

The School Plan for Student Achievement

School: Sequoia Middle School
CDS Code: 56 73759 6067300
District: Conejo Valley Unified School District
Principal: Hallie Chambers
Revision Date: 03/20/2019

The School 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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School Vision and Mission

Sequoia Middle School's Vision and Mission Statements

MISSION STATEMENT

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 Common Core State 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 Common Core State 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 1,000 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 Learners, special education, and gifted and talented education (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 which focuses on social-emotional and academic growth through Compassion, Responsibility, Empowerment, and our Well-being. In addition, Sequoia offers classes and programs for students who need additional support with work habits and academic subjects. Sequoia has a group of dedicated educational professionals who are committed to student achievement and excellence both in and out of the classroom. The entire staff supports the middle school philosophy that provides students various opportunities to explore their interests and reach their individual potential. These opportunities are provided not only in the academic classroom, but through activities before, during, and after school. Sequoia supports strong academic rigor for all students and the staff works diligently to provide academic programs for students who are advanced academically along with remediation and support programs for students who might be struggling academically or socially. The goals of the school are pursued with an atmosphere that supports the students and fosters the self-discipline and independent judgment necessary from grade level to grade level with the ultimate goal of a smooth transition to high school.

Sequoia's school motto reflects the feelings about the school, the 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 2018 - 2019 school year is "Be Mission Possible." 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).

The following data pieces were analyzed to determine our school needs. Results from district LCAP Surveys were used and discussed with staff and parent groups. In addition, student information from the CHKS Survey was also analyzed. Information gathered informally from interviewing students during Principal Luncheons was also used to determine needs. This year, students are taking a pre and post CREW survey to determine areas of need as well.

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, provide constructive feedback and to highlight 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 standards that 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 is 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 work with our school district's Human Resources department 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 standards and to address 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. In addition, this year, five teams of teachers are piloting Impact Teams to enhance our collective efficacy and to involve students in the learning and assessment process.

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 such as Guided Studies and standard level math classes.

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

Our district provides a variety of resources and instructional materials that are aligned with 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 with classes such as guided studies, standard level math classes, teacher drop in times at lunch and our CREW program.

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 implemented are effective. These practices are evaluated by analyzing student data on state and benchmark exams. In addition, our Impact Teams are working together to implement strategies that promote students being involved in the learning and assessment process.

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, booster clubs, surveys and monthly principal newsletters. These times of collaboration and communication 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:

- Limited community resources to help some socio-economically disadvantaged families.
- Increase in social/emotional needs.
- Class sizes in some sections.
- Changes in curriculum/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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	401	312	326	392	306	321	391	306	321	97.8	98.1	98.5
Grade 7	379	402	306	372	386	294	371	386	294	98.2	96	96.1
Grade 8	363	372	386	349	355	367	349	355	367	96.1	95.4	95.1
All Grades	1143	1086	1018	1113	1047	982	1111	1047	982	97.4	96.4	96.5

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2545.9	2537.3	2541.7	23	19.93	22.43	37	35.29	35.20	22	27.78	22.74	19	16.99	19.63
Grade 7	2571.1	2563.6	2550.0	22	20.73	18.03	38	36.53	37.41	21	24.09	22.79	19	18.65	21.77
Grade 8	2588.7	2579.4	2548.5	20	18.03	13.35	44	40.28	30.52	22	24.23	28.07	14	17.46	28.07
All Grades	N/A	N/A	N/A	22	19.58	17.72	40	37.44	34.11	22	25.21	24.75	17	17.77	23.42

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	25	23.86	30.53	48	51.96	41.12	27	24.18	28.35	
Grade 7	28	30.31	29.25	49	45.34	43.54	23	24.35	27.21	
Grade 8	34	31.55	19.89	45	41.97	44.14	21	26.48	35.97	
All Grades	29	28.84	26.17	47	46.13	42.97	24	25.02	30.86	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	27.78	27.41	48	47.06	51.09	21	25.16	21.50
Grade 7	42	38.08	30.27	41	41.97	49.66	17	19.95	20.07
Grade 8	37	32.39	21.53	45	46.20	48.23	18	21.41	30.25
All Grades	36	33.14	26.07	45	44.89	49.59	19	21.97	24.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	21	18.30	18.07	68	66.99	67.29	12	14.71	14.64
Grade 7	20	19.43	13.61	67	63.73	60.88	13	16.84	25.51
Grade 8	20	20.56	18.80	66	67.32	62.67	13	12.11	18.53
All Grades	20	19.48	17.01	67	65.90	63.65	13	14.61	19.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	37	32.68	36.45	52	46.41	46.11	10	20.92	17.45
Grade 7	38	31.35	30.61	44	49.74	48.30	18	18.91	21.09
Grade 8	34	30.70	22.34	52	52.11	49.05	14	17.18	28.61
All Grades	36	31.52	29.43	50	49.57	47.86	14	18.91	22.71

Conclusions based on this data:

1. A review of the overall English Language Arts achievement data shows that all grade levels increased between the 2015 - 2016 to 2017 - 2018 school year. For example, the Grade 6 Cohort scored a mean scale score of 2545.9 in 2015 - 2016; this group increased to 2548.5 in 2017-2018. The Grade 7 Cohort scored 2571.1 in 2015-2016; this group increased to 2579.4 in 2016 - 2017. The Grade 6 Cohort in 2016 - 2017 scored a 2537.3 and increased to 2550.0 in 2017 - 2018.
2. In terms of the reading domain, the 7th grade cohort increased from 28% above standard in 2015 - 2016 to 31.55% in 2016 - 2017. However, the Grade 6 cohort in reading scored at a 25% above standard in 2015 - 2016; this increased in 2016 - 2017 to 30.31% and then decreased in 2017 - 2018 to 19.89%. This data is being discussed in our leadership and department meetings in terms of areas to focus on for increased instruction and intervention.
3. In terms of the writing domain, the 6th grade cohort increased from 27.78% above standard in 2016 - 2017 to 30.27% in 2017 - 2018. However, the Grade 6 cohort in writing scored at a 31% above standard in 2015 - 2016; this increased in 2016 - 2017 to 38.08% and then decreased in 2017 - 2018 to 21.53%. This data is being discussed in our leadership and department meetings in terms of areas to focus on for increased instruction and intervention.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	401	313	326	396	306	322	396	306	322	98.8	97.8	98.8
Grade 7	379	403	306	371	392	293	369	392	293	97.9	97.3	95.8
Grade 8	363	372	387	350	358	369	350	358	369	96.4	96.2	95.3
All Grades	1143	1088	1019	1117	1056	984	1115	1056	984	97.7	97.1	96.6

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2554.9	2548.1	2553.8	30	27.12	28.88	26	29.08	25.78	24	23.53	27.64	19	20.26	17.70
Grade 7	2572.9	2557.2	2550.7	30	26.02	24.23	28	23.72	24.57	24	27.04	26.28	18	23.21	24.91
Grade 8	2589.2	2590.3	2581.6	30	31.01	27.91	24	19.83	21.95	25	27.65	24.66	22	21.51	25.47
All Grades	N/A	N/A	N/A	30	28.03	27.13	26	23.96	23.98	25	26.23	26.12	20	21.78	22.76

