inclusion opportunities across the campus.	None Specified	None Specified	0
Participation in restorative practices for administrators at VCOE.	June 2024	Administration	Admin will participate in restorative practices training at VCOE.	None Specified	None Specified	0
Attendance at SEDAC meetings by site principal and collaboration between administration and SEDAC representative.	June 2024	Administration SEDAC Rep	Administration will attend SEDAC meetings and will collaborate with SEDAC rep.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet with Special Education Leadership and Director of Special Education by principal to ensure enhanced level of support for SWD.	June 2024	Administration	Principal will meet regularly with Special Education Leadership and Director of Special Education.	None Specified	None Specified	0
Work with Inclusion TOSA at the district level to promote inclusion.	June 2024	Administration SAI Teachers Paras	Continue collaboration with DO and site	None Specified	None Specified	0
Provide after-school intervention opportunity in both English and math Mon/Wed/Thurs/Fri . Learning Loss Similar Goals in 1, 4, 5	June 2024	Teachers Administration	After School Interventions in English and math. Action meant to bring awareness to students/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.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	500
Provide before-school intervention in both English and math Mon/Wed/Thurs/Fri . Learning Loss Similar Goals in 1, 4, 5	June 2024	Teachers Administration	Before School Interventions. Action meant to bring awareness to students/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.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	625

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide academic intervention by using IXL to support academic areas (English). Similar item in Goal 5	June 2024	Teachers SAI teachers	Case Managers will have an Intervention class during CREW class to address ELA/Math with SWD in accordance with ATSI action to increase overall grades and performance in all subject areas which include English which are the indicated area of need.	4000-4999: Books And Supplies	ESSER III - Learning Loss	208
Provide technology support for the Specialized Programs (printers, print cartridges, paper, Promethean board) and/or sensory items needed/classroom materials to support student learning in the classroom.	June 2024	Administration	Instructional support	4000-4999: Books And Supplies	ESSER III - Learning Loss	1500
			Instructional support	4000-4999: Books And Supplies	0010	2500
A Special Education teacher will be added to the CAPS team of teachers to address Intervention strategies on the school site.	June 2024	Administration CAPS team	Teachers will attend CAPS training. ATSI action to increase overall grades and performance in all subject areas which include English which are the indicated area of need with SWD.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Welcome Back Assembly to address grades/attendance twice a year.</p>	<p>June 2024</p>	<p>Administration Counselor</p>	<p>ATSI action to decrease absenteeism which is an indicated area of need with SWD.</p> <p>This goal in the 2023-2024 SPSA includes additional metrics to regularly assess the chronic absenteeism rates of Students with Disabilities as required by ATSI.</p> <p>This is an entirely new goal, with corresponding actions/strategies, which seeks to address the chronic absenteeism rates of SWD as required by ATSI.</p>	<p>None Specified</p>	<p>None Specified</p>	<p>0</p>
<p>Administration/Counseling team will continually review attendance data at staff meetings/leadership meetings to address chronic absenteeism rates of SWD as required by ATSI.</p>	<p>June 2024</p>	<p>Administration Counselors</p>	<p>This is an entirely new goal, with corresponding actions/strategies, which seeks to address the chronic absenteeism rates of SWD as required by ATSI</p>	<p>None Specified</p>	<p>None Specified</p>	<p>0</p>

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Co-Taught classes in the 2022-2023 school year which included: 7th /8th grade English and Math, as well as Co-Taught Careers class which is focused on implementing a peer mentor program for our Specialized Programs to promote inclusion, peer modeling, communication skills, as well as life skills. Sequoia Middle School participated in Abilities Awareness Week along with Inclusive Schools Week and Unity Day. Sequoia Middle School collaborated with the district inclusion TOSA to discuss concerns and best practices with co-teaching as well as collaborating with the district behaviorist. The implementation of UDL/Co-teaching was the focus in the 2022/2023 school year.

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

Specialized Program classes were given updated technology through site funds and district office support. Specialized Academic Instruction classes were given IXL in Science and Social Studies to support student learning and intervention.

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 2022-2023 school year, the focus throughout the year included: UDL, SEL, DEI. Sequoia will continue to support SWD and after school activities by funding paraprofessionals to support students as needed. An increase to focus on inclusion and training in UDL, technology and restorative practices was also added to this goal. Co-taught math and English classes for 7th and 8th grade as well as Careers will be added to the schedule for the 2022 - 2023 school year. Mrs. DiDomizio met with the SEDAC representative to discuss these goals for a much more collaborative and inclusive process for the SPSA process.

In the 2023/2024 school year Sequoia will offer two co-taught classes in electives to promote inclusion on campus. IXL was purchased as a resource for all students to address the ATSI action to increase student performance in ELA. Delta math and IXL Math will be used to address the ATSI action to increase student performance in Math. New for 2023/2024- Case Managers will be identifying students based on assessments/IEP data to enroll in an intervention class during CREW. Students will be eligible for the zero tardy recognition program to promote positive attendance to school as well as The Principals Challenge which promotes academics in all subject areas as well as promoting positive attendance. This is an entirely new goal, with corresponding actions/strategies, which seeks to address the chronic absenteeism rates of SWD as required by ATSI. The SPSA writing process was started in the Spring of 2023.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social-Emotional Learning / School Connectedness

LEA/LCAP Goal

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

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

Goal 3

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

1. Increase the number of students who feel connected to school to 50% or higher as demonstrated on the CREW survey at the 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, 5k, 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 2023 - 2024 school year.
4. Provide communication to parents/community to promote school focuses (school culture, social emotional learning, student learning) and school events/programs via school website, principal newsletter, GATE newsletters, coffee talks, KA19 podcast, Twitter, Class Dojo, "Q" Connect, and email blasts at least 6 or more times a month during the 2023 - 2024 school year.
5. Increase the number of students who feel positive about school by 5% as measured on the CREW survey during the 2023 - 2024 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 2023 - 2024 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 2023 - 2024 school year.
8. Decrease the overall number of students suspended by 5 (total count - not percentage) during the 2023 - 2024 school year.
9. Provide parents and students with information related to district support offering (including tutoring, wellness center, Canvas training, school counselors, "Q") as least five times during the 2023 - 2024 school year.
10. Provide parents and students with information related to the importance of school attendance at least five times during the 2023 - 2024 school year.
11. Continue to provide students with opportunities to the Wellness Counselor via referral process in the 2023-2024 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.

