

School Plan for Student Achievement

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SPSA Year: **2022-2023**

X **The school certifies completion of this plan.**

School Site Council Approval: November 3, 2022

Approved by MDUSD Board of Education:

Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

Introduction1

Section 1: Annual Evaluation.....3

 Annual Evaluation Goal 1:3

 Annual Evaluation Goal 2:10

 Annual Evaluation Goal 3:18

Section 1: Stakeholder Engagement.....25

Section 2: Goals, Actions, Expenditures27

 Goal 1:27

 Goal 2:32

 Goal 3:37

 Goal 4:40

Section 4: Expenditure Summary42

Section 4: Common Pages43

 School Site Council (SSC) Membership.....43

 English Learner Advisory Committee44

 Assurances & Recommendations.....45

Section 1: Annual Evaluation

Annual Evaluation Goal 1:	All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for high school and/or college and career.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to:	Grade/Department/Other:	All Staff Applicable Pupil Subgroups: All Students, Emerging Bilingual, Students with disabilities, SED students
Expected Annual Measurable Outcomes:	<p>Due to COVID-19, Shelter in Place and school closure in March 2020, CAASPP was not administered. In 2021, 673 students in Math and 667 students in ELA took the CAASPP remotely thus decreasing the number of students who completed it and impacted the ability to control the environment and focus of the students who were at home when completing it.</p> <p>CAASPP Overall: Increase CAASPP distance from 3, Grades 6-8 ELA increase from +9 by 10 points Math decrease from -8 by 10 points</p> <p>Emerging Bilingual Grades, 6-8 ELA decrease from -128 by 10 points Math decrease from -183 by 20 points</p> <p>Low Income, Grades 6-8 ELA decrease from -6 by 5 points Math decrease from -27 by 10 points</p> <p>Special Education, Grades 6-8 ELA decrease from -81 by 10 points Math decrease from -87 by 5 points</p> <p>Emerging Bilingual</p>	Actual Annual Measurable Outcomes: <p>CAASPP Overall: Increase CAASPP distance from 3, Grades 6-8 ELA increase from +9 by 10 points. Did not meet + 1 (18 points shy from goal) Math decrease from -8 by 10 points. Did not meet - 34 (36 points shy from goal)</p> <p>Emerging Bilingual Grades, 6-8 ELA decrease from -128 by 10 points Did not meet - 118 (26 points shy from goal) Math decrease from -183 by 20 points. Did not meet - 190 (27 points shy from goal)</p> <p>Low Income, Grades 6-8 ELA decrease from -6 by 5 points. MET GOAL +7 (up +8 points) Math decrease from -27 by 10 points. Did Not Meet -125 (8 points shy from goal)</p> <p>Special Education, Grades 6-8 ELA decrease from -81 by 10 points Did Not Meet -75 (4 points shy from goal) Math decrease from -87 by 5 points Did Not Meet -105 (23 points shy from goal)</p>

