

The Single Plan for Student Achievement

School: Sequoia Middle School
CDS Code: 56 73759 6067300
District: Conejo Valley Unified School District
Principal: Hallie Chambers
Revision Date: 11/15/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 12/05/2017.

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School Vision and Mission

Sequoia Middle School's Vision and Mission Statements

Sequoia's mission for our students is to set the foundation of lifelong learning by promoting the physical, emotional, social and intellectual growth of our students through the implementation of the California Content Standards. We believe we can and do make a difference in the lives of the students, as we dedicate ourselves to reaching out to them every day with energy, enthusiasm, and creativity.

VISION STATEMENT

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. To set the foundation of lifelong learning we promote the physical, emotional, social and intellectual growth of our students through the implementation of the California content standards. We believe we can and do make a difference in the lives of the students, as we dedicate ourselves to reaching out to them every day with energy, enthusiasm, and creativity.

School Profile

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 1,050 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 English Language Learners, special education and gifted and talented education (GATE) students. Sequoia is home to DISCOVER , the Academy of Applied Sciences and Engineering Exploration , which has an integrated curriculum focus between English, history/social science and science. Sequoia has a campus wide MTSS (Multi-Tiered System of Support) model to assist students who need additional support with specified standards or essential skills throughout the year. In addition, Sequoia offers support classes and programs for English Language Learners in English and math on Saturdays. 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 any 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 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 2017 - 2018 school year is "Unmask your inner super hero." Sequoia students and staff are excited about their many accomplishments and the opportunity they have daily to make Sequoia an outstanding middle school.

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).

LCAP Survey results and CHKS Survey results

Classroom Observations

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

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

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

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

Assessments are used to guide our instruction by ensuring they are aligned with the new standards and are being addressed on a daily basis in our classes.

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

Data will be analyzed to find patterns of strengths and weakness of all student populations to ensure that instruction and supports address the areas of need and to promote success.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

We will work with school district personnel services to ensure that all teachers are highly qualified.

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

We provide various professional development opportunities through our district and through outside resources to ensure our teachers have the latest tools and strategies in order for our students to be successful.

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

All staff development is configured to be aligned with our new standards and addresses specific content standards and social emotional needs.

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

Our district provides various meetings and conferences through the use of instructional coaches and experts. This allows our teachers to take these ideas and implement them directly into the classroom.

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

We offer common planning time twice a month. During this time, teachers collaborate as a department, by grade level, and by course to plan future lessons and develop our MTSS program.

Teaching and Learning

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

Through district professional development, conferences, and department collaboration we ensure that all material being presented are aligned with school curricular goals while meeting all educational standard expectations.

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

Our current block schedule allots for an abundance of educational minutes that far exceeds the instructional minutes required.

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

We construct our master schedule to provide support courses while also keeping class sizes lower. These lower class sizes helps to ensure proper support for all students in the class as well as insuring that all students in the DISCOVER program can take alternative courses.

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

District provides a variety of resources and instructional materials that are aligned with the new standards to ensure all of our students are successful.

12. 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 of our materials are approved by the district and we are moving in the direction of the materials being fully common core aligned.

Opportunity and Equal Educational Access

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

Sequoia offers support for students during school classes such as guided studies, teacher drop in time at lunch and the MTSS program. In addition, we are able to keep class sizes lower to ensure that teacher and student interactions are increased.

14. Research-based educational practices to raise student achievement

We utilize common planning time to encourage effective collaboration among staff members to ensure all standards are being met and to ensure that the practices that are being implement are effective. These practices are evaluated by analyzing student data on state and benchmark exams.

Parental Involvement

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

We utilize various resources from the community, district, and school to specifically target our under performing students. These resources come from a variety of resources including educational, health/welfare, and financial.

16. 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)

Our school involves parents, staff, students, and community members through our School Site Council, PTA, surveys, and principal coffee talks. These times of collaboration allow involvement by all parties in the planning process of our school.

Funding

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

District provides funds allocated specifically for our under performing students.