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	37	37.58	39.13	37	35.29	35.71	27	27.12	25.16	
Grade 7	36	34.69	34.13	39	32.40	33.11	25	32.91	32.76	
Grade 8	36	37.15	35.23	38	36.03	34.69	25	26.82	30.08	
All Grades	36	36.36	36.18	38	34.47	34.55	26	29.17	29.27	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	29	26.14	27.33	45	50.33	50.93	26	23.53	21.74
Grade 7	38	29.34	23.55	46	45.92	46.76	16	24.74	29.69
Grade 8	32	30.73	31.71	47	42.74	47.15	21	26.54	21.14
All Grades	33	28.88	27.85	46	46.12	48.27	21	25.00	23.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	32	27.78	31.99	51	48.04	44.72	18	24.18	23.29
Grade 7	33	27.30	23.21	48	51.79	53.92	20	20.92	22.87
Grade 8	33	34.64	31.71	51	45.53	44.17	16	19.83	24.12
All Grades	32	29.92	29.27	50	48.58	47.26	18	21.50	23.48

Conclusions based on this data:

1. A review of the overall math achievement data shows that all grade levels increased between the 2015 - 2016 to 2017 - 2018 school year. For example, the Grade 6 Cohort scored a mean scale score of 2554.9 in 2015 - 2016; this group increased to 2581.6 in 2017-2018. The Grade 7 Cohort scored 2572.9 in 2015-2016; this group increased to 2590.3 in 2016 - 2017. The Grade 6 Cohort in 2016 - 2017 scored a 2548.1 and increased to 2550.7 in 2017 - 2018.
2. In terms of the concepts and procedures domain, the 7th grade cohort increased from 36% above standard in 2015 - 2016 to 37.15% in 2016 - 2017. However, the Grade 6 cohort in concepts and procedures scored at a 37% above standard in 2015 - 2016; this decreased in 2016 - 2017 to 34.69% and then increased in 2017 - 2018 to 35.23%. This data is being discussed in our leadership and department meetings in terms of areas to focus on for increased instruction and intervention.
3. In terms of the problem solving and modeling/data analysis domain, the 6th grade cohort increased from 29% above standard in 2015 - 2016 to 31.71% in 2017 - 2018. However, the Grade 7 cohort on the problem solving and modeling/data analysis domain scored at a 38% above standard in 2015 - 2016; this decreased in 2017 - 2018 to 30.73%. This data is being discussed in our leadership and department meetings in terms of areas to focus on for increased instruction and intervention.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1499.3	1478.8	1519.4	25
Grade 7	1506.8	1497.3	1515.8	23
Grade 8	1492.6	1482.2	1502.7	22
All Grades				70

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	11	44.00	*	*	*	*	25
Grade 7	*	*	*	*	*	*	*	*	23
Grade 8	*	*	*	*	*	*	*	*	22
All Grades	*	*	28	40.00	19	27.14	16	22.86	70

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	14	56.00	*	*	*	*	25
Grade 7	*	*	13	56.52	*	*	*	*	23
Grade 8	*	*	*	*	*	*	*	*	22
All Grades	15	21.43	33	47.14	11	15.71	11	15.71	70

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	11	44.00	*	*	25
Grade 7	*	*	*	*	*	*	*	*	23
Grade 8	*	*	*	*	*	*	*	*	22
All Grades	*	*	12	17.14	26	37.14	26	37.14	70

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	17	68.00	*	*	25
Grade 7	*	*	12	52.17	*	*	23
Grade 8	*	*	*	*	*	*	22
All Grades	18	25.71	38	54.29	14	20.00	70

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	13	52.00	*	*	25
Grade 7	*	*	11	47.83	*	*	23
Grade 8	*	*	*	*	*	*	22
All Grades	28	40.00	30	42.86	12	17.14	70

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	17	68.00	25
Grade 7	*	*	*	*	18	78.26	23
Grade 8	*	*	*	*	16	72.73	22
All Grades	*	*	14	20.00	51	72.86	70

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	19	76.00	*	*	25
Grade 7	*	*	12	52.17	*	*	23
Grade 8	*	*	11	50.00	*	*	22
All Grades	14	20.00	42	60.00	14	20.00	70

Conclusions based on this data:

1. Our Overall ELPAC scores show oral language as an area of needed improvement, compared to how students score in written language. Students need additional opportunities and scaffolds to speak and listen in class settings.
2. Our cohort of 6th Grade English Learners performed better on the written domain (76%) compared to 7th grade (52.17%) and 8th grade (50%). Collaboration between the 5 English Learner teachers will be important for vertical articulation purposes surrounding writing.
3. Our cohort of 6th Grade English Learners performed better on the listening domain (68%) compared to 7th grade (52.17%).

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 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
SCHOOL GOAL #1:
Students will improve academic success through growth in core subject areas (English, math, social studies and science) as measured by multiple assessment tools.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Student Grades• District Benchmarks• CAASPP (SBAC and CAST) scores• Curriculum Assessments• Teacher created rubrics
Findings from the Analysis of this Data:
The current data indicates that Sequoia needs to continue to focus on effective and engaging instruction in order for students to demonstrate mastery of skills as demonstrated in their grades, on district benchmark assessments, on the CAASPP, on curriculum assessments and on teacher created rubrics.
How the School will Evaluate the Progress of this Goal:
Sequoia staff will review student progress as Impact Teams or in PLC teams by analyzing grades and assessment (local and standardized) results. Impact Teams/PLC teams will meet approximately twice a month for one hour each time. Academic success will be shown by the percentage of students who scored Ds or Fs decreasing from 35% of all students had at least one D or F trimester 2 to 25% for trimester 3. Overall success in SBAC scores will also be analyzed to determine the percentage of students who scored a level three or four.