<p>Increase the number of students who redesignate as Fluent English Proficient from 5 students to 10 students.</p> <p>Due to distance learning our English Language Learners all took the Summative ELPAC remotely, however part of the criteria to redesignate are class grades. Due to the distance learning, the testing format was not equitable, thus did not appropriately reflect students' ability as would be in a normal in-person year. Moving forward we can use the IAB's and FIAB's as a data point to replace the iReady for one of the criterion for redesignation.</p> <p>MDUSD students will now participate in an SEL assessment that will be administered 3 times over the course of the school year: fall, winter, and spring. At Sequoia Middle School, our goal will be to increase the number of students self-reporting high and middle levels of competency from a combined percentage of 91% in the fall to 98% in the spring. Based on the overall outcomes, we will focus on self-awareness and relationship skills with a combined percentage of 18.3% (low to very low to meeting standards) hoping to decrease that percentage in the spring to 2% or less.</p> <p>To address the targeted learning needs caused by the COVID-19 pandemic school closures, teachers will be trained in learning acceleration strategies that are intended to increase student achievement and narrow the opportunity gap. At Sequoia Middle School, teachers will participate in professional development that will improve learning outcomes for all students.</p>	<p>Emerging Bilingual MET GOAL 13 students RFEF'd (up 3 students) Goal was to increase the number of students who redesignate as Fluent English Proficient from 5 students to 10 students.</p> <p>28 students out of 100 RFEF'd in 21-22. Goal was to increase 5 students to 10 students MET GOAL 28% reclassified</p> <p>SEL Survey self reporting high/middle levels of competency Goal to increase from 91% to 98% Did not meet- 81% (17 points shy from goal)</p> <p>Self Awareness and Relationship Goal to self-report 2% or less combined. Did not meet- combined score was 7.7%</p>
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<p>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</p>	<p>After reviewing the data above, we will have a continued focus on SEL, learning acceleration strategies and time for teachers to plan, collaborate together as they look at formative assessment data. Carefully look at criteria for enrollment in math support classes to ensure that those who need the support the most are assigned to the class. We have also added a 4th LCAP goal to address our student groups who are not achieving to the level of their peers in other student groups.</p>
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SPSA Year: 2021-2022		
Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>1.1 Continue to provide the necessary technology to support the implementation of rigorous and relevant curriculum aligned to the CCSS, NGSS, and support 21st Century skills. Purchase additional technology programs to support learning acceleration and remediation of significant student subgroups.</p>	<p>1.1</p>	<p>Effective</p>

		<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We purchased IXL for all students for math support including a diagnostic assessment and instructional online lessons to help support learning gaps. Membean is purchased for all students and is a vocabulary development program that is tailored based on student grade level and proficiency. The iready online program is used with our Emerging Bilingual students. It tracks their Reading level in multiple strands and is one of the indicators needed to reclassify as English Proficient.</p>
<p>1.2 Expand student access to technology via 1:1 rollout of Chromebooks and other tech devices/hardware</p>	<p>1.2</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Each student was issued a district chromebook. All students were given a learning tool to communicate, monitor, collaborate with content, and organize work and assignments. Google classroom is used 100% at Sequoia Middle School supporting students even when absent with staying on top of missed assignments.</p>
<p>1.3 Purchase supplemental curriculum and materials needed for Core instruction</p>	<p>1.3</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>IXL program was purchased for all Math students and has helped students work at their assessed level as determined by the IXL diagnostic. Teachers were able to better meet students' needs based on the detailed information it provided. Students are able to work at their math level and</p>

		<p>progress at their own pace. Membean is an online vocabulary program that is purchased and used school-wide in ELA and is tailored to the students level and pace. Class sets of Core novels for each grade level were purchased. They did not arrive in a timely manner so they were not able to be used with students in the 21-22 school year. Teachers were able to request culturally diverse books to reflect the students in our classrooms. In addition, library books were purchased to update our inventory to do the same.</p>
1.4 Schedule support classes with focus on academic vocabulary while integrating technology.	1.4	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We had support classes in all grade levels. These include AIMS classes for Math support, Academic Success for students with IEPs, Core Collaborative classes with push in support, AVID classes to help students learn how to do school.</p>
1.5 Provide supplemental classroom and project supplies for students that do not have access at home.	1.5	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Each teacher has the ability to order supplies for their students when needed. We have an open PO with Office Depot to order paper and other school related supplies for students or staff.</p>
1.6 Purchases resources for STEAM driven electives	1.6	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