Identified Need

The current data indicates that 16% of the students indicated on the CREW survey that they did not feel extremely connected or somewhat connected to school. There were a total of 36 students suspended in the 2021-2022 school year for various behavior reasons. Sequoia Administration will be attending Restorative Practice trainings as well as the school counselors identifying and implementing support groups for students. Sequoia will continue to focus on SEL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CREW Survey (administered in Spring 2023)	21% of students indicated that they feel extremely connected to the people and/or activities at Sequoia and 62% of students indicated that they sometimes feel connected to the people and/or activities at Sequoia. This is a total of 83% students	90% or more of students will feel extremely or somewhat connected to school based on the 2023 - 2024 CREW survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>will feel extremely or somewhat connected to school based on the 2022 - 2023</p> <p>CREW survey (this is a 2% drop from the 2022-2023 data from the CREW survey; A total of 479 students participated in the CREW survey.</p>	
2. CREW Survey (administered in Spring 2023)	100% of students who participated in the CREW survey reported that they participated in at least one activity during the 2022 - 2023 school year. 479/479 students indicated participation.	Continue 100% of students participating in one or more club/sport/ activity on campus during the 2023 - 2024 school year as indicated on the CREW survey. Goal is to have more than 75% of the school population participate in the survey.
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 2023 - 2024 school year.
4. Documentation of communication to families in Google SPSA Team Drive	Parents were provided with at least 22 or more communications during the 202-2023 school year.	Provide 30 or more communications during the 2023-2024 school year.
5. CREW Survey	14% of students reported to participate in counseling groups this year	Increase the opportunities for student to be a part of a counseling group as per the District LCAP Goal Tier 2
6. Documentation of GATE activity attendance	11 % GATE students who participated in the CREW survey stated that they participated in one or more GATE activities during the 2022 - 2023 school year.	50% of GATE students or more will attend one ore more GATE activities during the 2023 - 2024 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	At least 2-3 or more activities/announcements that promote diversity, inclusion and/or school connections will be offered each month

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	a total of 22 or more a year) during the 2022 - 2023 school year.	(for a total of 28 or more) during the 2023-2024 school year.
8. "Q" Behavior Report	42 students were suspended in the 2022-2023 school year. This is 5 more students suspended than in the 2021-2022 school year.	Administrations goal is to focus on Restorative Practices when it comes to behavior/student discipline. The goal is to have 25 or less students suspended in the 2023-2024 school year.
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 2022 - 2023 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 2023 - 2024 school year.
10. "Documentation of attendance information to families in Blackboard Connect.	During the 2022 - 2023 school year, information regarding the importance of school attendance was communicated at every quarter.	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 Director of Student Support Services.