18. Fiscal support (EPC)

District provides funds to support our school on facility, staff, and curriculum matters.

Description of Barriers and Related School Goals

Barriers to fully implementing strategies related to Sequoia's school goals:

- implementation of new technology as well as training and support.
- Limited community resources to help some socio-economically disadvantaged families.
- Increase in social/emotional needs.
- Class sizes in some sections.
- Changes in curriculums/standards/technology
- Funding for interventions, resources, etc.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	386	401	312	378	392	306	375	391	306	97.9	97.8	98.1
Grade 7	363	379	402	349	372	386	346	371	386	96.1	98.2	96
Grade 8	357	363	372	352	349	355	344	349	355	98.6	96.1	95.4
All Grades	1106	1143	1086	1079	1113	1047	1065	1111	1047	97.6	97.4	96.4

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2546.9	2545.9	2537.3	20	23	19.93	40	37	35.29	27	22	27.78	12	19	16.99
Grade 7	2565.3	2571.1	2563.6	19	22	20.73	42	38	36.53	19	21	24.09	19	19	18.65
Grade 8	2585.1	2588.7	2579.4	20	20	18.03	36	44	40.28	29	22	24.23	13	14	17.46
All Grades	N/A	N/A	N/A	20	22	19.58	39	40	37.44	25	22	25.21	15	17	17.77

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	22	25	23.86	54	48	51.96	24	27	24.18	
Grade 7	25	28	30.31	51	49	45.34	23	23	24.35	
Grade 8	32	34	31.55	47	45	41.97	20	21	26.48	
All Grades	26	29	28.84	51	47	46.13	22	24	25.02	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	33	31	27.78	51	48	47.06	17	21	25.16
Grade 7	39	42	38.08	41	41	41.97	19	17	19.95
Grade 8	33	37	32.39	51	45	46.20	15	18	21.41
All Grades	35	36	33.14	48	45	44.89	17	19	21.97

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	16	21	18.30	75	68	66.99	9	12	14.71
Grade 7	17	20	19.43	70	67	63.73	13	13	16.84
Grade 8	15	20	20.56	70	66	67.32	14	13	12.11
All Grades	16	20	19.48	72	67	65.90	12	13	14.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	31	37	32.68	61	52	46.41	8	10	20.92
Grade 7	30	38	31.35	54	44	49.74	16	18	18.91
Grade 8	29	34	30.70	56	52	52.11	14	14	17.18
All Grades	30	36	31.52	57	50	49.57	13	14	18.91

Conclusions based on this data:

1. 8th grade students would benefit from additional practice in demonstrating understanding of literary and non-fictional texts.
2. The percentage of students from 7th to 8th grade who were below the standard for demonstrating understanding of literary and non-fictional texts decreased between 2015 - 2016 to 2016 - 2017.
3. 6th grade students would benefit from increase instruction in producing clear and purposeful writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	386	401	313	381	396	306	371	396	306	98.7	98.8	97.8
Grade 7	363	379	403	350	371	392	339	369	392	96.4	97.9	97.3
Grade 8	357	363	372	352	350	358	350	350	358	98.6	96.4	96.2
All Grades	1106	1143	1088	1083	1117	1056	1060	1115	1056	97.9	97.7	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2543.1	2554.9	2548.1	20	30	27.12	29	26	29.08	31	24	23.53	18	19	20.26
Grade 7	2557.7	2572.9	2557.2	21	30	26.02	24	28	23.72	30	24	27.04	22	18	23.21
Grade 8	2580.0	2589.2	2590.3	27	30	31.01	21	24	19.83	26	25	27.65	26	22	21.51
All Grades	N/A	N/A	N/A	22	30	28.03	25	26	23.96	29	25	26.23	22	20	21.78

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 6	27	37	37.58	44	37	35.29	29	27	27.12			
Grade 7	31	36	34.69	38	39	32.40	31	25	32.91			
Grade 8	33	36	37.15	39	38	36.03	28	25	26.82			
All Grades	30	36	36.36	40	38	34.47	29	26	29.17			