		<p>Purchases for our STEAM electives such as ipads, mac minis, robots, paint, and tools and supplies for our shop allowed us to provide students with experiences in STEAM electives. These items help keep students engaged and support the curriculum with a hands-on experience and approach.</p>
<p>1.7 Ensure that books and materials are up to date and relevant to reflect the multicultural diversity make up of our student population.</p>	<p>1.7</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Teachers utilized lists of age-appropriate multi-cultural titles to purchase to update our classroom and school library. Many class sets were purchased as well as individual titles to add to and replace others that were lost. The library received their titles so students were able to benefit from them. The class sets did not all arrive on time so we will be using them this year and moving forward. Teachers will use them in literature circles and/or whole class studies.</p>
	<p>1.8</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	<p>1.9</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	1.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	1.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.17	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	1.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Annual Evaluation Goal 2:	All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe, welcoming, and engaging school.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> School Climate Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2 <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
Goal Applies to: Grade/Department/Other: Grades 6-8 Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Continue to implement and develop our Character Education program school-wide, reach out and increase opportunities for input for our Spanish speaking families and increase participation in ELAC meetings. Due to shelter-in-place, school closures in March of 2020, and a year of 100% distance learning and hybrid learning, goals will continue for the 2021-2022 school year. Important to note: Attendance during COVID is difficult to determine as we must follow county and district guidance. We are requiring students to stay home until receiving COVID tests if exposed and/or symptomatic. Quarantining and/or isolating could impact students' attendance for 2-3 weeks at a time. 2021-2022 School-wide attendance rates will improve by .2% from 2018-2019. The overall attendance rate in 2018 was 96.2% with an attendance goal of 96.4%. Average 12 families in attendance at school-wide ELAC meetings-virtual or in-person. Decrease school-wide suspension rate from 5% to 3% (45 students in 18-19). Decrease school-wide chronic absenteeism from 3.8% (35/919 students) by 3.0% (27/886 students) was the targeted goal.	Actual Annual Measurable Outcomes: Attendance rate for the 2021-2022 school year was 94.36%; attendance rate goal was 96.4% GOAL NOT MET With the pandemic affecting the ability of students attending school, our attendance rates dropped significantly. Many students however were able to participate by using Google Classroom to make-up work when they were absent. Students with COVID or exposed to COVID were often absent for 2 weeks at a time, thus affecting our overall attendance percentage. Our school-wide suspension rate for the 2021-2022 school year was 3.5%; suspension rate goal was 3%. GOAL NOT MET Our school-wide chronic absenteeism rate for the 2021-2022 school year was 15.6%; the chronic absenteeism rate goal was 3%. GOAL NOT MET 57 families either participated and/or viewed the ELAC meetings as compared to 12 families the year prior in 2020-2021; ELAC goal was to increase parent participation. ELAC- MET GOAL

<p>Fifty-one percent (51%) of the parents who participated in the California School Parent Survey (CSPS) in 2019-2020 (42 out of 921 students' parents responded) strongly agreed with the statement, the "school encourages me to be an active partner with the school in educating my child." The 2019-2020 CSPS is the most recent survey, whereby less than 4.6% parents/guardians participated. Sequoia Middle would like to increase the parent participation rate of this survey as well as increase the number of families who feel encouraged to be an active partner in their child's educational experience while attending Sequoia Middle School.</p>		<p>ELAC meetings were held quarterly, recorded and sent directly to our English Learner families.</p> <p>In regards to the California School Parent Survey in 2021-2022, we increased parent/guardian participation by 40% as we had 366 out of 867 families respond. GOAL MET</p> <p>Thirty-four percent (34%) of the parents/guardians strongly agreed with the statement, the "school encourages me to be an active partner with the school in educating my child." There were 87% surveyed parents who strongly agreed/agreed with the statement. GOAL MET</p>
<p>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</p>	<p>We will continue to over-communicate with all of our families in support of attendance and being active partners in their child's success at school. We have also added a peer-nomination process to honor students for school-wide character traits development. We are creating and developing a wellness center, and establishing a "Green Team" to help support students involvement with supporting our school in a positive and productive way.</p>	
<p>SPSA Year: 2021-2022</p>		
<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	
	<p>Actual Actions</p>	<p>Evaluation</p>
<p>2.1 School-wide events to support student safety, eg. motivational speakers, anti-cyber-bullying assemblies.</p>	<p>2.1</p>	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Due to the restrictions and county health guidelines, these assemblies did not occur. Instead, we had to review these topics in-house via video bulletin, equity lessons in Core classes to address racial slurs, "see something, say something, do something," digital footprint, and online usage to name a few.</p>
<p>2.2 Parent/Guardian volunteer opportunities, such as Parent Patrol, class volunteers, field trip support.</p>	<p>2.2</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