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partner with SSC, PTA, ASB, WEB, Leadership, ADCO to promote diversity, equity, inclusion and school belonging on campus through activities and events.	June 2024	Teachers Counselors Administration Classified Staff PTA SSC WEB ASB Leadership Team	Support existing programs and implement new programs that promote diversity, inclusion, and school belonging at Sequoia. Programs include but are not limited to: Associated Student Body Events Associated Student Body Programs (Dances, Carnivals) Assemblies 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	None Specified	ASB	26,000
Support connections and physical fitness through offering annual 5k as sponsored by Physical Education Department.	June 2024	Admin Phys Ed Department	Physical Education department will purchase supplies needed for 5k.	4000-4999: Books And Supplies	Instruction	250
Provide 6 ACES (After Class Enrichment Series activities for GATE students.	June 2024	GATE Teacher Advisor GATE DAC Rep Administration	Create a variety of opportunities to enrich students who are GATE identified.	4000-4999: Books And Supplies	OTRM	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fund copy costs associated with CREW activities to promote connections and social/emotional well-being of all students.	June 2024	Administrators Front Office Staff Sequoia Teachers CREW Committee	Copies will be made to support CREW activities at Sequoia.	4000-4999: Books And Supplies	OTRM	250
Implement 3 Principal Lunches/Counselor lunches to help student connections on campus.	June 2024	Administrators Counselors Teachers	Students will be chosen to participate based on staff recommendations in lunch to create connections, to gather feedback on Sequoia and to promote inclusion.	5000-5999: Services And Other Operating Expenditures	Instruction	300
Enrich students by offering Battle of the Books Program with tournament.	June 2024	Administrator Teachers	Students will have the opportunity to participate in the Battle of the Books tournament.	4000-4999: Books And Supplies	Instruction	400
Promote student leadership by encouraging participation from SWD, EL, SED.	June 2024	Administration Teachers Counselors ASB Advisor WEB Advisor KA19 Teacher	SWD, EL, and SED students will be encouraged to participate and assisted with the application process for leadership opportunities in ASB, WEB, KA19, etc.	None Specified	None Specified	0
Promote important topics such as diversity, equity inclusion, and school connections through KA19 Podcasts and livestreams.	June 2024	Administration Teachers Counselors KA19 Teacher Students	Students will participate in hosting KA19 podcasts and livestreams that promote connections and that relate to students lives' and in order to communicate with the Sequoia community.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Elective Department with opportunities to purchase consumables in order to enhance their elective/career classes. A similar action and funding is found under Goal 1 also. This includes ASB/Leadership materials to enhance school connectedness/SEL for all students at Sequoia.	June 2024	Administration Elective Department	Elective teachers will be provided with grant money to enhance their programs in order to make connections to students and increase inclusive efforts.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1500
Work with the College and Career Advisor at NPHS to implement CTE pathways at the middle school including KA19 Podcast, STEM Electives/Club and Robotics Club.	June 2024	Administration VC Innovates Teachers NPHS Staff	Teachers will collaborate with NPHS regarding VC Innovates Pathways.	None Specified	None Specified	0
Regular communication will be sent out to staff and students regarding school events.	June 2024	Administration	Regular updates including upcoming events will be emailed to staff and students in order to promote connection building opportunities for students.	None Specified	None Specified	0
Daily announcements will be made to students about upcoming events in order to increase student participation and school belonging.	June 2024	Administration ASB Students ASB Advisors	ASB students will assist administration in making daily announcements regarding upcoming events.	None Specified	None Specified	0
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.	June 2024	Administration Teachers	Communication will be made to parents on a regular basis to ensure updates are provided on upcoming events.	None Specified	None Specified	0
Hold 1 GATE (Gifted and Talented Education) parent night during the school year to promote	June 2024	GATE Teacher Advisor Administration	GATE parent nights will be held during the school year.	4000-4999: Books And Supplies	Instruction	50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
communication and provide information on GATE activities at Sequoia.		GATE DAC Representative				
Hold 5 ELAC (English Learner Advisory Council) parent meetings, including one ELAC meeting with NP cluster schools to promote communication and to provide information about supports for EL at Sequoia. A similar action and funding is found under Goal 4 also.	June 2024	Administration ELD Teacher Advisor ELAC Committee DELAC Representative Bilingual Facilitator	ELAC meetings will be held to promote communication and support EL students and families at Sequoia.	4000-4999: Books And Supplies	0010	200
Hold 1 Principal Coffee Talk to provide an update on school focus areas and to communicate with parents.	June 2024	Administration Office Staff	A Principal Coffee Talk will be held to promote communication between school and home.	4000-4999: Books And Supplies	Instruction	250
Communicate volunteer opportunities on a regular basis through email blast and PTSA communication.	June 2024	Administration PTSA Office Staff	Volunteer opportunities on campus will be communicated to parents via school staff and PTSA.	None Specified	None Specified	0
Send at least 4 email blasts per month to provide updates to parents about school events.	June 2024	Administration ASB Leaders	Email blasts will be sent out to communicate to parents regarding events.	None Specified	None Specified	0
Offer KA19 podcasts and livestreams to communicate regarding important topics from our community as well as student chosen topics that relate to our students.	June 2024	Administration KA19 Teacher	KA19 will host podcasts and livestreams to make connections with students.	4000-4999: Books And Supplies	Instruction	250
Hold a Meet and Greet opportunity for parents of SWD to communicate regarding SEDAC and Sequoia events. A similar action and funding is found under Goal 2 also.	June 2024	Administration SEDAC Rep Teachers	A SEDAC parent meet and greet will be held to foster communication with parents of SWD.	4000-4999: Books And Supplies	Instruction	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer on-campus club faire on campus to promote school belonging.	June 2024	Administration ASB Advisors Teachers	A Club Fair will be held so that students may participate in clubs on campus.	4000-4999: Books And Supplies	ASB	300
Celebrate Diversity, Equity, and Inclusion on campus through announcements, guest speakers, music (ie: Hispanic Heritage Month). A similar action and funding is found under Goal 4 also.	June 2024	Administration PTA Teachers Counselors	Diversity awareness will be promoted on campus through activities, assemblies and announcements.	4000-4999: Books And Supplies	OTRM	250
Support inclusion by celebrating Inclusive Schools Week, Unity Day and Abilities Awareness Week. A similar action and funding is found under Goal 2 also.	June 2024	Administration PTA SEDAC Representative Counselors Teachers WEB Leaders and Advisor ASB Leaders and Advisor	Inclusion will be promoted on campus through activities and participation in Inclusive Schools Week, Unity Day and Abilities Awareness Week.	4000-4999: Books And Supplies	OTRM	250
Promote ASB Events and LTAs (Lunchtime Activities) to foster school connections.	June 2024	Administration ASB Students ASB Advisors	Promotion of events through fliers, posters, announcements and email blasts will be used to communicate with students.	None Specified	None Specified	0
Promote SEL through Second Step Curriculum for 6th - 8th grade by implementing at least 20 lessons.	June 2024	Administration Teachers	Purchase of Second Step program to use as part of CREW for all students.	4000-4999: Books And Supplies	Other	0
Provide support for 6th grade students through the implementation of Second Step by 8th grade WEB leaders.	June 2024	Administration WEB Advisor WEB Leaders	8th Grade WEB leaders will be trained to support 6th grade classes during CREW in Second Step lessons.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support for 7/8th grade students through implementation of Second Step by WEB leaders.	June 2024	Administration WEB Advisor WEB student Leaders	WEB Students will provide support during CREW in the implementation of Second Step lessons.	None Specified	None Specified	0
Purchase and implement materials for CREW (Program that supports connections, SEL, work habits/executive functioning, and positive character traits: compassion, responsibility, empowerment and well-being) A similar action and funding is found under Goal 5 also.	June 2024	Administration CREW Committee Office Staff	Supplies and materials needed to support the CREW program will be purchased, including papers, play dough, composition books.	4000-4999: Books And Supplies	OTRM	500
Participate in Thousand Oaks Teen Center League sports (soccer, volleyball, basketball).	June 2024	Administration Coaches	Students will have the opportunity to participate in Thousand Oaks Teen Center sports league.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	2000
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.	June 2024	Administration Counselor Teacher Peer Tutors	7/8th grade Peer Tutors will support students on campus twice a week during lunch in organization and homework help.	None Specified	ASB	125
CREW Committee will create survey for teachers to take at the end of the year indicating the number of SEL activities and type of SEL activities that were implemented this year.	June 2024	Admin Counselors CREW Committee Teachers	CREW Committee will create survey for teachers to take at the end of the 2021 school year.	None Specified	None Specified	0
Choose yearly school theme to promote school connections. 2023 - 2024 theme is: "ALL IN"	June 2024	Administration Counselors Staff	A theme will be chosen to focus on each year to promote connections.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support to students through Teen Center Outreach Worker to work 1:1 and in small groups with students to make connections.	June 2024	Administration Counselors Teen Center Outreach Workers	Teen Center Outreach Worker will mentor individual and small groups of students to promote connections on campus.	None Specified	District Funded	0
Provide SEL support to students through use of Mental Health Counseling Interns and Wellness Counselor. \$0	June 2024	Administration Counselors Mental Health Interns	Mental Health Counseling Interns will provide social emotional support to students.	None Specified	District Funded	0
Analyze attendance reports monthly at ADCO. Counselors and administrators to reach out to students. SRO and Student Support Services will be involved in helping connect students to school when needed.	June 2024	Administration Counselors SRO Student Support Services	ADCO will discuss students who are designated as chronically	None Specified	District Funded	0
School wide assembly to address diversity/inclusion/equity/SEL	June 2024	Administration Counselors ASB Advisors	Administration will schedule a school wide assembly to focus on SEL/DEI	5000-5999: Services And Other Operating Expenditures	OTRM	2,500
			Administration will schedule a school wide assembly to focus on SEL/DEI	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	2,000
			Administration will schedule a school wide assembly to focus on SEL/DEI	5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	1000
Offer students opportunities to participate in conflict resolutions and restorative processes with ADCO	June 2024	Administration Counselors	Administrators and Counselors will involve students in conflict resolutions and restorative processes to help promote a positive school culture.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer Visual Performing Arts Programs (band, chorus, strings, art elective classes)	June 2024	Administration Counselors VPA Teachers	Supplies to promote VPA classes will be purchased.	4000-4999: Books And Supplies	District Funded	5,000
Student Groups offered to focus on Restorative/Intervention groups to address and support students academic and social/emotional needs Goals 3 and 5 \$0	June 2024	Administration Counselors	Administrator(s) to attend restorative justice training.	1000-1999: Certificated Personnel Salaries	None Specified	0
Promote lunch time intramural sport activities for student inclusion and school belonging	June 2024	Administration Teacher	Teacher to organize and supervise student intramural program to promote inclusion and school belonging	1000-1999: Certificated Personnel Salaries	OTRM	2500
Encourage students to set goals to earn Renaissance by offering Rewards (weekly opportunity drawing, monthly prize, semester large prize). Provide opportunities for Recognition through 0 Tardy program, coming to school prepared to learn, and Principals Challenge.	June 2024	Administration ASB Advisors Teachers Counselors	Renaissance events and prizes (BBQ, Field Day, etc) will be used as incentives for students to earn good grades.	4000-4999: Books And Supplies	ASB	8000
			Recognition support for Zero Tardies for four quarters and class preparation. (Smart and Final purchase order)	4000-4999: Books And Supplies	OTRM	1,000
Recognize students for academic achievements and effort through Awards Nights/Promotion Ceremony in spring.	June 2024	Administration Awards Coordinators Counselors Teachers	Students who demonstrate effort or academic achievement will be recognized in the spring. Supplies for the Awards Night and mailing costs will be funded.	4000-4999: Books And Supplies	Instruction	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Students who demonstrate effort or academic achievement will be recognized in the spring. Supplies for the Awards Night Promotion Ceremony, and mailing costs will be funded.	4000-4999: Books And Supplies	OTRM	1,000
Provide a grade level (6th/7th/8th) Academic or SEL focused field trip to address team building skills, academic enrichment/needs, executive functioning skills.	June 2024	Administration Counselors Teachers	Sequoia students will be given the opportunity to participate in a grade level field trip/activity to promote team building/inclusion/academic/SEL components	4000-4999: Books And Supplies	OTRM	11,000
			Sequoia students will be given the opportunity to participate in a grade level field trip/activity to promote team building/inclusion/academic/SEL components	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2,500
Provide opportunities for CREW teachers to collaborate, create student surveys and plan activities for the school year	June 2024	Administration CREW Committee	CREW Teachers will be provided a release day to plan lessons and activities to support SEL.	None Specified	None Specified	0
Offer Teen Center Anti-Bullying Workshop to small groups of students.	June 2024	Teachers Counselors	Assembly provided for small group of students presented by TO Teen Center Outreach Workers	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