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	24	29	26.14	54	45	50.33	22	26	23.53
Grade 7	25	38	29.34	50	46	45.92	25	16	24.74
Grade 8	28	32	30.73	50	47	42.74	21	21	26.54
All Grades	26	33	28.88	51	46	46.12	23	21	25.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	25	32	27.78	59	51	48.04	16	18	24.18
Grade 7	26	33	27.30	62	48	51.79	12	20	20.92
Grade 8	27	33	34.64	49	51	45.53	24	16	19.83
All Grades	26	32	29.92	56	50	48.58	18	18	21.50

Conclusions based on this data:

1. A higher percentage of students in 7th grade were below standards in terms of applying mathematical concepts and procedures.
2. The percentage of students from 7th to 8th grade who scored above standard for demonstrating ability to support mathematical conclusions increased between 2015-2016 to 2016 - 2017.
3. A focus in applying mathematical concepts and procedures would be beneficial.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	19	27	32	47	36	32	25	30	24	6	6	6	3		6
7	33	28	9	44	44	48	13	20	30	8		4	3	8	9
8	19	11	32	41	56	44	34	19	8	6	7	4		7	12
Total	24	22	26	44	45	40	23	24	21	7	5	5	2	5	9

Conclusions based on this data:

1. We are seeing an increase in the number of students who are in the beginning level of English level development.
2. Continued implementation of Rosetta Stone for ELL (Levels 1 and 2) would be beneficial.
3. Our largest number of students fall in the early advanced range. It would be beneficial to focus on this group to work on reclassifying those in the early advanced or advanced range.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	17	25	35	42	33	30	22	28	22	6	6	5	14	8	8
7	32	26	7	41	35	40	12	23	23	7	3	3	7	13	27
8	21	9	29	38	47	39	32	19	7	9	6	4		19	21
Total	23	20	24	41	38	36	22	23	18	7	5	4	7	13	18

Conclusions based on this data:

1. 20% of Sequoia students tested in the advanced level
2. 38% of Sequoia students tested in the early advanced level
3. 23% of Sequoia students tested in the intermediate level. The CELDT results have a difficulty in accurately measuring student progress, because some students do not put the effort and patience into completing the assessments with fidelity creating the "lifer" student who does not want to move out of their comfort zone and transitioning out beyond the scope of their friends and colleagues. More sections are needed to continue to progress in some areas as well access to technology during the summer to continue learning.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA/LCAP GOAL:
LCAP Goal 2: Maximize student achievement through highly effective instruction that includes opportunities for academic acceleration and intervention
SCHOOL GOAL #1:
By June 2018, students will improve their academic success through growth in all subject areas as measured by multiple assessment tools.
Data Used to Form this Goal:
<ul style="list-style-type: none"> • Student Grades • Teacher and District Benchmarks • CAASPP scores
Findings from the Analysis of this Data:
The current data indicates that Sequoia needs to continue to focus on effective instruction in order for students to demonstrate mastery of skills as demonstrated in their grades, on teacher/district benchmark assessments and on the CAASPP.
How the School will Evaluate the Progress of this Goal:
Sequoia staff will review student progress by analyzing grades, benchmark tests and standardized assessments.