		<p>Although we had a decrease in the number of parents participating in Parent Patrol due to the pandemic and availability of parents able to support, we brought back parent patrol and had a decrease in the number of behavioral incidents due to increased supervision. Parents were required to additionally show proof of vaccination in addition to TB test and fingerprint clearance which also impacted the number of families who were able to come onto campus for any event. We had parents help out for fundraisers, leadership events and promotion events as well.</p>
<p>2.3 Utilizing the community school coordinator position to enhance and increase support parent/student outreach and communication, thus increasing the achievement of our Emerging bilingual students.</p>	<p>2.3</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Our Community School Coordinator has had a great impact on keeping lines of communication open not only for our Spanish speaking families, but all families who call, email, or come into the office for support. She runs our quarterly ELAC meetings, makes phone calls/emails home to help families communicate with teachers/administrators, provides assistance for ELPAC planning and meets with parents one-on-one in support of using tools, such as AERIES, to help their child's academic achievement. We have seen an increase in parent's reaching out for support and guidance in support of their student. Increase in attendance/viewing of ELAC meetings.</p>
<p>2.4 Host ELAC meetings (quarterly) virtually and/or in person.</p>	<p>2.4</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

		<p>We have had an increase in families reaching out to ask questions and seek support for their student. Additionally we have had an increase in Emerging bilingual families participating and responding to school requests. All of our ELAC meetings were held virtually and recorded. Individual email invites and reminders were sent out, recordings sent out as a follow up and as a result we had an increase in families viewing the ELAC presentations.</p>
<p>2.5 Provide additional services (eg. psych intern and social work intern) to support students in crisis.</p>	<p>2.5</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We had a counseling intern overseen by our counselors to provide academic support (ACE - Academic Checks for Excellence), however we did not have a psych intern. We are continuously responding to the needs of our students in new ways recognizing the importance for their social-emotional well-being. Increased SEL support has become one of our top priorities.</p>
<p>2.6 Hold monthly principal meetings "Coffee with Keck" to share updates, school-wide events and respond to parent/guardian questions, concerns and input. Record if virtual and share with families in Newsletter to maximize access for all.</p>	<p>2.6</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>There has been an increase in families viewing the recording after the fact. These recordings are then posted on our website in our Weekly Newsletter to keep families up to date on SMS happenings. Our community school coordinator, vice</p>

		principal, and counselors attend as the principal leads the presentation.
<p>2.7 Continue to support school-wide character education programs to support students building of skills for social emotional health, wellness and safety. School-wide focus on SEL competencies and lessons to address assessed student need measured by the SEL assessment survey in the fall, winter and spring results. "Good News" postcards sent home to acknowledge students by staff members</p>	<p>2.7</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>This year our students participated in self-reporting through a district-wide SEL survey designed to make us aware of the areas of strength and growth in the 5 SEL competencies. We took a school-wide approach to getting to know and support our students better through these lessons in response to the overall results as well as individual teacher results. We designed a Student Body Relationship chart to guide us in keeping track of and monitoring students in the areas of academic, behavioral and social-emotional need.</p>
<p>2.8 Schedule counseling events to support struggling students and families whether virtual or in-person.</p>	<p>2.8</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We did not have any counseling events outside of the school day, however our counselors pushed into all of the 6th grade classrooms and held conflict mediation and restorative meetings with students and with entire classes. They attended all of the Coffee with Keck parent presentations as well as the presentations to elementary schools and high school presentations brought to us. They conducted focus group meetings to gather the opinions and voice of students in regards to the SEL survey and lessons to support better SEL approach and implementation for the following year.</p>