CREW, Sequoia's schoolwide SEL model was implemented in the 2022/2023 school year with 100% of teachers participating in both Second Step implementation as well as SEL activities. ASB had active lunchtime activities, after school events, Teen Center sports, as well as various (10) active clubs on campus. There were 6 after school GATE activities, virtual parent information nights, and in person school tours for students and/or parents. School wide assemblies were in person this year which included: two rules review assemblies and a Veterans Day Assembly as well as two SEL focused assemblies that was funded by ESSER III.

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

Administration along with Associated Student Government added the Zero Tardy Recognition program as well as the Principals Challenge in the 2022/2023 school year. Both of these programs focused on attendance, behavior, and academics. Both these programs will continue in the 23/24 school year.

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

Goal 3 will include action steps related to implementing CREW school wide with the support of WEB leaders pushing in to classrooms to teach Second Step lessons as well as school counselors supporting the implementation of SEL/Second Step. Counselors will be working on a tiered approach for SEL across the campus to address the needs of all students and have classroom lessons scheduled every month to reach all grade levels per the SEL LCAP goal. Sequoia will continue to place an emphasis on activities that support inclusion, diversity, and school connections. Mrs. DiDomizio met with student leadership regarding this goal for a collaborative and inclusive stakeholder involvement throughout this process. The SPSA process started in the Spring of 2023.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners

LEA/LCAP Goal

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

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

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

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

Goal 4

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

1. Increase the number of ELs that meet the standard on the CAASPP ELA by 2% as measured during the 2023-2024 school year.
2. Increase the number of ELs that meet the standard on the CAASPP Math by 2% as measured during the 2023-2024 school year.
3. Increase the number of ELs who are reclassified to fluent English proficient to 10 students overall during the 2023-2024 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 2023-2024 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 2023-2024 school year.
6. Decrease suspension rate of ELs by 3% during the 2023-2024 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 2023-2024 school year.