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 2019	Sequoia Teachers Administration IMT	Continue to purchase and update novels and non-fiction titles for English classes.	4000-4999: Books And Supplies	OCBG	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 also be used to analyze data within different student groups (ie: EL, special education, chronic absenteeism).	June 2019	Sequoia Teachers Administration	Provide each teacher PLC or Impact Team time to analyze data, collaborate, and create common assessments.	None Specified	None Specified	0
Provide a clerk typist to assist staff and students.	June 2019	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	4000
			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
			Clerk typist will continue to work 3.5 hours daily to support activities, programs, students and staff on campus.	2000-2999: Classified Personnel Salaries	Instruction	4000
Collaborate with staff in staff meetings, ADCO, department meetings and leadership regarding ways to promote more inclusion and LRE. Ideas to be implemented for the 2019 - 2020 school year including co-teaching will be brainstormed as well.	June 2019	Sequoia Teachers Administration Counselors	Collaboration at staff meetings (ADCO, leadership, department) will be held regarding promoting inclusion and LRE.	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 staff with opportunities to learn more about Universal Design for Learning (UDL), technology/UDL, Least Restrictive Environment and inclusion through on site and district level meetings/training.	June 2019	Sequoia Teachers Administration Counselors District Personnel Outside PD Providers	Provide opportunities for staff to be exposed to training related to UDL, LRE and inclusion after school or district sponsored.	5800: Professional/Consulting Services And Operating Expenditures	None Specified	0
Provide professional development aligned to state standards and SPSA goals and opportunities for staff to participate in outside trainings. Key learnings from professional development opportunities and trainings/workshops to be shared with staff in PLC/staff meetings.	June 2019	Sequoia Teachers Administration Counselors District Personnel Outside PD Providers	Provide trainings and registration for workshops for teacher professional development throughout the school year.	5800: Professional/Consulting Services And Operating Expenditures	OCBG	750
Provide opportunities for collaboration amongst teachers as part of Impact Team Model in order to promote collective efficacy and the use of assessments as a student learning tool. Opportunities for collaboration with general education and special education teachers within the same content standards will be facilitated as part of the Impact Team model.	June 2019	Sequoia Teachers Administration CVUSD Teachers Impact Team Trainer	Provide release time for teachers to participate in articulation at all levels and in different content area teams.	1000-1999: Certificated Personnel Salaries	OCBG	660
Provide departments (English, math, physical education, science, social studies, and special education) access to purchase resources (such as Scholastic News) and other instructional materials to provide students access to content related to state standards.	June 2019	Sequoia Teachers Administration	Departments will submit grants based on identified criteria tied to SPSA and LCAP goals. Departments will submit grants based on identified criteria tied to SPSA and LCAP goals.	4000-4999: Books And Supplies 4000-4999: Books And Supplies	OCBG Instruction	2,700 300
Provide full-time English teachers with a "reader day" to assist with assessing student writing and to promote teacher collaboration within	June 2019	Sequoia English Teachers Administration	English teachers will be provided a full day to grade and evaluate student work.	1000-1999: Certificated Personnel Salaries	OCBG	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
department.						
Work with the College and Career adviser at NPHS to implement VC Innovates program at the middle school.	June 2019	Administration VC Innovates Chair	VC Innovates collaboration will take place between NPHS and Sequoia.	None Specified	None Specified	0
Purchase of Gizmos online curriculum to use in science/social studies to enhance connections in the Discover Academy. Science special education classes will also utilize Gizmos.	June 2019	Administration Discover Academy Teachers	Purchase of Gizmos to enhance social studies and science curriculum as part of Discover Academy. District is funding half of the purchase.	4000-4999: Books And Supplies	OPGR	701
			Purchase of Gizmos to enhance social studies and science curriculum as part of Discover Academy and science special education. District is funding half of the purchase.	4000-4999: Books And Supplies	Instruction	398
			Purchase of Gizmos to enhance social studies and science curriculum as part of Discover Academy. District is funding half of the purchase.	4000-4999: Books And Supplies	District Funded	1097
Funding for copy costs associated with providing instruction and support will be utilized.	June 2019	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
			Copies will be made to support intervention and instruction programs at Sequoia.	5000-5999: Services And Other Operating Expenditures	Instruction	3350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Release associated with analyzing data in line with SPSA goals and collaboration regarding instructional program at Sequoia. Release done during teacher prep periods or using teacher coverage.	June 2019	Sequoia Teachers Counselors Administration	Release time will be provided to teachers to analyze and create SPSA goals.	None Specified	None Specified	0
Special Education teachers provided with release time in order to collaborate on instructional practices, supporting students in general education with accommodations and promoting LRE.	June 2019	Sequoia Special Education Teachers Administration	Release time will be provided to Special Education teachers to collaborate on instructional practices, accommodations and LRE.	1000-1999: Certificated Personnel Salaries	OCBG	500
Due to the diverse instructional needs in the elective department, funding for consumable costs will be allocated to enhance elective/careers classes.	June 2019	Sequoia Teachers Administration	Additional consumable supplies will be purchased to support the elective program at Sequoia.	4000-4999: Books And Supplies	OCBG	690
SBAC Interim Assessments and benchmark assessments will be utilized as formative assessments and testing practice.	June 2019	Math and English Department Administration	Teachers will implement SBAC Interim Assessments to support students.	None Specified	None Specified	0

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:
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
SCHOOL GOAL #2:
Technology will be utilized in all classrooms as a teaching tool to enhance lessons and as a student learning tool to demonstrate knowledge and learning.
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 Analysis of the ratio of school computers to number of students Administrator and Department Chair 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 2019	Technology Committee Meetings	The development of an overall school philosophy related to making school-wide decisions related to technology.	None Specified	None Specified	0
Provide professional development for teachers to support integration of technology as an instructional practice.	June 2019	Administration Technology Committee	Provide professional development opportunities that address the needs of teachers and staff members.	5800: Professional/Consulting Services And Operating Expenditures	OPGR	725
Purchase and utilize technology resources to enhance the integration and implementation of state standards.	June 2019	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	99,700
Maintain a school inventory of all technology resources on site.	June 2019	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 collaborate on best practices related to technology as an instructional tool and student learning tool.	June 2019	Administration	Department and/or PLC/Impact Team meetings 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 2019	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	OCBG	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Replacement materials related to technology will be purchased to ensure that technology is working effectively.	5000-5999: Services And Other Operating Expenditures	Instruction	750
Teachers will share technology strategies for trouble shooting technology implementation at staff meetings throughout the school year.	June 2019	Staff Administration	Staff meeting time will be used to share technology strategies and best practices.	None Specified	None Specified	0

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 and Activities
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services 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
SCHOOL GOAL #3:
Create a culture that fosters student connections, inclusion and provides support for all students through activities, connections and social/emotional growth.
Data Used to Form this Goal:
LCAP Survey results SSC discussion/feedback CREW Survey
Findings from the Analysis of this Data:
Sequoia is committed to offering quality student activities and programs, including: academic programs, social/emotional growth opportunities, and extra-curricular opportunities for all students.
How the School will Evaluate the Progress of this Goal:
LCAP Survey results SSC discussion/feedback CREW Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to develop a wide variety of activities to promote connections, school belonging and inclusion at Sequoia.	June 2019	Teachers Counselors Administration Classified Staff	Support existing programs and implementation of new programs that promote connections, school belonging and inclusion at Sequoia. Programs include but are not limited to: Associated Student Body Events Associated Student Body Programs Abilities Awareness Week Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Inclusive Schools Weeks Band, Choir and Strings Battle of the Books KA-19 Principal Lunch	None Specified	ASB	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support existing programs and implementation of new programs that promote connections, school belonging and inclusion at Sequoia. Programs include but are not limited to: Associated Student Body Events Associated Student Body Programs Abilities Awareness Week Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Inclusive Schools Weeks Band, Choir and Strings Battle of the Books KA-19 Principal Lunch	4000-4999: Books And Supplies	OPGR	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Support existing programs and implementation of new programs that promote connections, school belonging and inclusion at Sequoia. Programs include but are not limited to: Associated Student Body Events Associated Student Body Programs Abilities Awareness Week Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Inclusive Schools Weeks Band, Choir and Strings Battle of the Books KA-19 Principal Lunch	4000-4999: Books And Supplies	Instruction	1000
Continue implementation of GATE program including after school activities.	June 2019	GATE Teacher Advisor GATE DAC Rep Administration	Create a variety of opportunities to enrich students who are GATE identified.	4000-4999: Books And Supplies	OPGR	1000
Fund copy costs and supplies associated with CREW activities to promote connections and social/emotional well-being of all students.	June 2019	Administrators Front Office Staff Sequoia Teachers CREW Committee	Copies will be made and supplies purchased to support CREW activities at Sequoia.	4000-4999: Books And Supplies	OCBG	835