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 2018	Sequoia Teachers Administration IMT	Continue to purchase novels and non-fiction titles for English classes.	4000-4999: Books And Supplies	OCBG	1500
Analyze student achievement data and develop and implement benchmark and/or common assessments.	June 2017	Sequoia Teachers Administration	Provide each teacher PLC time to analyze data, collaborate, and create common assessments.	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 a clerk typist to assist staff and student.	June 2018	Sequoia Staff Administration	Clerk typist will continue to work 3.5 hours daily to support activities, programs, students and staff on campus.	2000-2999: Classified Personnel Salaries	OCBG	8000
			Clerk typist will continue to work 3.5 hours daily to support activities, programs, students and staff on campus.	2000-2999: Classified Personnel Salaries	ASB	7,500
Support field trips to promote experiential learning opportunities.	June 2018	Sequoia Teachers Administration	Continue to provide field trip support to students in covering scholarship costs as needed.	5000-5999: Services And Other Operating Expenditures	OCBG	650
Integrate writing and literacy-related standards and teacher requested supplemental resources that connect each discipline to state standards.	June 2018	Sequoia Teachers Administration	Purchase literacy related supplemental materials aligning with state standards.	4000-4999: Books And Supplies	OCBG	6,250
			Purchase literacy related supplemental materials aligning with state standards.	4000-4999: Books And Supplies	TPGR	1,250
Provide professional development aligned to state standards.	June 2018	Sequoia Teachers Administration Counselors District Personnel Outside PD Providers	Provide workshops for teacher professional development throughout the school year.	5800: Professional/Consulting Services And Operating Expenditures	5EEF	2000
			Provide workshops for teacher professional development throughout the school year.	5000-5999: Services And Other Operating Expenditures	OPGR	930

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for collaboration with other teachers.	June 2018	Sequoia Teachers Administration CVUSD Teachers	Provide release time for department chairs and teachers to participate in articulation at all levels.	1000-1999: Certificated Personnel Salaries	5EEF	2000
Provide departments access to purchase resources and other instructional materials to provide students access to content related state standards.	June 2018	Sequoia Teachers Administration	Departments will submit grants based on identified criteria tied to SPSA and LCAP goals.	4000-4999: Books And Supplies	OCBG	2,350
			Departments will submit grants based on identified criteria tied to SPSA and LCAP goals.	4000-4999: Books And Supplies	Instruction	1000
			Departments will submit grants based on identified criteria tied to SPSA and LCAP goals.	4000-4999: Books And Supplies	TPGR	1850
Provide full-time English teachers with a "reader day".	June 2018	Sequoia English Teachers Administration	English teachers will be provided an full day to grade and evaluated student work.	1000-1999: Certificated Personnel Salaries	TPGR	825
Work with the College and Career adviser at NPHS to implement VC Innovates program at the middle school.	June 2018	Administration VC Innovates Chair	VC Innovates collaboration will take place between NPHS and Sequoia.	None Specified	None Specified	0
Continue to implement alternative flexible seating in classrooms.	June 2018	Sequoia Teachers Counselors Administration	Purchase alternative forms of seating.	4000-4999: Books And Supplies	OCBG	1500
Funding for copy costs associated with providing instruction and support will be utilized.	June 2018	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	OCBG	3350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Copies will be made to support intervention and instruction programs at Sequoia.	5000-5999: Services And Other Operating Expenditures	Instruction	3350
Teacher Release associated with analyzing data in line with SPSA goals and collaboration regarding instructional program at Sequoia.	June 2018	Sequoia Teachers Counselors Administration	Release time will be provided to teachers to analyze and create SPSA goals.	1000-1999: Certificated Personnel Salaries	OCBG	2236
Funding for additional supplies to enhance and support the instruction program (math manipulatives, science supplies, paper, etc).	June 2018	Sequoia Teachers Counselors Administration	Additional supplies will be purchased to support the instructional program at Sequoia.	4000-4999: Books And Supplies	OCBG	750
Due to the diverse instructional needs in the elective department, funding for consumable costs will be allocated to enhance elective classes.	June 2018	Sequoia Teachers Administration	Additional consumable supplies will be purchased to support the elective program at Sequoia.	4000-4999: Books And Supplies	OCBG	700
			Additional consumable supplies will be purchased to support the elective program at Sequoia.	4000-4999: Books And Supplies	OPGR	500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA/LCAP GOAL:
LCAP Goal 1: Enhance the Culture and Conditions that Optimize Learning for All Students LPCA Goal 2: Maximize Student Achievement through Highly Effective Instruction that Includes Opportunities for Academic Acceleration and Intervention
SCHOOL GOAL #2:
By June 2018, technology will be maintained and improved in order to enhance teaching strategies and to allow students to demonstrate learning in a variety of ways.
Data Used to Form this Goal:
LCAP Survey Results School Inventory of Technology Staff feedback/discussion School Site Council feedback/discussion
Findings from the Analysis of this Data:
Integration of technology into classroom instruction is an essential instructional strategy for all learners and a means for them to demonstrate their learning in a variety of ways.
How the School will Evaluate the Progress of this Goal:
Technology Committee meetings LCAP Survey SSC feedback/discussion Technology access assessment (student survey) Analysis of the ratio of school computers to number of students Administrator informal and formal observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The technology committee will continue to guide the school in all technology-related decisions including purchases of hardware and software, professional development and overall school goals.	June 2018	Technology Committee Meetings	The development of an overall school philosophy related to making school-wide decisions related to technology. Collaboration time.	None Specified	None Specified	0
Provide professional development for teachers to support integration of technology as an instructional practice.	June 2018	Administration Technology Committee	Survey and develop professional development opportunities that address the needs of teachers and staff members. Targeted professional development including conferences, in house training and staff led inservices.	5800: Professional/Consulting Services And Operating Expenditures	5EEF	300
			Survey and develop professional development opportunities that address the needs of teachers and staff members. Targeted professional development including conferences, in house training and staff led inservices.	5800: Professional/Consulting Services And Operating Expenditures	TPGR	1000
Purchase and utilize advanced technology resources to enhance the integration and implementation of state standards.	June 2018	Administration Teachers Technology Committee	Technology committee will develop a list of technology resources that focuses on the needs of departments related to instructional delivery and pedagogy.	6000-6999: Capital Outlay	District Funded	118,265