<p>2.9 Host spring welcome event - open house for perspective students and their families whether virtual or in-person based on county and district guidelines.</p>	<p>2.9</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We were able to host an in-person open house for the first time since the pandemic. It was well attended as determined by polling the teachers for parents who attended. We held our middle school information presentations virtually with each school, and had a Q and A session with the incoming students and additionally with all incoming families. The Parent Information Night was well attended and it was recorded, posted on our website and made available for later viewing.</p>
<p>2.10 Continue to build upon the culture of our school with school-wide multicultural projects, eg. art projects that reflect the diversity and values of our learning community and supports the inclusivity of our campus for all students and staff regardless of their race, religion, ethnicity or background.</p>	<p>2.10</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We started by having students create a multi-cultural drawing contest to start the process of designing murals on campus. This will take more time to complete and will be rolled over into this year's goals. Included in morning announcements and daily video bulletins are quotes and information from influential people from diverse backgrounds.</p>
	<p>2.11</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	2.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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	2.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	2.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Annual Evaluation Goal 3:	All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on equity for all students, AVID school-wide, relationship building, student data review and both MDUSD and local professional development opportunities. Task forces will be created to support professional development in AVID, Ed Tech, equity, campus/climate and school culture/SEL.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to: Grade/Department/Other: All Staff Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Math and English Language Arts (ELA) teams will have release time to review student assessments, and adjust and modify their lesson plans to address their students' specific learning needs. Teachers in content areas other than math and ELA will also look and analyze overall data to support students when in their class. All students will take FIAB's in English and math according to the district assessment calendar timelines. Staff will participate in professional development training throughout the year supported by AVID Coordinator, administration, AVID Task Force, and district support. All staff will continue to focus on equity school-wide and continue discussions while integrating practices across disciplines and in data reflections and planning.	Actual Annual Measurable Outcomes: <p>Math and ELA teams had PLC meeting time is allotted twice a month built into our yearly meeting schedule. PLC note-taking templates housed in our SMS Google Classroom provided the structure to guide instructional conversations to enhance meeting time collaboration and data-driven conversations. Departments determined the sequence for assessments and areas of focus based on student proficiency results and guidance from the district math TOSA/coach.</p> <p>Math and ELA Department chairs attend district department meetings to provide input, feedback and report back to site on upcoming assessments, changes, implementations and approaches during their monthly site department meetings.</p> <p>Our SMS Task Forces created by staff determined by student/staff need were: AVID, ED Tech, equity, campus climate, school culture/SEL. It was determined that we needed more time to meet to really feel effective. As a result, for the upcoming year (2022-2023) We have now added a scheduling/planning task force to ensure that time is set aside for collaboration in areas that are needed to have the most impactful results on student achievement and school-wide growth.</p> <p>The entire math department will be participating in district-wide professional development in The New Teacher Project (TNTP) in the 2022-2023 year in order to respond to and address learning gaps in the area of mathematics. The TNTP training and approach will be implemented to support students through learning acceleration so</p>

		<p>that they may work in their specific areas of need by focusing on rigor while still learning grade level content and concepts.</p> <p>The IXL Math Program was purchased in 2021-2022 to support student achievement in the area of mathematics. The entire math department was trained on how best to utilize the IXL program in all math classrooms to support students in their assessed level based on the initial IXL diagnostic assessment. This additional support helped address students' learning gaps in mathematical skills and concepts.</p>
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<p>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</p>	<p>Teachers will continue to provide input on the professional development support they feel that they need to address academic, behavioral, and social-emotional needs of their students.</p> <p>As a result of a the creation of our very own SMS MTSS template, teachers were able to provide feedback on the strengths and gaps, which helped to develop this year's professional development calendar.</p> <p>Our very own MTSS Squad comprised of 5 staff members was established to participate in district trainings to refine our MTSS plan to ensure it is aligned with our overall school mission. The MTSS squad will attend district trainings 4 times this year and meet with our Sequoia Leadership team to seek feedback and input from our staff in the process of establishing our MTSS chart. We will be creating a discipline/behavior flow chart to support staff in determining the course of action in response to student behaviors.</p> <p>By reviewing our effectiveness in this area in 2021-2022, we were able to prioritize and design our professional development in the 2022-2023 school year to include LGBTQ+ awareness, Dyslexia awareness, SEL-Restorative Practices, and Grading For Equity. In addition, we have determined that SMS would benefit from a Wellness Center so we are going to design, develop, and utilize one to support the needs of our students.</p>
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SPSA Year: 2021-2022