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal Mentor Lunches will continue to be implemented in order to create connections with students and to foster inclusion by bringing different groups of students together.	June 2019	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.	4000-4999: Books And Supplies	OPGR	900
Battle of the Books Enrichment program will be implemented to promote literacy and to foster connections with students at Sequoia.	June 2019	Administrator Teachers GATE DAC Advisor GATE Facilitator	Students will have the opportunity to participate in the Battle of the Books tournament.	4000-4999: Books And Supplies	OPGR	400
A focus will be placed on encouraging students in different groups to be involved in leadership opportunities through participation in ASB, WEB, KA_19, etc. This will be done through registration, class visits, and individual conversations/invitations with students.	June 2019	Administration Teachers Counselors ASB Advisor WEB Advisor KA_19 Advisor	Students from different groups will be encouraged to participate and assisted with the application process for leadership opportunities in ASB, WEB, KA_19, etc.	None Specified	None Specified	0
Podcasts and livestreams through KA_19 will be utilized to promote connections to topics that impact students and the community. Topics will include compassion, inclusion, popularity, well-being, LCAP goals, GATE, EL, etc. Topics will be chosen by students and staff.	June 2019	Administration Teachers Counselors KA_19 Advisor Students	Students will participate in hosting KA_19 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

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: Academic and Social/Emotional Support for Students
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services 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
SCHOOL GOAL #4:
Provide support for all students (including student groups: chronic absenteeism, EL, GATE, SWD, low SES) who face challenges in math, English, social/emotional skills, work habits and behavior by offering targeted supports on campus.
Data Used to Form this Goal:
Academic Grades Benchmark/District Assessments CAASPP Results CREW Survey iReady Diagnostic Assessment Teacher Created Rubrics Social/emotional referrals (discipline referrals, Breakthrough referrals, SARB data, risk assessment data)
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. Number of social/emotional referrals (discipline referrals, Breakthrough referrals, SARB data, risk assessment data) indicate need to promote social/emotional learning.

How the School will Evaluate the Progress of this Goal:

Academic Grades
 Benchmark/District Assessments
 CAASPP Results
 CREW Survey
 iReady Diagnostic Assessment
 Teacher Created Rubrics
 Social/emotional referrals (discipline referrals, Breakthrough referrals, SARB data, risk assessment data)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer classes during the school day to assist students with academic support. These classes are accessible to students designated as EL, general education, SWD, GATE, low SES, and chronically absent.	June 2019	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 Learners during the school day through lunchtime help and in their academic classes.	June 2019	Sequoia Teachers Counselors Administration Classified Staff	Support will be provided for EL during lunch. Support will be provided for EL during core subject classes through use of ELD Paraprofessionals.	2000-2999: Classified Personnel Salaries	EIA Funds	1150
Provide collaboration time to effectively implement CREW program.	June 2019	Sequoia Teachers Counselors Administration CREW Committee	PLC time will be used to collaborate on CREW program.	None Specified	None Specified	0
Provide instructional resources, including iReady, to effectively implement academic/social emotional support program (CREW) for English Learners.	June 2019	Sequoia Teachers Counselors Administration CREW Committee	Resources will be provided for use for interventions.	4000-4999: Books And Supplies	EIA Funds	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for iReady to use as diagnostic assessment tool and intervention curriculum to use during CREW. iReady will be accessible to students in varying groups, including GATE, SWD, EL, chronically absent, and low SES.	June 2019	Sequoia Teachers Counselors Administration Intervention Specialists	Provide professional development opportunities for staff to learn how to administer and use iReady.	5000-5999: Services And Other Operating Expenditures	OPGR	3000
Provide students in English Learner classes with opportunities to participate in field trips to provide real world experiences.	June 2019	Sequoia Teachers Counselors Administration ELD Support Staff	Provide opportunities for English Learners to participate in field trips to promote language and real world experiences..	5000-5999: Services And Other Operating Expenditures	EIA Funds	700
Provide and utilize peer tutors for academic support during lunch.	June 2019	Sequoia Teachers Counselors Administration	Utilize peer tutors to assist students during the school day. Provide students with materials and incentives to participate.	4000-4999: Books And Supplies	OPGR	250
			Utilize peer tutors to assist students during the school day. Provide students with materials and incentives to participate.	4000-4999: Books And Supplies	ASB	250
Provide English language translations/interpreting for parents for events, SST meetings, IEP meetings, Section 504 meetings, etc.	June 2019	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide copies for students/teachers who are a part of the English Learner program and special education program to enhance learning.	June 2019	Sequoia Teachers Administration Counselors	Copies associated with the English Learner program will be provided.	4000-4999: Books And Supplies	EIA Funds	700
			Copies associated with the special education program will be provided.	4000-4999: Books And Supplies	Special Education	300
iReady will be purchased as diagnostic tool for math and English for all students at Sequoia. The assessment be implemented 3-4 times a year.	June 2019	Sequoia Teachers Administrators Counselors	Teachers will implement iReady Diagnostic test on Chromebooks 3-4 times a year during CREW.	4000-4999: Books And Supplies	OTRM	9600
Books and supplies, including Scholastic News, to support English Learners and students in special education will be purchased.	June 2019	Sequoia Teachers Administrators Counselors	Books and materials will be purchased to support English Learners.	4000-4999: Books And Supplies	EIA Funds	1500
			Books and materials will be purchased to support students in Special Education.	4000-4999: Books And Supplies	Special Education	250
Copy costs and supplies/materials associated with providing academic and social/emotional support for CREW will be funded.	June 2019	Administrators Front Office Staff Sequoia Teachers	Copies will be made and materials purchased to support instruction and support programs at Sequoia.	5000-5999: Services And Other Operating Expenditures	OCBG	1000
Provide release time for teachers to design and implement CREW program.	June 2019	Administrators Counselors Sequoia Teachers CREW Committee	Provide teacher release to design and implement CREW program.	1000-1999: Certificated Personnel Salaries	OCBG	1000
iReady will be purchased as instruction/support tool for math and English for 200 students (general education and special education) at Sequoia. iReady will be used from October to May with small groups of students.	June 2019	Administrators Counselors Sequoia Teachers CREW Committee Intervention Specialists	Teachers will implement iReady as an instruction tool on Chromebooks and in small group lessons for 200 students.	4000-4999: Books And Supplies	OTRM	12,334