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain a school inventory of all technology resources on site.	June 2018	Site Tech Administration	Site tech and administrators will update the inventory of all areas of technology currently located on this campus.	None Specified	None Specified	0
Departments will develop lessons that use technology in instructional practices.	June 2018	Administration	Department meeting time will be used to review instructional practices that use technology.	None Specified	None Specified	0
Reaplcement materials (e.g. bulbs) related to technology will be purchased on an as needed basis.	June 2018	Administration Site Tech Office manager	Replacement materials related to technology will be purchased to ensure that technology is working effectively.	5000-5999: Services And Other Operating Expenditures	OPGR	2500
			Replacement materials related to technology will be purchased to ensure that technology is working effectively.	5000-5999: Services And Other Operating Expenditures	Instruction	1000
			Replacement materials related to technology will be purchased to ensure that technology is working effectively.	5000-5999: Services And Other Operating Expenditures	OCBG	3500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Connections
LEA/LCAP GOAL:
LCAP Goal 3: Engage Students through Quality Student Activities
SCHOOL GOAL #3:
By June of 2018, we will design, support, and maintain Student Activity and Enrichment Programs.
Data Used to Form this Goal:
LCAP Survey results SSC discussion/feedback
Findings from the Analysis of this Data:
Sequoia is committed to offering quality student activities and programs, including: academic programs, enrichment opportunities, and extra-curricular opportunities for all students.
How the School will Evaluate the Progress of this Goal:
LCAP Survey results SSC discussion/feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain existing and continue to develop current school programs and activities.	June 2018	Teachers Counselors Administration	Continued support of existing programs and implementation of new programs.	6000-6999: Capital Outlay	ASB	10,000
			Programs include but are not limited to: Associated Student Body Events and Programs Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Band, Choir and Strings			
			Continued support of existing programs and implementation of new programs.	1000-1999: Certificated Personnel Salaries	OPGR	2000
			Programs include but are not limited to: Associated Student Body Events and Programs Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Band, Choir and Strings			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Continued support of existing programs and implementation of new programs. Programs include but are not limited to: Associated Student Body Events and Programs Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Band, Choir and Strings	4000-4999: Books And Supplies	Instruction	1000
Develop student enrichment programs that will demonstrate academic outcomes or social skills development during the school MTSS program.	June 2018	Teachers Counselors Administration Intervention Committee Volunteers	MTSS enrichment programs will be developed and run by teachers, administration, counselors and parent volunteers.	4000-4999: Books And Supplies	OTRM	2,000
Develop and grow GATE program including after school activities.	June 2018	GATE Teacher Advisor GATE DAC Rep Administration	Create a variety of opportunities to enrich students who are GATE identified. Create a variety of opportunities to enrich students who are GATE identified.	4000-4999: Books And Supplies	OPGR	500
				1000-1999: Certificated Personnel Salaries	OPGR	750
Fund copy costs associated with providing enrichment and activities at Sequoia.	June 2018	Administrators Front Office Staff Sequoia Teachers	Copies will be made to support activities and enrichments at Sequoia.	5000-5999: Services And Other Operating Expenditures	OCBG	3350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Copies will be made to support activities and enrichments at Sequoia.	5000-5999: Services And Other Operating Expenditures	Instruction	3350
Principal Mentor Lunch will be implemented to create connections with students.	June 208	Administrators Counselors Teachers	Students will be chosen to participate in lunch to create connections and to gather feedback on Sequoia.	4000-4999: Books And Supplies	OPGR	1200