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>3.1 Provide professional development opportunities throughout the year that includes expectation for staff to share out so all staff may benefit.</p>	<p>3.1</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>District professional development opportunities as well as those outside of our district were offered as they became available. AVID training workshops as well as a 3 part IXL training to support launch and navigation of program and how to</p>

		<p>assign lessons was purchased, and attended as well as recorded for future use.</p>
<p>3.2 AVID team will attend summer institutes and training workshops throughout the year</p>	<p>3.2</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Four teachers attended the 2 day Path to School-wide training in Sacramento. One additionally attended the AVID Summer Institute training in San Diego. The AVID Coordinator and team planned for AVID school-wide staff trainings to support our overall goal. All staff is trained in WICOR strategies as we highlight an area in WICOR at each staff meeting. As a culminating activity we had 3 former SMS students now attending high school come visit and share their AVID journey. They broke up into groups to talk with teachers about the effects of AVID on their educational journey.</p>
<p>3.3 Staff will collect and analyze data from formal and informal assessments in PLC grade level and department meetings.</p>	<p>3.3</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Meetings are scheduled for grade level, department, instructional leadership team (Sequoia Leadership team-SLT) regularly each month that includes data analysis. Additionally, we have early release days-half of the days are slotted for analyzing data and collaborating designed to be at the end of each quarter and early release days are also built in to support all staff coming together to look at data, plan, modify, and adjust accordingly. School-wide in-service days are designed</p>

		<p>specifically for data analysis with two of the days for looking at our SEL survey data administered 3 times per year to determine areas of need for our students who are self-reporting in high, medium and low areas in SEL competencies.</p>
<p>3.4 Collaborating, planning, and designing school-wide equity lessons to reflect the needs of our learning community that are appropriate and build coherence across 6th, 7th, and 8th grades.</p>	<p>3.4</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>With the increase in disruptive student behaviors (recorded in AERIES) from returning to campus after distance learning after being on lock-down, staff determined the areas of need with the highest priority. School-wide lessons included a "hands-off" policy, racial slurs, hate speech, "see something, say something, do something," and digital citizenship. We looked at other areas of equity as well such as grading practices and redesigned our SLT meetings to support the collaborative effort in being a solutions-based leadership team. As a staff, we sought to create and use a common vocabulary to support equitable practices, such as trusted adult, reporting (versus snitching), "see something, say something, do something." Our staff focus moving forward is to purchase Grading for Equity as a book study for our SLT and discuss and reflect on ways to ensure that our grading practices are accurate, motivational and bias-resistant.</p>
	<p>3.5</p>	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	3.6	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.7	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.8	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.9	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.10	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.11	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	3.12	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.13	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.14	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.15	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.16	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.17	