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1 ELA CAASPP Spring 2023	<p>2023 EL Students ELA 2023 CAASPP 6th Grade 7% Met or Exceeded Standards 7th Grade 6% Met or Exceeded Standards 8th Grade 7% Met or Exceeded Standards</p> <p>2023 Schoolwide ELA CAASPP 6th Grade 61% Met or Exceeded Standards 7th Grade 61% Met or Exceeded Standards 8th Grade 59% Met or Exceeded Standards</p>	<p>EL Students ELA 2024 CAASPP 6th Grade 9% Met or Exceeded Standards 7th Grade 8% Met or Exceeded Standards 8th Grade 9% Met or Exceeded Standards</p>
2. Math CAASPP Spring 2023	<p>2023 EL Students Math CAASPP 6th Grade 2% Met or Exceeded Standards 7th Grade 0% Met or Exceeded Standards</p>	<p>EL Students Math 2024 CAASPP 6th Grade 4% Met or Exceeded Standards 7th Grade 2% Met or Exceeded Standards</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>8th Grade 0% Met or Exceeded Standards</p> <p>2023 School Wide Math CAASPP 6th Grade 49% Met or Exceeded Standards 7th Grade 44% Met or Exceeded Standards 8th Grade 42% Met or Exceeded Standards</p>	<p>8th Grade 2% Met or Exceeded Standards</p>
3. ELPAC / Reclassification	22 students were reclassified during the 2022-2023 school year.	25 students will be reclassified during the 2023 - 2024 school year.
4. "Q" Connect Reports	23% of EL students earned a D/F on Semester 2 report card in English or Math during the 22-23 school year	21% or less of EL will earn a D/F in English or Math on the semester 2 report card during the 2022- 2023 school year.
5. Documentation	Weekly communications were sent out during the 2021 - 2022 school year to parents of EL to encourage participation and connection to school.	Continue weekly communications during the 2022 - 2023 to parents of EL to encourage participation and connection to school.
6. Dashboard Results	A total of 42 students were suspended in the 2022-2023 school year, 15 students were identified as EL which resulted in 35% of students suspended were EL.	Decrease the total number of students being suspended identified as EL by 3% in the 2023-2024 school year.
7. Documentation in SPSA Team Drive	5 or more opportunities for professional learning related to EL strategies were provided during the 2022 - 2023 school year.	5 or more opportunities will be provided for PD related to EL strategies during the 2023 - 2024 school year.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student achievement data as it relates to ELs and develop action steps using EAA approach on an ongoing basis.	June 2024	Teachers Counselors Administration	Data will be analyzed by stakeholders as it relates to EL achievement with academics and language proficiency in ADCO, leadership and LAT meetings.	None Specified	None Specified	0
Participate in Professional Learning opportunities related to Universal Design for Learning and EL Strategies.	June 2024	Teachers Counselors Administration	Teachers will be provided opportunities to participate in professional learning on site, at the district and/or county as it relates to UDL or EL strategies.	1000-1999: Certificated Personnel Salaries	OTRM	500
Implement use of SBAC Interim Assessments, Benchmark assessments, IXL pre/post test, Achieve 3000 assessments as a formative assessment and testing practice	June 2024	Teachers Administration	SBAC interim assessments will be implemented to allow practice for EL on the state test.	None Specified	None Specified	0
Math teachers will provide intervention to EL during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 1, 2, 5).	June 2024	Admin Teachers	Teachers will provide intervention in math to small groups of students.	None Specified	None Specified	0
English teachers will provide intervention to EL during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also	June 2024	Admin Teachers	Teachers will provide intervention in English to small groups of students.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
funded under goal, 1, 2, 5).						
Students that are designated and integrated EL students will be identified and enrolled to have an opportunity to work on Achieve 3000. This will be done via our Intervention class.	June 2024	Admin Teacher	Students in Designated and Integrated EL status will work on Achieve 3000	None Specified	None Specified	0
Teachers in English Department will collaborate over the summer of 2023 to create common assessments. Goals 1, 2, 4, 5 also.	June 2024	English Teachers	English teachers will collaborate in creating common assessments	None Specified	None Specified	0
Guided Studies/Directed Studies classes will be offered to students in lieu of an elective to help with academic skills and work completion.	June 2024	Teachers Administration Counseling	Guided Studies class will be offered to students in lieu of an elective to help with academic skills and work completion.	4000-4999: Books And Supplies	ESSER III - Learning Loss	200
Increase EL Parapro support as needed to provide support in non-ELD classes.	June 2024	Teachers Administration Parapro	Additional parapro support of 45 minutes daily will be added to support students in non ELD classes.	2000-2999: Classified Personnel Salaries	OTRM	1000
Provide after-school intervention opportunities in both English and math Mon/Wed/Thurs/Fri . Learning Loss Similar Goals in 1, 4, 5	June 2024	Administrators Teachers	After School Intervention period	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	500
				1000-1999: Certificated Personnel Salaries	OTRM	500
Provide opportunities for guest speakers to visit EL classes to motivate and encourage students to be college/career ready.	June 2024	Teachers Administrators Counselors	Guest speakers will be brought in to speak to EL about college, academic readiness, etc.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ELD students opportunities to participate in field trips to provide real world experiences.	June 2024	Administrators Teachers Counselors	A field trip will be provided for students to experience opportunities such as college, the library, etc.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	500
			A field trip will be provided for students to experience opportunities such as college, the library, etc.	5000-5999: Services And Other Operating Expenditures	OTRM	500
			A field trip will be provided for students to experience opportunities such as college, the library, etc.	5000-5999: Services And Other Operating Expenditures	Other	1000
Offer Peer Tutoring as an academic support for ELs during lunch two days a week. A similar action and funding is found under Goal 1 also.	June 2024	Administrators Counselors Teachers Peer Tutors	Peer Tutoring will be provided to 6th and 7th grade students, including ELs, during lunch two days a week. 7th and 8th grade students will be the Peer Tutors.	None Specified	None Specified	0
Provide English language translations/interpreting for parents for events, SST meetings, IEP meetings, Section 504 meetings, etc.	June 2024	Bilingual Facilitator Parapro Administration Office Staff	Translations and/or interpreting will be provided at meetings for parents.	2000-2999: Classified Personnel Salaries	OTRM	540
			Translations and/or interpreting will be provided at meetings for parents.	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	600
Fund copy costs associated with EL classes.	June 2024	Administrators Teachers Counselors Office Staff	Copy costs associated with EL classes will be funded.	4000-4999: Books And Supplies	OTRM	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase books/supplies to supplement EL classrooms (ie:Scholastic News)	June 2024	Administrators Teachers	Supplemental materials, such as Scholastic News, will be purchased to support ELs in their English Language Development classes.	4000-4999: Books And Supplies	OTRM	750
Provide a counseling group for newcomers to support in transition to school	June 2024	Administration ELD Team Counselors	Counseling group for EL newcomers	4000-4999: Books And Supplies	OTRM	250
Communicate with parents/stakeholders about upcoming events by sending out monthly newsletters (Sequoia Spotlight), updating the school website regularly, and sending out communication on Social Media via Twitter (ELAC Twitter)	June 2024	Administration	Communication regarding events will be sent out to parents, including the use of an ELAC Twitter.	None Specified	None Specified	0
Provide opportunities for collaboration amongst teachers as part of the school wide program implementation in order to promote collective teacher efficacy and assessment capable student learners including ways in which to support ELs. A similar action and funding is found under Goals 1 and 2 also.	June 2024	Teachers Administration	English teachers who teach ELD classes will participate in the PLC's during common planning time.	None Specified	None Specified	0
Provide Professional Learning opportunities related to technology to support teaching and student learning for ELs with 1:1 devices. A similar action and funding is found under Goals 1 and 2 also.	June 2024	Administration Teachers Site Tech	Professional Learning related to technology will be provided to teachers to support ELs.	1000-1999: Certificated Personnel Salaries	Instruction	200
Provide students with use of iPads between classes for translation support.	June 2024	Administration Teachers Site Tech	iPads will be used by students in all classes to help with translations.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support students/parents through staff (health clerk, facilitator, parapro, two admin, custodian and two teachers) who are bilingual.	June 2024	Bilingual Facilitator Parapro Staff Administration	Bilingual support will be provided to students and parents by staff.	None Specified	None Specified	0
Hold 5 ELAC (English Learner Advisory Council) parent meetings, including one ELAC meeting with NP cluster schools to promote communication and to provide information about supports for EL at Sequoia. A similar action and funding is found under Goal 3 also.	June 2024	DELAC REP ELAC Committee Administration Teachers ELD Teacher Advisor Counselor	Five ELAC meetings will be held to communicate with parents. 1 NP Cluster meeting will be held.	4000-4999: Books And Supplies	OTRM	200
Hold an EL Honoring Ceremony at the end of the year to recognize and honor students for reclassification, academic effort and academic achievement.	June 2024	DELAC REP ELAC Committee Administration Teachers ELD Teacher Advisor Counselor	An ELAC Honoring Ceremony will take place in May to recognize ELs.	4000-4999: Books And Supplies	OTRM	100
Support students through Rising Scholars Program in conjunction with Moorpark College that offers tutoring and seminars for ELs who are the first generation in their family to go to college	June 2024	Administration Counselors	Identified students will have the opportunity to participate in Rising Scholars through Moorpark College to provide tutoring and academic support.	None Specified	None Specified	0
ELD students will use Literacy Pro to monitor student achievement	June 2024	Administration ELD Teachers ELD Parapro and Facilitator	Identified students will participate in Literacy Pro for reading.		Other	0
Purchase supplies to support team building and STEM collaborations, with academic language, during ELD classes.	June 2024	Administration ELD Teachers	Purchase supplies to support team building and STEM collaborations	4000-4999: Books And Supplies	OTRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Celebrate Diversity, Inclusion, Equity on campus through announcements, guest speakers, music (ie: Hispanic Heritage Month). A similar action and funding is found under Goal 3 also.	June 2024	Administration PTSA Teachers	Diversity awareness will be promoted on campus through activities, assemblies and announcements.	4000-4999: Books And Supplies	OTRM	250
Achieve 3000 will be utilized as an intervention to promote reading comprehension for EL. Funding for this goal is also associated under goal 1.	June 2024	Teachers	Small groups of students will receive Achieve 3000 intervention two times a week for 30 minutes.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	897
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.	June 2024	Dean of Student Support Services	Administration will attend DELAC meetings and collaborate with stakeholders.	None Specified	None Specified	0
Dean of Student Support Services attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs	June 2024	Dean of Student Support Services EL Teacher Advisor	Administration will collaborate with EL Teacher Advisor.	None Specified	None Specified	0
Host a parent night in Spanish for 5th to 6th grade and 8th to 9th grade parents to support students' transition.	June 2024	Administration	Administration will collaborate with site and district leaders to host a parent information night in Spanish in the spring to support student transition to MS.	None Specified	None Specified	0
Invite Multi-lingual parent leadership participants to present at ELAC meeting.	June 2024	Administration Multi-lingual parent leaders	Multi-lingual parents will be invited to participate at ELAC.	None Specified	None Specified	0
Offer Lunch Bunch program for ELs to get additional academic support on homework/classwork with teacher and parapro.	June 2024	Teacher Parapro	Parapro and teachers will support EL during lunch in homework program.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer Guided Studies class to support students in assignment completions.	June 2024	Teachers Administration	Guided Studies class	None Specified	None Specified	0
Provide before/after school intervention in both English and math Mon/Wed/Thurs/Fri. Similar Goals in 1, 4, 5	June 2024	Teachers Administration	Before/After school intervention	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Delta Math, IXL Math, and Achieve 3000 was widely supported and utilized by the English/Math department at Sequoia that extended beyond the EL class and in our Intervention programs. . EL teachers implemented the Homework Help club for all EL students to receive additional support during lunch.