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two intervention specialists will be hired to oversee the use of iReady and to provide support to 4 small groups of students.	June 2019	Administrators Teachers Intervention Specialists	Two credentialed teachers will be hired as intervention specialists to use iReady to provide support for students.	1000-1999: Certificated Personnel Salaries	OCBG	8928
Academic support will be provided for students in special education during the school day in their academic classes.	June 2019	Administrators Teachers Parapros	Support may be provided for students in special education during classes through use of SAI Parapros.	None Specified	None Specified	0
CREW time may be utilized for students in special education to meet with case managers.	June 2019	Administrators Teachers	Students may meet with case mangers during CREW to get extra support, to work on iReady, to take tests, etc.	None Specified	None Specified	0
Provide instructional resources, including iReady, to effectively implement academic/social emotional support program (CREW) for students in special education.	June 2019	Sequoia Teachers Counselors Administration CREW Committee	Resources will be provided for use for interventions.	4000-4999: Books And Supplies	Special Education	250
Parents of English Learners will have the opportunity to participate in a program called "Project Inspire" to learn more about the education system in America and ways in which they can help support their students in school. Project Inspire will begin in Spring of 2019 and continue on into the 2019 - 2020 school year.	June 2019	Administration ELD Coordinator	Education will be provided for parents of EL through Project Inspire. Two sessions will be held in spring of 2019. This will be funded from the district office, ELD Services.	None Specified	None Specified	0
An ELAC twitter account for Sequoia will be started to communicate events and classroom activities to parents in the community.	June 2019	ELD Advisor Administration	ELD Advisor will monitor a Sequoia ELAC Twitter account to communicate and promote activities related to English Learners and Sequoia 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
Data will be reviewed at each reporting period by ADCO and shared periodically with staff related to student groups (chronic absenteeism, SWD, EL, GATE, and low SES).	June 2019	Administration Counseling Teachers	Staff will review data at reporting period to identify areas of strength, concern and action steps.	None Specified	None Specified	0

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: Communication/Collaboration with Parents and the Community
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
SCHOOL GOAL #5:
Communicate with all stakeholders and continue to develop and enhance partnerships with students, parents and the community.
Data Used to Form this Goal:
LCAP Survey SSC Feedback/Discussions CREW Survey
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 CREW Survey

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 2019	Administration Counseling	Promote district parent education nights that address relevant topics for parents.	None Specified	None Specified	0
Continue parent question/answer sessions through information in monthly newsletter and FAQ section on the school website.	June 2019	Administration Counseling	Communicate with stakeholders through monthly newsletter and FAQ on the website.	None Specified	None Specified	0
Work with community partners to support monthly principal mentor lunches.	June 2019	Administration PTA	Work with community partners to support principal mentor luncheons.	None Specified	None Specified	0
Communicate to parents through monthly newsletter the opportunities available for student learning, activities and support. Information on safety and upcoming events will also be highlighted.	June 2019	Administration Counseling	Communicate through a monthly newsletter for the purpose of keeping parents informed.	None Specified	None Specified	0
Expand volunteer opportunities for community members using PTA volunteer system and principal newsletter.	June 2019	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 2019	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Promote parent nights at Sequoia (Back to School Night, ELAC, GATE, etc.) to encourage partnerships between parents and school staff.	June 2019	Administration Counseling Staff Parent Groups	Use social media, newsletters and email blasts to promote parent nights at Sequoia.	None Specified	None Specified	0
Hold 5 ELAC meetings a year to communicate about the ELD program at Sequoia, to provide supports/resources to parents and to celebrate English Learner successes.	June 2019	Administration DELAC Rep ELD Advisor Counselors Teachers	Hold ELAC meetings to communicate with parents regarding the ELD program at Sequoia	4000-4999: Books And Supplies	EIA Funds	500
Participate in district and site transition meetings to support students in special education.	June 2019	Administration Teachers Counselors	Participate in district and site transition meetings to support incoming and outgoing special education students.	None Specified	None Specified	0
KA_19 Podcasts and livestreams will be held throughout the year to communicate with the community on important topics such as inclusion, compassion, LCAP, GATE, EL, well-being, popularity, Impact Teams, hobbies, etc.	June 2019	Administration Teachers Students KA_19 Advisor	Students and KA_19 will promote communication through livestreams and poscasts on important topics.	None Specified	None Specified	0
Communication will be sent out via email blast to parents from staff and/or SEDAC, DAC, DELAC or GATE DAC reps on relevant topics.	June 2019	Administration Parent Reps	Communication to parent groups will be sent out via email blast.	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #6

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:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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 English Language Arts and Mathematics
SCHOOL GOAL #1:
School Goals one, three and four focus on improving student learning in core subjects, supporting their learning, enhancing their connections to school, and increasing their social/emotional well-being.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	Aug. 2018 to June 2019	Administration Counselors Sequoia Teachers ELD Facilitators/Parapro s	Salary and Benefits	1000-1999: Certificated	0860	5,296.80
Support Staff			Personnel Salaries			
Professional Development			Salary and Benefits	2000-2999: Classified	0860	41,381.60
			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)
OCBG	28913	0.00
OPGR	7976	0.00
OTRM	21934	0.00
EIA Funds	6800	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
OPGR	7,976.00
OTRM	21,934.00
ASB	17,750.00
District Funded	100,797.00
EIA Funds	6,800.00
Instruction	9,798.00
None Specified	0.00
OCBG	28,913.00
Special Education	800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	12,088.00
2000-2999: Classified Personnel Salaries	18,300.00
4000-4999: Books And Supplies	38,555.00
5000-5999: Services And Other Operating Expenditures	14,650.00
5800: Professional/Consulting Services And Operating	1,475.00
6000-6999: Capital Outlay	99,700.00
None Specified	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	OPGR	4,251.00
5000-5999: Services And Other Operating	OPGR	3,000.00
5800: Professional/Consulting Services And	OPGR	725.00
4000-4999: Books And Supplies	OTRM	21,934.00
2000-2999: Classified Personnel Salaries	ASB	7,500.00
4000-4999: Books And Supplies	ASB	250.00
None Specified	ASB	10,000.00
4000-4999: Books And Supplies	District Funded	1,097.00
6000-6999: Capital Outlay	District Funded	99,700.00
2000-2999: Classified Personnel Salaries	EIA Funds	2,800.00
4000-4999: Books And Supplies	EIA Funds	3,300.00
5000-5999: Services And Other Operating	EIA Funds	700.00
2000-2999: Classified Personnel Salaries	Instruction	4,000.00
4000-4999: Books And Supplies	Instruction	1,698.00
5000-5999: Services And Other Operating	Instruction	4,100.00
5800: Professional/Consulting Services And	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	12,088.00
2000-2999: Classified Personnel Salaries	OCBG	4,000.00
4000-4999: Books And Supplies	OCBG	5,225.00
5000-5999: Services And Other Operating	OCBG	6,850.00
5800: Professional/Consulting Services And	OCBG	750.00
4000-4999: Books And Supplies	Special Education	800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,996.00
Goal 2	103,675.00
Goal 3	15,135.00
Goal 4	43,462.00
Goal 5	500.00

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				
Karen Abbitt		X			
Shannon Baranski		X			
Rick Fowler		X			
Amy Hamaker		X			
Karla Stevenson		X			
Jaime Taylor			X		
Jill Frazier				X	
Julie Freedman				X	
Stacey Larson				X	
Sterling Meredith				X	
Gisella Zimerman-Stanley				X	
Lisa Barron				X	
Karla DiDomizio			X		
Martin Nichols			X		
Ashley Neiyer					X
Jada Ross					X
Numbers of members of each	1	5	3	6	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 School 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

X 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 03/20/19.