		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.18	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.19	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	3.20	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2022-2023 SPSA	Annual Evaluation Impact on SPSA 2022-2023
<p>Staff Meetings - August 8 & 13, September 2, September 14, October 10, October 12, November 9, November 17, December 14, January 18, January 19, February 8, February 9, March 8, April 19, April 27, May 10, May 26 SEL, IAB/FIAB, CAASPP Data was shared with stakeholders. Staff was given the SPSA feedback survey form in the staff newsletter as well as in our staff meeting.</p> <p>Site Council Meetings - As per our Bylaws our Site Council meets virtually every other month.</p> <p>September 27, November 3, February 2, March 28 and May 23</p> <p>6 Site council members provided SPSA feedback.</p> <p>Parent Faculty Club (PFC) Meetings held monthly. Tues. September 18th- present and discuss SPSA, shared link for PFC member feedback.</p> <p>Coffee with Keck (Parent/Admin meetings) are held regularly These meetings are recorded and shared in communications to maximize viewing. Coffee with Keck meetings held in 2022-2023 school year: September 24, October 27, and December 1 Coffee with Keck meetings will be held in February, March, and May dates TBD.</p> <p>Coffee with Keck meetings were held virtually , recorded and shared with all families electronically to support viewing at their convenience. Timely and relevant school happenings discussed and reviewed. The SPSA plan and goals were shared and discussed. Input was requested and Google feedback form was shared with staff, site council, PFC, and in our SMS GIANT Newsletter. A total of 42 people responded.</p> <p>In the 2021-2022 school year, back-to-school night (BTSN) was held virtually on August 28 & open house was in person on May 20.</p> <p>In the 2022-2023 school year, BTSN was held in person on August 24. BTSN was very well attended. It was the first in-person BTSN since 2019. Open house will be in person and is scheduled on February 22. It was scheduled earlier than usual to support</p>	<p>Input from Stakeholders: 2021-2022 SPSA input survey completed by: 6 School-site council members 20 Staff members 20 Parents 5 Sequoia Leadership Team members</p> <p>PFC and entire SMS learning community: Shared SPSA Feedback form in parent communications providing the opportunity to give feedback on Google Form that outlined SMS's SPSA 2021-2022 plan to evaluate effectiveness and leave input and/or comments for each goal.</p> <p>Teacher input: Input gathered from Sequoia Leadership Team members (SLT), then shared with departments and other staff members to evaluate effectiveness on actions for 2021-2022 school year, and provide feedback, input for actions, and goals for the 2022-2023 school year.</p> <p>SPSA goals, expenditures shared in a chart and explained in our slide deck in our virtual Site Council virtual meeting held on September 27. Reviewed data, key ideas, and themes for the 2022-2023 school year. Draft of the 2022-2023 SPSA will be reviewed for approval on November 3 by our Site Council.</p> <p>It was determined that our focus on the area of mathematics is based from FIAB/IAB and CAASPP data, which was the area with the most need. An additional LCAP goal was added in the 2022-2023 SPSA and we included a focus on our emerging bilingual students who we see are underperforming as compared to other student groups.</p> <p>Data from 2021-2022 supported the development of SMS SPSA plan for 2022-2023.</p> <p>Goals and Actions for 2022-2023 are as follows:</p> <ul style="list-style-type: none"> Continue to build upon and celebrate the culture of our school with school-wide multicultural projects. For example, art projects around campus that reflect the diversity and values of our learning community, and supports the inclusivity of our campus for all students and staff.

Annual Evaluation Involvement Process 2022-2023 SPSA

students getting a glimpse into classrooms before they choose their electives for the following year.

Annual Evaluation Impact on SPSA 2022-2023

- Create, design, and develop a Wellness Center on campus to be used by our counselors and teachers to support students' physical and emotional well-being.
- Extend outdoor learning spaces by purchasing materials/seating that offer opportunities to extend learning and provide educational and health-related benefits by being outdoors.
- Purchase books and materials are up to date, relevant, and reflect the multicultural diversity make-up our student population.
- Schedule support classes in the area of mathematics to address the learning caps as indicated by the decrease in student achievement school-wide in this content area.
- Establish and utilize a "Green Team" to support students during lunch/brunch to take pride in and help beautify our campus. It will additionally support students who otherwise would have lunch detention. This restorative opportunity is meant to have students give back to our school instead of a punitive response without a positive purpose.