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Narrowing the Achievement Gap
LEA/LCAP GOAL:
LCAP Goal 2: Maximize student achievement through highly effective instruction that includes opportunities for academic acceleration and intervention
SCHOOL GOAL #4:
By June 2018, in order to maximize student achievement and work towards narrowing the achievement gap for special populations, students will be provided with focused intervention programs and targeted systems of support.
Data Used to Form this Goal:
Academic Grades Benchmark/District Assessments CAASPP Results
Findings from the Analysis of this Data:
CASSSP results indicated that several subgroups did not increase mastery of ELA and math. Benchmark/district assessments indicated that several subgroups of students did not increase in mastery of content areas.
How the School will Evaluate the Progress of this Goal:
Academic Grades Benchmark/District Assessments CAASPP Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer intervention classes during the school day to students who are at-risk and/or not meeting standards.	June 2018	Sequoia Teachers Counselors Administration	Students will be provided intervention and support opportunities during the school day as part of the master schedule to improve their academic skills. Examples include: math 7, math 8, Guided Studies.	None Specified	None Specified	0
Academic support will be provided for English Language Learners and students who are at-risk after school through a homework assistance program.	June 2018	Sequoia Teachers Counselors Administration	Support will be provided through homework assistance after school.	1000-1999: Certificated Personnel Salaries	EIA Funds	1400
			Support will be provided through homework assistance after school.	1000-1999: Certificated Personnel Salaries	003R	1875
			After school transportation will be provided.	5000-5999: Services And Other Operating Expenditures	003R	900
			Support will be provided through homework assistance after school.	1000-1999: Certificated Personnel Salaries	OTRM	4000
Provide collaboration time to effectively implement the MTSS program.	June 2018	Sequoia Teachers Counselors Administration	PLC time will be used to collaborate on MTSS.	None Specified	None Specified	0
Provide instructional resources to effectively implement interventions such as MTSS.	June 2018	Sequoia Teachers Counselors Administration	Resources will be provided for use for interventions.	4000-4999: Books And Supplies	OTRM	3,500
Provide professional development for MTSS and intervention support.	June 2018	Sequoia Teachers Counselors Administration Outside personnel	Provide professional development opportunities to enhance interventions and supports.	1000-1999: Certificated Personnel Salaries	OTRM	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop support services to address social-emotional needs of students on campus.	June 2018	Sequoia Teachers Counselors Administration	Work with CVUSD Mental Health Coordinator to provide interns to identify student support needs. Increase use of the Teen Center outreach workers. Provide assemblies that focus on social/emotional needs. Provide PD opportunities for staff on social/emotional training.	5000-5999: Services And Other Operating Expenditures	OTRM	2500
Provide and utilize student tutors for academic support after school and during the school day.	June 2018	Sequoia Teachers Counselors Administration	Utilize peer tutors to assist students during the school day or after school.	4000-4999: Books And Supplies	TPGR	500
Provide English Language translations/interpreting for parents for events.	June 2018	Sequoia Teachers Administration Counselors ELD Facilitator ELD Parapro	Interpreting/Translations will be provided for before school/after school events.	2000-2999: Classified Personnel Salaries	EIA Funds	500
Provide intervention/support for English Language Learners and/or at-risk students on Saturdays as part of ME (Math and English) program.	June 2018	Sequoia Teachers Administration Counselors	Academic support will be provided through additional instruction in math and English on Saturdays. Academic support will be provided through additional instruction in math and English on Saturdays.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	OTRM EIA Funds	4,500 3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Academic support will be provided through additional instruction in math and English on Saturdays.	1000-1999: Certificated Personnel Salaries	003R	4725
			Academic support will be provided through additional instruction in math and English on Saturdays. Incentives will be provided.	5000-5999: Services And Other Operating Expenditures	TPGR	1595
Teacher advisors will be provided for at-risk 8th grade students to provide social/emotional and academic support.	June 2018	Sequoia Teachers Administrators Counselors	Teacher advisors will meet with small group of students weekly who are at-risk in 8th grade.	1000-1999: Certificated Personnel Salaries	TPGR	5500
Books and supplies to support English Language Development will be purchased.	June 2018	Sequoia Teachers Administrators Counselors	Books and materials will be purchased to support English Language Learners.	4000-4999: Books And Supplies	EIA Funds	1500
Copy costs associated with providing intervention and support will be utilized.	June 2018	Administrators Front Office Staff Sequoia Teachers	Copies will be made to support intervention and instruction program at Sequoia.	5000-5999: Services And Other Operating Expenditures	OCBG	3350
			Copies will be made to support intervention and instruction program at Sequoia.	5000-5999: Services And Other Operating Expenditures	Instruction	3350
Provide release time for teachers to design and implement effective intervention strategies.	June 2018	Administrators Counselors Sequoia Teachers	Provide teacher release to design and implement intervention support.	1000-1999: Certificated Personnel Salaries	OTRM	1601