Attested:

Hallie Chambers

Typed Name of School Principal

Signature of School Principal

Date

Rick Fowler

Typed Name of SSC Chairperson

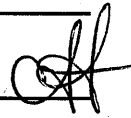
Signature of SSC Chairperson

Date

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 School 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	<u>J. E. Mann</u>  Signature
X	Special Education Advisory Committee	<u>J. St. John</u> Signature
X	Gifted and Talented Education Program Advisory Committee	<u>Shelley Zimmerman</u> Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
X	Departmental Advisory Committee (secondary)	<u>Julie Frazier</u> 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 03/20/19.

Attested:

Hallie Chambers	<u>Hallie Chambers</u>	3/20/19
Typed Name of School Principal	Signature of School Principal	Date
Rick Fowler	<u>Rick Fowler</u>	3/20/19
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Sequoia Middle School

Funding Source: OPRG

\$7,976.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase of Gizmos to enhance social studies and science curriculum as part of Discover Academy. District is funding half of the purchase.	4000-4999: Books And Supplies	\$701.00	Academic Growth	Purchase of Gizmos online curriculum to use in science/social studies to enhance connections in the Discover Academy. Science special education classes will also utilize Gizmos.
Provide professional development opportunities that address the needs of teachers and staff members.	5800: Professional/Consulting Services And Operating Expenditures	\$725.00	Technology	Provide professional development for teachers to support integration of technology as an instructional practice.
Support existing programs and implementation of new programs that promote connections, school belonging and inclusion at Sequoia.	4000-4999: Books And Supplies	\$1,000.00	Student Connections and Activities	Continue to develop a wide variety of activities to promote connections, school belonging and inclusion at Sequoia.
<p>Programs include but are not limited to: Associated Student Body Events Associated Student Body Programs Abilities Awareness Week Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Inclusive Schools Weeks Band, Choir and Strings Battle of the Books KA-19 Principal Lunch</p>				
Students will be chosen to participate based on staff recommendations in lunch to create connections, to gather feedback on Sequoia and to promote inclusion.	4000-4999: Books And Supplies	\$900.00	Student Connections and Activities	Principal Mentor Lunches will continue to be implemented in order to create connections with students and to foster inclusion by bringing different groups of students together.
Students will have the opportunity to participate in the Battle of the Books tournament.	4000-4999: Books And Supplies	\$400.00	Student Connections and Activities	Battle of the Books Enrichment program will be implemented to promote literacy and to foster connections with students at Sequoia.

Sequoia Middle School

Create a variety of opportunities to enrich students who are GATE identified.	4000-4999: Books And Supplies	\$1,000.00	Student Connections and Activities	Continue implementation of GATE program including after school activities.
Provide professional development opportunities for staff to learn how to administer and use iReady.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Academic and Social/Emotional Support for Students	Provide professional development for iReady to use as diagnostic assessment tool and intervention curriculum to use during CREW. iReady will be accessible to students in varying groups, including GATE, SWD, EL, chronically absent, and low SES.
Utilize peer tutors to assist students during the school day. Provide students with materials and incentives to participate.	4000-4999: Books And Supplies	\$250.00	Academic and Social/Emotional Support for Students	Provide and utilize peer tutors for academic support during lunch.

OPGR Total Expenditures: \$7,976.00

OPGR Allocation Balance: \$0.00

Funding Source: OTRM

\$21,934.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers will implement iReady Diagnostic test on Chromebooks 3-4 times a year during CREW.	4000-4999: Books And Supplies	\$9,600.00	Academic and Social/Emotional Support for Students	iReady will be purchased as diagnostic tool for math and English for all students at Sequoia. The assessment be implemented 3-4 times a year.
Teachers will implement iReady as an instruction tool on Chromebooks and in small group lessons for 200 students.	4000-4999: Books And Supplies	\$12,334.00	Academic and Social/Emotional Support for Students	iReady will be purchased as instruction/support tool for math and English for 200 students (general education and special education) at Sequoia. iReady will be used from October to May with small groups of students.

OTRM Total Expenditures: \$21,934.00

OTRM Allocation Balance: \$0.00

Funding Source: ASB

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Sequoia Middle School

Utilize peer tutors to assist students during the school day. Provide students with materials and incentives to participate.	4000-4999: Books And Supplies	\$250.00	Academic and Social/Emotional Support for Students	Provide and utilize peer tutors for academic support during lunch.
Support existing programs and implementation of new programs that promote connections, school belonging and inclusion at Sequoia.	None Specified	\$10,000.00	Student Connections and Activities	Continue to develop a wide variety of activities to promote connections, school belonging and inclusion at Sequoia.
<p>Programs include but are not limited to: Associated Student Body Events Associated Student Body Programs Abilities Awareness Week Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Inclusive Schools Weeks Band, Choir and Strings Battle of the Books KA-19 Principal Lunch</p>				
Clerk typist will continue to work 3.5 hours daily to support activities, programs, students and staff on campus.	2000-2999: Classified Personnel Salaries	\$7,500.00	Academic Growth	Provide a clerk typist to assist staff and students.

ASB Total Expenditures: \$17,750.00

ASB Allocation Balance: \$0.00

Funding Source: District Funded

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$99,700.00	Technology	Purchase and utilize technology resources to enhance the integration and implementation of state standards.

Sequoia Middle School

Purchase of Gizmos to enhance social studies and science curriculum as part of Discover Academy. District is funding half of the purchase.	4000-4999: Books And Supplies	\$1,097.00	Academic Growth	Purchase of Gizmos online curriculum to use in science/social studies to enhance connections in the Discover Academy. Science special education classes will also utilize Gizmos.
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District Funded Total Expenditures: \$100,797.00

District Funded Allocation Balance: \$0.00

Funding Source: EIA Funds

\$6,800.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Resources will be provided for use for interventions.	4000-4999: Books And Supplies	\$600.00	Academic and Social/Emotional Support for Students	Provide instructional resources, including iReady, to effectively implement academic/social emotional support program (CREW) for English Learners.
Provide opportunities for English Learners to participate in field trips to promote language and real world experiences..	5000-5999: Services And Other Operating Expenditures	\$700.00	Academic and Social/Emotional Support for Students	Provide students in English Learner classes with opportunities to participate in field trips to provide real world experiences.
Support will be provided for EL during lunch.	2000-2999: Classified Personnel Salaries	\$1,150.00	Academic and Social/Emotional Support for Students	Academic support will be provided for English Learners during the school day through lunchtime help and in their academic classes.
Support will be provided for EL during core subject classes through use of ELD Parapros.	2000-2999: Classified Personnel Salaries	\$1,150.00	Academic and Social/Emotional Support for Students	Academic support will be provided for English Learners during the school day through lunchtime help and in their academic classes.
Interpreting/Translations will be provided for before school/after school events.	2000-2999: Classified Personnel Salaries	\$500.00	Academic and Social/Emotional Support for Students	Provide English language translations/interpreting for parents for events, SST meetings, IEP meetings, Section 504 meetings, etc.
Copies associated with the English Learner program will be provided.	4000-4999: Books And Supplies	\$700.00	Academic and Social/Emotional Support for Students	Provide copies for students/teachers who are a part of the English Learner program and special education program to enhance learning.
Books and materials will be purchased to support English Learners.	4000-4999: Books And Supplies	\$1,500.00	Academic and Social/Emotional Support for Students	Books and supplies, including Scholastic News, to support English Learners and students in special education will be purchased.
Hold ELAC meetings to communicate with parents regarding the ELD program at Sequoia	4000-4999: Books And Supplies	\$500.00	Communication/Collaboration with Parents and the Community	Hold 5 ELAC meetings a year to communicate about the ELD program at Sequoia, to provide supports/resources to parents and to celebrate English Learner successes.