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

2022/2023 all ELD students went to a field trip to Moorpark College/Zoo that was funded via the 0860 account. We were able to start the Homework Help club back as well as starting an after school and before school support class. In the 23/24 school year we do not have identified funds such as; 0860 but we will work closely with site budgets as well as the district office for any financial support.

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.

Sequoia Middle School will continue to purchase licenses for Achieve 3000, Delta Math as well as using licenses from the district that include Literacy Pro and IXL Math. Sequoia Middle School has also purchased IXL English to support English interventions. Sequoia will continue to translate all documents going home for communication as well as securing translators for school wide events. Mrs.

DiDomizio met with the ELAC representative to discuss these goals for a much more collaborative and inclusive process for the SPSA. Administrators will implement more restorative practices to support students with behavior concerns when coming to the office. Bilingual Facilitator will also work with communicating with families for the ELOP program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Loss

LEA/LCAP Goal

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

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

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

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

Goal 5

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

1. Every teacher will participate in promoting SEL activities through CREW to address the social emotional side of learning loss to help with connecting students to school during the 2023- 2024 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, before/after school, lunch or as part of their schedule during the 2023-2024 school year.
3. 75% of students receiving intervention will pass at least 5/6 of their classes semester 2 during the 2023 - 2024 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 before and after school interventions/homework assistance to all students
6. Provide lunch intervention/homework assistance to all students

Identified Need

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

Metric/Indicator

1. Documentation of participation in CREW by Teacher Google Form Survey
2. D,F, I list from Semester 1 and 2 of the 23/24 school year.
3. List of students who received intervention and Semester 2 grades in "Q" during 2022-2023 school year placed in Intervention classes (Guided Studies/smaller English/math classes) in the 2023/2024 school year based on assessments, teachers feedback, data discussions.

Baseline/Actual Outcome

1. Teachers who completed the staff survey in the spring of 2023 indicated that they participated in the CREW model at Sequoia Middle School.
2. Interventions in the 2022/2023 school year included: Directed Studies, Before School and After School homework support, as well as several lunchtime opportunities for homework support. There was a total of 6 intervention classes during CREW that focused on math and ELA two days a week.
3. 71% students passed 5 or 6 out of 6 classes in semester 2 of the 22/23 school year.

Expected Outcome

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 2023-2024 school year.
2. Students exhibiting learning loss will be provided with intervention opportunities during the 2023 - 2024 school year.
3. 75% of students receiving intervention will pass 5/6 of their classes during the 2023 - 2024 school year.