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement for Students
LEA/LCAP GOAL:
LCAP Goal 3:Engage Students through Quality Student Activities
SCHOOL GOAL #5:
By June 2018, we will continue to develop, maintain and enhance partnerships with students, parents and community members.
Data Used to Form this Goal:
LCAP Survey SSC Feedback/Discussions
Findings from the Analysis of this Data:
The ability to create more parent/community engagement opportunities will lead to more involved parents. Engaged and active parents are better able to support students and help them be successful at school.
How the School will Evaluate the Progress of this Goal:
LCAP Survey SSC Feedback/Discussions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote CVUSD parent education nights.	June 2018	Administration Counseling	Promote district parent education nights that address relevant topics for parents.	None Specified	None Specified	0
Continue parent question/answer sessions formally and informally including Principal's coffee and FAQ section on the school website.	June 2018	Administration Counseling	Continue Principal Coffee sessions and FAQ on the website.	4000-4999: Books And Supplies	OPGR	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a series of community partners to collaborate with the development and creation of new and existing school programs	June 2018	Administration Counseling PTA/Booster Clubs	Engage in opportunities to bring in local community partners to develop new and existing programs.	None Specified	None Specified	0
Communicate to parents the opportunities available for student support and intervention. Areas included but not limited to peer tutoring, MTSS, student counseling and off-site resources.	June 2018	Administration Counseling	Using all calls, emails, newsletters and other forms of communication information on student supports will be communicated.	None Specified	None Specified	0
Expand volunteer opportunities for community members using PTA volunteer system and principal newsletter.	June 2018	Administration Counseling PTA	Work with PTA to advertise opportunities for families to volunteer on campus for school activities or specified academic opportunities. Include volunteer opportunities in principal newsletter also.	None Specified	None Specified	0
Continue to enhance and develop means of communication (Twitter, website, email blast, principal newsletter) for all stakeholders.	June 2018	Administration Counseling PTA	Use various forms of media to communicate with parents and students covering school information, activities and updates.	None Specified	None Specified	0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Performance
SCHOOL GOAL #1:
School Goals #1, 2, & 3 focus on improving student learning in English Language Arts & Mathematics while narrowing the achievement gap, improving the student climate environment and providing exposure to the most recent curriculum for all students at Sequoia Middle School