Sequoia Middle School

EIA Funds Total Expenditures: \$6,800.00

EIA Funds Allocation Balance: \$0.00

Funding Source: Instruction

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support existing programs and implementation of new programs that promote connections, school belonging and inclusion at Sequoia.	4000-4999: Books And Supplies	\$1,000.00	Student Connections and Activities	Continue to develop a wide variety of activities to promote connections, school belonging and inclusion at Sequoia.
<p>Programs include but are not limited to:</p> <ul style="list-style-type: none"> Associated Student Body Events Associated Student Body Programs Abilities Awareness Week Clubs WEB Geography Bee Spelling Bee Odyssey of the Mind Inclusive Schools Weeks Band, Choir and Strings Battle of the Books KA-19 Principal Lunch 				
Replacement materials related to technology will be purchased to ensure that technology is working effectively.	5000-5999: Services And Other Operating Expenditures	\$750.00	Technology	Replacement materials (e.g. bulbs) related to technology will be purchased on an as needed basis.
Clerk typist will continue to work 3.5 hours daily to support activities, programs, students and staff on campus.	2000-2999: Classified Personnel Salaries	\$4,000.00	Academic Growth	Provide a clerk typist to assist staff and students.
Departments will submit grants based on identified criteria tied to SPSA and LCAP goals.	4000-4999: Books And Supplies	\$300.00	Academic Growth	Provide departments (English, math, physical education, science, social studies, and special education) access to purchase resources (such as Scholastic News) and other instructional materials to provide students access to content related to state standards.

Sequoia Middle School

Purchase of Gizmos to enhance social studies and science curriculum as part of Discover Academy and science special education. District is funding half of the purchase.	4000-4999: Books And Supplies	\$398.00	Academic Growth	Purchase of Gizmos online curriculum to use in science/social studies to enhance connections in the Discover Academy. Science special education classes will also utilize Gizmos.
Copies will be made to support intervention and instruction programs at Sequoia.	5000-5999: Services And Other Operating Expenditures	\$3,350.00	Academic Growth	Funding for copy costs associated with providing instruction and support will be utilized.
Instruction Total Expenditures:		\$9,798.00		
Instruction Allocation Balance:		\$0.00		

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Release time will be provided to teachers to analyze and create SPSA goals.	None Specified	\$0.00	Academic Growth	Teacher Release associated with analyzing data in line with SPSA goals and collaboration regarding instructional program at Sequoia. Release done during teacher prep periods or using teacher coverage.
VC Innovates collaboration will take place between NPHS and Sequoia.	None Specified	\$0.00	Academic Growth	Work with the College and Career adviser at NPHS to implement VC Innovates program at the middle school.
Provide each teacher PLC or Impact Team time to analyze data, collaborate, and create common assessments.	None Specified	\$0.00	Academic Growth	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 also be used to analyze data within different student groups (ie: EL, special education, chronic absenteeism).
Collaboration at staff meetings (ADCO, leadership, department) will be held regarding promoting inclusion and LRE.	None Specified	\$0.00	Academic Growth	Collaborate with staff in staff meetings, ADCO, department meetings and leadership regarding ways to promote more inclusion and LRE. Ideas to be implemented for the 2019 - 2020 school year including co-teaching will be brainstormed as well.
Provide opportunities for staff to be exposed to training related to UDL, LRE and inclusion after school or district sponsored.	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	Academic Growth	Provide staff with opportunities to learn more about Universal Design for Learning (UDL), technology/UDL, Least Restrictive Environment and inclusion through on site and district level meetings/training.

Sequoia Middle School

Staff meeting time will be used to share technology strategies and best practices.	None Specified	\$0.00	Technology	Teachers will share technology strategies for trouble shooting technology implementation at staff meetings throughout the school year.
Students from different groups will be encouraged to participate and assisted with the application process for leadership opportunities in ASB, WEB, KA_19, etc.	None Specified	\$0.00	Student Connections and Activities	A focus will be placed on encouraging students in different groups to be involved in leadership opportunities through participation in ASB, WEB, KA_19, etc. This will be done through registration, class visits, and individual conversations/invitations with students.
Students will participate in hosting KA_19 podcasts and livestreams that promote connections and that relate to students lives' and in order to communicate with the Sequoia community.	None Specified	\$0.00	Student Connections and Activities	Podcasts and livestreams through KA_19 will be utilized to promote connections to topics that impact students and the community. Topics will include compassion, inclusion, popularity, well-being, LCAP goals, GATE, EL, etc. Topics will be chosen by students and staff.
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	\$0.00	Academic and Social/Emotional Support for Students	Offer classes during the school day to assist students with academic support. These classes are accessible to students designated as EL, general education, SWD, GATE, low SES, and chronically absent.
Teachers will implement SBAC Interim Assessments to support students.	None Specified	\$0.00	Academic Growth	SBAC Interim Assessments and benchmark assessments will be utilized as formative assessments and testing practice.
The development of an overall school philosophy related to making school-wide decisions related to technology.	None Specified	\$0.00	Technology	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.
Site tech and administrators will update the inventory of all areas of technology currently located on this campus.	None Specified	\$0.00	Technology	Maintain a school inventory of all technology resources on site.
Department and/or PLC/Impact Team meetings will be used to review instructional practices that use technology.	None Specified	\$0.00	Technology	Departments will collaborate on best practices related to technology as an instructional tool and student learning tool.
Participate in district and site transition meetings to support incoming and outgoing special education students.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	Participate in district and site transition meetings to support students in special education.
Students and KA_19 will promote communication through livestreams and podcasts on important topics.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	KA_19 Podcasts and livestreams will be held throughout the year to communicate with the community on important topics such as inclusion, compassion, LCAP, GATE, EL, well-being, popularity, Impact Teams, hobbies, etc.
Communication to parent groups will be sent out via email blast.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	Communication will be sent out via email blast to parents from staff and/or SEDAC, DAC, DELAC or GATE DAC reps on relevant topics.