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers met on August 21, 2023 to develop action plans to address students returning to campus for the 23/24 school year and to discuss Grading for Mastery.	June 2024	Admin Counselors Teachers	Teachers collaborated in creating action plans that focused on UDL/DEI/SEL/Grading for Mastery	None Specified	None Specified	0
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.	June 2024	Admin Counselors CREW Committee Teachers	CREW Committee will create survey for students to take at the end of the 2023 school year.	None Specified	None Specified	0
Using IEP annual goals as measurable outcomes in addressing learning loss Goals 1, 2, 3, 5 \$0	June 2024	Admin Counselors Teachers	Progress on goals will be sent home and is an indicator of students moving towards meeting their academic/social goals	None Specified	None Specified	0
Guided Studies/Directed Studies classes will be offered to students in lieu of an elective to help with academic skills and work completion.	June 2024	Admin Counselors Teachers	Guided Studies class will be offered to students in lieu of an elective to help with academic skills and work completion.	4000-4999: Books And Supplies	ESSER III - Learning Loss	200
Offer Peer Tutoring as an academic support for 6th and 7th graders during lunch two days a week. A similar action and funding is found under Goal 1 and 4 also.	June 2024	Admin Counselors Teachers	Peer tutoring will be used to help support students identified as having learning loss.	4000-4999: Books And Supplies	ESSER III - Learning Loss	300
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.	June 2024	CREW Committee	Copy costs associated with SEL program will be funded.	4000-4999: Books And Supplies	OTRM	250
Offer a math and/or English Intervention opportunities during the student schedules (period off the board)	June 2024	Admin Teachers Counselors	Teacher available to provide support/intervention as an elective class	1000-1999: Certificated Personnel Salaries	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support students through Rising Scholars Program in conjunction with Moorpark College that offers tutoring and seminars for ELs who are the first generation in their family to go to college	June 2024	Admin Counselors	Identified students will have the opportunity to participate in Rising Scholars through Moorpark College to provide tutoring and academic support.	None Specified	None Specified	0
Provide lunchtime interventions with classroom teachers for additional classroom support to all students in all subject areas	June 2024	Teachers Administration	Teachers available to provide support/intervention to all students	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2000
			Teachers available to provide support/intervention to all students	1000-1999: Certificated Personnel Salaries	OTRM	4,300
Achieve 3000 will be utilized as an intervention to promote reading comprehension for EL and for students identified as needing additional support in reading. Funding for this goal is also associated under goals 1 and 4.	June 2024	Admin Teachers	Small groups of students will receive Achieve 3000 intervention two times a week for 30 minutes.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	396
Teachers in English Department will collaborate over the summer of 2023 to create common assessments.	June 2024	English Teachers	English teachers to collaborate for common English assessments	None Specified	None Specified	0
Provide after-school interventions in both English and math Mon/Wed/Thurs/Fri . Learning Loss Similar Goals in 1, 4, 5	June 2024	Teachers Administration	After school intervention period	None Specified	None Specified	0
ELD teachers to provide IXL, Achieve 3000, Literacy Pro to assist with student intervention	June 2024	ELD teachers Administration	ELD teachers to use software to help with English language development	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	115

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			ELD teachers to use software to help with English language development	4000-4999: Books And Supplies	0010	1000
Math teachers will provide intervention to small groups during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 1, 2, 4).	June 2024	Admin Teachers	Math teacher to have drop in math support during CREW	None Specified	None Specified	0
English teachers will provide intervention to small groups during CREW two days a week for 30 minutes. The focus will be on learning loss and key standards/skills. Students will be identified based on pre-assessment. This is also funded under goal, 1, 2, 4).	June 2024	Admin Teachers	Teachers will provide intervention in English to small groups of students.	None Specified	None Specified	0
Attendance at GATE DAC meetings and collaboration between administration, GATE DAC rep and GATE Teacher Advisor.	June 2024	Admin GATE DAC Rep GATE DAC Teacher Advisor	Collaboration will take place between administration, GATE DAC Rep and GATE teacher advisor.	None Specified	None Specified	0
Dean 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.	June 2024	Dean	Participation in regular meetings to support McKinney Vento and Foster Students.	None Specified	None Specified	0
Supplement CSA positions/additional CSA hours; to support student behavior expectations on campus and positive student outcome.	June 2024	Administration Director of Middle School	To increase safety and support behavior for positive student outcome	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			To increase safety and support behavior for positive student outcome	2000-2999: Classified Personnel Salaries	0010	5,000
Fund copy costs associated with CREW activities to promote connections and social/emotional well-being of all students. (A similar action and funding is found under Goal 3.	June 2024	Administration	Copy costs to support CREW	4000-4999: Books And Supplies	OTRM	250
			Costs to support CREW/SEL activities	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	157
Support GATE program with supplemental materials	June 2024	Administration GATE rep	Support GATE program	4000-4999: Books And Supplies	0010	500
			Support GATE program	4000-4999: Books And Supplies	ESSER III - Learning Loss	500
Allow class time for SAI teachers to push into Gen Ed classes and offer support to students with IEP's.	June 2024	Administration Counselors Teachers	SAI teachers will push in to support learning loss.	None Specified	None Specified	0
Purchase and implement materials for CREW (Program that supports connections, SEL, work habits/executive functioning, and positive character traits: compassion, responsibility, empowerment and well-being)	June 2024	Administration CREW Committee	Funds will be used to purchase supplies to support social emotional skills as part of learning loss.	4000-4999: Books And Supplies	OTRM	500
Promote SEL through Second Step Curriculum for 6th - 8th grade by implementing at least 20 lessons.	June 2024	Administration Counselors Teachers	Second Step will be utilized as an SEL curriculum.	None Specified	District Funded	0
Provide before school intervention in both English and math Mon/Wed/Thurs/Fri. Learning Loss Similar Goals in 1, 2, 4	June 2024	Teachers Administration	Before school interventions	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1000
Provide opportunities for district transportation for students attending after school intervention programs/activities	June 2024	Administration Transportation Department (DO)	After school intervention accessibility	5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide academic intervention by using IXL to support academic areas (English)	June 2024	Administration Teachers	Interventions /English	4000-4999: Books And Supplies	ESSER III - Learning Loss	1207
Provide academic math support/ intervention by using Delta Math to support academic areas. Similar item in Goal 1	June 2024	Teachers Administration	Math Interventions/Support	4000-4999: Books And Supplies	ESSER III - Learning Loss	1000
Fund technology updates in classrooms to supplement Measure I technology needs (includes installations of technology updates/teacher work stations). in classrooms and may include Gym/Auditorium as these are used as classrooms throughout the school year.	June 2024	Teacher Administration	Class technology updates	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	3,500
			Class technology updates	4000-4999: Books And Supplies	OTRM	2,000
			Class technology updates	4000-4999: Books And Supplies	0010	7,500
			Class technology updates	4000-4999: Books And Supplies	ESSER III - Learning Loss	2930
Guided Studies classes as an elective in the 6th grade to assist with learning loss in English/math as identified by 5th grade teachers.	June 2024	Teacher Administration	Guided Studies Careers class	None Specified	None Specified	0
Provide materials for after school interventions such as copy costs, printer cartridge's, classroom supplies to address the needs of students.	June 2024	Teacher Administration	Academic Specialist to focus on 6th grade transitioning to Middle School	4000-4999: Books And Supplies	ESSER III - Learning Loss	500
Send a team of teachers to CAPS training to review site Intervention Plan.	June 2024	Administration Teachers	Substitute teachers for CAPS training	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1000
			Substitute teachers for CAPS training	1000-1999: Certificated Personnel Salaries	OTRM	614
Provide teachers with collaboration time to review student data, such as grades, goals, attendance, SEL.	June 2024	Administration Teachers	Collaboration time for all staff during PLC/Staff meeting time	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide release days to teacher for collaboration time to review data/goals/identify interventions	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	500
Purchase Brain Pop as a resource for teachers in the classroom.	June 2024	Administration Teachers	Brain Pop to be used in the classrooms as a resource	4000-4999: Books And Supplies	ESSER III - Learning Loss	365.00
Purchase Kami licenses to support classroom instruction	June 2024	Administration Teachers	Kami to be used in the classrooms as a resource	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1000
Identified students will be communicated to participate in the district ELOP program	June 2024	District Office ELOP Coordinator Administration Counselors	Work with ELOP Coordinator at District to communicate and recruit program participation. This is district funded.	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Goal 5, which addresses learning loss, is in its third year. This goal is related to the learning loss students which include not only academics but also school connectedness, attendance, SEL.. The focus on Learning Loss will continue next year with additional interventions before and after school as well as peer tutoring programs and other school connectedness opportunities.