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	Aug. 2017 to June 2018	Administration Counselors Sequoia Teachers ELD Facilitators/Parapro s	Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	5296.80
Support Staff			Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	41,381.60
Professional Development			Costs for speakers, supplies, teacher release	5000-5999: Services And Other Operating Expenditures	0860	3,008.80

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	7,500.00	0.00
OPGR	8,680.00	0.00
OTRM	20,601	0.00
EIA Funds	6,400.00	0.00
OCBG	37,486	0.00
TPGR	12,520.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
OPGR	8,680.00
OTRM	20,601.00
5EEF	4,300.00
ASB	17,500.00
District Funded	118,265.00
EIA Funds	6,400.00
Instruction	13,050.00
None Specified	0.00
OCBG	37,486.00
TPGR	12,520.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	36,912.00
2000-2999: Classified Personnel Salaries	16,000.00
4000-4999: Books And Supplies	28,150.00
5000-5999: Services And Other Operating Expenditures	33,675.00
5800: Professional/Consulting Services And Operating	3,300.00
6000-6999: Capital Outlay	128,265.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	003R	6,600.00
5000-5999: Services And Other Operating	003R	900.00
1000-1999: Certificated Personnel Salaries	OPGR	2,750.00
4000-4999: Books And Supplies	OPGR	2,500.00
5000-5999: Services And Other Operating	OPGR	3,430.00
1000-1999: Certificated Personnel Salaries	OTRM	12,601.00
4000-4999: Books And Supplies	OTRM	5,500.00
5000-5999: Services And Other Operating	OTRM	2,500.00
1000-1999: Certificated Personnel Salaries	5EEF	2,000.00
5800: Professional/Consulting Services And	5EEF	2,300.00
2000-2999: Classified Personnel Salaries	ASB	7,500.00
6000-6999: Capital Outlay	ASB	10,000.00
6000-6999: Capital Outlay	District Funded	118,265.00
1000-1999: Certificated Personnel Salaries	EIA Funds	4,400.00
2000-2999: Classified Personnel Salaries	EIA Funds	500.00
4000-4999: Books And Supplies	EIA Funds	1,500.00
4000-4999: Books And Supplies	Instruction	2,000.00
5000-5999: Services And Other Operating	Instruction	11,050.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	2,236.00
2000-2999: Classified Personnel Salaries	OCBG	8,000.00
4000-4999: Books And Supplies	OCBG	13,050.00
5000-5999: Services And Other Operating	OCBG	14,200.00
1000-1999: Certificated Personnel Salaries	TPGR	6,325.00
4000-4999: Books And Supplies	TPGR	3,600.00
5000-5999: Services And Other Operating	TPGR	1,595.00
5800: Professional/Consulting Services And	TPGR	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,491.00
Goal 2	126,565.00
Goal 3	24,150.00
Goal 4	46,796.00
Goal 5	300.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Hallie Chambers	X				
Rose Anne Cooley		X			
Dawn Thomas		X			
Rick Fowler		X			
Lisa Kadansky		X			
Karla Stevenson		X			
Jaime Taylor			X		
Brandalyn Holzberger				X	
Julie Freedman				X	
Marshall Denninger				X	
Joo Cho				X	
Kathy King				X	
Li Yi				X	
Ana Garcia				X	
Wendy Goldstein				X	
Lisa Barron				X	
Martin Nichols			X		
Mae Tietjen			X		
Grace Racalbuto					X
Madi Lindbergh					X
Numbers of members of each	1	5	3	9	2

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
X	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
X	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/15/17.

Attested:

<u>Hallie Chambers</u>		
_____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date

<u>Julie Freedman</u>		
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date