Sequoia Middle School

Support may be provided for students in special education during classes through use of SAI Paraprofessionals.	None Specified	\$0.00	Academic and Social/Emotional Support for Students	Academic support will be provided for students in special education during the school day in their academic classes.
Students may meet with case managers during CREW to get extra support, to work on iReady, to take tests, etc.	None Specified	\$0.00	Academic and Social/Emotional Support for Students	CREW time may be utilized for students in special education to meet with case managers.
Education will be provided for parents of EL through Project Inspire. Two sessions will be held in spring of 2019. This will be funded from the district office, ELD Services.	None Specified	\$0.00	Academic and Social/Emotional Support for Students	Parents of English Learners will have the opportunity to participate in a program called "Project Inspire" to learn more about the education system in America and ways in which they can help support their students in school. Project Inspire will begin in Spring of 2019 and continue on into the 2019 - 2020 school year.
ELD Advisor will monitor a Sequoia ELAC Twitter account to communicate and promote activities related to English Learners and Sequoia events.	None Specified	\$0.00	Academic and Social/Emotional Support for Students	An ELAC twitter account for Sequoia will be started to communicate events and classroom activities to parents in the community.
Staff will review data at reporting period to identify areas of strength, concern and action steps.	None Specified	\$0.00	Academic and Social/Emotional Support for Students	Data will be reviewed at each reporting period by ADCO and shared periodically with staff related to student groups (chronic absenteeism, SWD, EL, GATE, and low SES).
Promote district parent education nights that address relevant topics for parents.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	Promote CVUSD parent education nights.
Communicate with stakeholders through monthly newsletter and FAQ on the website.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	Continue parent question/answer sessions through information in monthly newsletter and FAQ section on the school website.
Work with community partners to support principal mentor luncheons.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	Work with community partners to support monthly principal mentor lunches.
Communicate through a monthly newsletter for the purpose of keeping parents informed.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	Communicate to parents through monthly newsletter the opportunities available for student learning, activities and support. Information on safety and upcoming events will also be highlighted.
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	\$0.00	Communication/Collaboration with Parents and the Community	Expand volunteer opportunities for community members using PTA volunteer system and principal newsletter.
Use various forms of media to communicate with parents and students covering school information, activities and updates.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	Continue to enhance and develop means of communication (Twitter, website, email blast, principal newsletter) for all stakeholders.

Sequoia Middle School

Use social media, newsletters and email blasts to promote parent nights at Sequoia.	None Specified	\$0.00	Communication/Collaboration with Parents and the Community	Promote parent nights at Sequoia (Back to School Night, ELAC, GATE, etc.) to encourage partnerships between parents and school staff.
PLC time will be used to collaborate on CREW program.	None Specified	\$0.00	Academic and Social/Emotional Support for Students	Provide collaboration time to effectively implement CREW program.

None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

Funding Source: OCBG

\$28,913.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Copies will be made and supplies purchased to support CREW activities at Sequoia.	4000-4999: Books And Supplies	\$835.00	Student Connections and Activities	Fund copy costs and supplies associated with CREW activities to promote connections and social/emotional well-being of all students.
Copies will be made and materials purchased to support instruction and support programs at Sequoia.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Academic and Social/Emotional Support for Students	Copy costs and supplies/materials associated with providing academic and social/emotional support for CREW will be funded.
Provide teacher release to design and implement CREW program.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Academic and Social/Emotional Support for Students	Provide release time for teachers to design and implement CREW program.
Two credentialed teachers will be hired as intervention specialists to use iReady to provide support for students.	1000-1999: Certificated Personnel Salaries	\$8,928.00	Academic and Social/Emotional Support for Students	Two intervention specialists will be hired to oversee the use of iReady and to provide support to 4 small groups of students.
Replacement materials related to technology will be purchased to ensure that technology is working effectively.	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Technology	Replacement materials (e.g. bulbs) related to technology will be purchased on an as needed basis.
Copies will be made to support intervention and instruction programs at Sequoia.	5000-5999: Services And Other Operating Expenditures	\$3,350.00	Academic Growth	Funding for copy costs associated with providing instruction and support will be utilized.
Provide trainings and registration for workshops for teacher professional development throughout the school year.	5800: Professional/Consulting Services And Operating Expenditures	\$750.00	Academic Growth	Provide professional development aligned to state standards and SPSA goals and opportunities for staff to participate in outside trainings. Key learnings from professional development opportunities and trainings/workshops to be shared with staff in PLC/staff meetings.

Sequoia Middle School

Provide release time for teachers to participate in articulation at all levels and in different content area teams.	1000-1999: Certificated Personnel Salaries	\$660.00	Academic Growth	Provide opportunities for collaboration amongst teachers as part of Impact Team Model in order to promote collective efficacy and the use of assessments as a student learning tool. Opportunities for collaboration with general education and special education teachers within the same content standards will be facilitated as part of the Impact Team model.
Departments will submit grants based on identified criteria tied to SPSA and LCAP goals.	4000-4999: Books And Supplies	\$2,700.00	Academic Growth	Provide departments (English, math, physical education, science, social studies, and special education) access to purchase resources (such as Scholastic News) and other instructional materials to provide students access to content related to state standards.
Clerk typist will continue to work 3.5 hours daily to support activities, programs, students and staff on campus.	2000-2999: Classified Personnel Salaries	\$4,000.00	Academic Growth	Provide a clerk typist to assist staff and students.
English teachers will be provided a full day to grade and evaluate student work.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Academic Growth	Provide full-time English teachers with a "reader day" to assist with assessing student writing and to promote teacher collaboration within department.
Continue to purchase and update novels and non-fiction titles for English classes.	4000-4999: Books And Supplies	\$1,000.00	Academic Growth	Replace and purchase new titles for English classes and in the school library.
Release time will be provided to Special Education teachers to collaborate on instructional practices, accommodations and LRE.	1000-1999: Certificated Personnel Salaries	\$500.00	Academic Growth	Special Education teachers provided with release time in order to collaborate on instructional practices, supporting students in general education with accommodations and promoting LRE.
Additional consumable supplies will be purchased to support the elective program at Sequoia.	4000-4999: Books And Supplies	\$690.00	Academic Growth	Due to the diverse instructional needs in the elective department, funding for consumable costs will be allocated to enhance elective/careers classes.

OCBG Total Expenditures: \$28,913.00

OCBG Allocation Balance: \$0.00

Funding Source: Special Education

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Resources will be provided for use for interventions.	4000-4999: Books And Supplies	\$250.00	Academic and Social/Emotional Support for Students	Provide instructional resources, including iReady, to effectively implement academic/social emotional support program (CREW) for students in special education.

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Books and materials will be purchased to support students in Special Education.	4000-4999: Books And Supplies	\$250.00	Academic and Social/Emotional Support for Students	Books and supplies, including Scholastic News, to support English Learners and students in special education will be purchased.
Copies associated with the special education program will be provided.	4000-4999: Books And Supplies	\$300.00	Academic and Social/Emotional Support for Students	Provide copies for students/teachers who are a part of the English Learner program and special education program to enhance learning.

Special Education Total Expenditures: \$800.00

Special Education Allocation Balance: \$0.00

Sequoia Middle School Total Expenditures: \$194,768.00