Briefly 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 2022/2023 school year, schools were given ESSER III funds to focus on Learning Loss in two different areas. We will focus on expanding the intervention programs given to all students experiencing learning loss. This will include before school/after school/lunch time intervention opportunities as well as Guided Studies. We were able to hire a math teacher to teach a math intervention class for 6th graders in lieu of the Academic Specialist. To address grades, behavior, and attendance, administration added two recognition programs in order to bring more awareness in these areas to our students and families. The SSC also approved the additional hours from ESSER funds for the 22/23 school year as well as for the 23/24 school year. Site will need to identify funds if we would like to continue additional CSA hours to focus on positive student learning outcomes with the focus on keeping the campus safe for all students.

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.

Additional interventions will be offered next year during CREW on Wednesdays and Thursdays in math and English to help support students who have demonstrated Learning Loss. English teachers will be using Achieve 3000 and math teachers will be using both IXL and Delta math to focus on supporting students in learning loss in these two areas. In the 23/24 school year, the team that attended CAPS training identified a need to change the intervention approach. For this school year, English/math classes will be offered in each grade level to address learning loss based on district wide assessments and teacher feedback. Teachers will be collaborating during PLC times to discuss assessments, test scores, student achievement using data from Q and classroom observations. Teachers will also be collaborating during the staff meeting times to focus on IB MYP implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,939.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
0010	\$39,700.00
OTRM	\$47,304.00
ASB	\$39,425.00
District Funded	\$5,000.00
ESSER III - Learning Loss	\$38,280.00
ESSER III - Other Allowable Uses	\$38,280.00
Instruction	\$5,950.00
None Specified	\$0.00
Other	\$1,000.00

Subtotal of state or local funds included for this school: \$214,939.00

Total of federal, state, and/or local funds for this school: \$214,939.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
OTRM	49,226	1,922.00
0860	12,320	12,320.00

Expenditures by Funding Source

Funding Source	Amount
0010	39,700.00
OTRM	47,304.00
ASB	39,425.00
District Funded	5,000.00
ESSER III - Learning Loss	38,280.00
ESSER III - Other Allowable Uses	38,280.00
Instruction	5,950.00
None Specified	0.00
Other	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	27,929.00
2000-2999: Classified Personnel Salaries	27,640.00
4000-4999: Books And Supplies	93,445.00
5000-5999: Services And Other Operating Expenditures	37,300.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	26,625.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	0010	5,000.00
4000-4999: Books And Supplies	0010	14,700.00
5000-5999: Services And Other Operating Expenditures	0010	20,000.00
1000-1999: Certificated Personnel Salaries	OTRM	9,414.00
2000-2999: Classified Personnel Salaries	OTRM	2,040.00
4000-4999: Books And Supplies	OTRM	26,350.00
5000-5999: Services And Other Operating Expenditures	OTRM	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	OTRM	2,000.00
None Specified	OTRM	500.00
4000-4999: Books And Supplies	ASB	13,300.00
None Specified	ASB	26,125.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	5,000.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	13,507.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	20,273.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	4,500.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3,908.00
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	20,600.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	9,272.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	4,500.00
1000-1999: Certificated Personnel Salaries	Instruction	1,100.00

4000-4999: Books And Supplies	Instruction	4,550.00
5000-5999: Services And Other Operating Expenditures	Instruction	300.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
	Other	0.00
4000-4999: Books And Supplies	Other	0.00
5000-5999: Services And Other Operating Expenditures	Other	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,972.00
Goal 2	9,921.00
Goal 3	71,975.00
Goal 4	9,987.00
Goal 5	59,084.00

School Site Council Membership and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The 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
Amy Hamaker	Classroom Teacher
Karin Hochevar	Classroom Teacher
Susan Schulte	Classroom Teacher
Kim Skellenger	Classroom Teacher
Karla Stevenson	Classroom Teacher
Jaime Taylor	Other School Staff
Kinsie Flame	Parent or Community Member
Cameo Carolan	Parent or Community Member
Lisa Soury	Parent or Community Member
Amy Zobel	Parent or Community Member
Elly Ruelas	Parent or Community Member
Lisa Barron	Parent or Community Member
Kelly Welch	Other School Staff
Martin Nichols	Other School Staff

Prselei Ruiz	Secondary Student
	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
	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 8/31/2022.

Attested:



Principal, Karla DiDomizio on 8/30/2023
SSC Chairperson, Susan Schulte on 8/30/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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