Section 2: Goals, Actions, Expenditures

Goal 1:	<p>All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for high school and/or college and career.</p>	<p>Related State and/or Local Priorities:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> Course Access <p>Related LCAP Goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Identified Need:	<p>To support the academic performance of all student groups considering the instructional programs, relevant curriculum, and instructional strategies for all students. Continue to develop a culture-rich, anti-racist relevant curriculum reflective of our SMS students. Employ rigorous strategies that will support all students. Intentionally focus on our emerging bilingual students to move towards Re-designating as Fluent English Proficient (R-FEP) as well as special education students in reaching and/or exceeding grade level standards.</p>	
Goal Applies to:	<p>Grade/Department/Other: All Staff</p> <p>Applicable Pupil Subgroups: All Students, emerging bilingual, students with disabilities, SED students</p>	

SPSA Year: 2022-23

<p>Expected Annual Measurable Outcomes:</p>	<p>Due to COVID-19, shelter-in-place and school closure in March 2020, CAASPP was not administered. In 2021, 673 students in math and 667 students in ELA took the CAASPP remotely, thus decreasing the number of students who completed it and impacted the ability to control the environment and focus of the students who were at home when completing it.</p> <p>CAASPP Overall: Increase CAASPP distance from 3, Grades 6-8 ELA increase from +1 by 10 points (goal +11 or more distance from 3) Math decrease from -34 by 10 points (goal is -24 or less distance from 3)</p> <p>Emerging Bilingual Grades, 6-8 ELA decrease from -144 by 10 points (goal -134 or less distance from 3) Math decrease from -190 by 10 points (goal -180 or less distance from 3)</p> <p>Low Income, Grades 6-8 ELA increase from +7 by 5 points (goal +12 or more distance from 3) Math decrease from -25 by 10 points (goal -15 or less distance from 3)</p> <p>Special Education, Grades 6-8 ELA decrease from -81 by 10 points (goal -71 or more distance from 3) Math decrease from -87 by 10 points (goal -77 or more distance from 3)</p> <p>Emerging Bilingual Increase the number of students who Re-designate as Fluent English Proficient from 28% (28 students) to 30%.</p> <p>Due to Distance Learning our English Language Learners all took the Summative ELPAC remotely, however part of the criteria to re-designate are class grades. Due to attendance issues related to the long time out with COVID or COVID-like symptoms grades were not reflective of students' ability as would be in a non-COVID year. IAB's and FIAB's are the data points used to replace the iReady as one of the criterion of Re-designation.</p> <p>MDUSD students now participate in an SEL assessment that will be administered 3 times over the course of the school year: fall, winter, and spring. Last year was a pilot year and this year we will be establishing a baseline. At Sequoia Middle school, our goal will be to increase the number of students self-reporting high and middle levels of competency from a combined percentage of 87% in the fall to 95% in the spring. Based on the overall outcomes, we will focus on self-awareness and relationship skills with a combined percentage of 20.9% (low to very low, to meeting standards) with the goal to decrease that percentage in the spring to 10% or less.</p> <p>To address the targeted learning needs caused by the COVID-19 pandemic school closures, teachers and administrators in MDUSD are now being trained in learning acceleration strategies through TNTP (The New Teacher Project) trainings that are intended to increase student achievement and narrow the opportunity gap in the area of mathematics. At Sequoia Middle School, our math teachers and administrators are participating in monthly professional development trainings that will improve learning outcomes for all students particularly in the area of math with TNTP. Our overall goal is to see an increase in student achievement as measured in formative assessments, such as FIABs/IAB's and summative assessments such as CAASPP.</p>
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Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
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<p>1.1 Provide the necessary technology to support the implementation of rigorous and relevant curriculum aligned to the CCSS, NGSS, and support 21st Century skills. Purchase additional technology programs and/or materials to help address students with significant learning gaps in student subgroups.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education</p>	<p>Software licenses for online academic remedial programs Additional hardware/ software to support staff/student access</p>	<p>LCFF Supplemental Site Discretionary</p>	<p>6557 2000</p>
<p>1.2 Purchase supplemental curriculum and materials needed for Core instruction.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Technology tools: hardware and software Document cameras and other technology replacements Tech related hardware and parts</p>	<p>LCFF Supplemental Site Discretionary Site Discretionary</p>	<p>10000 1500 1000</p>
<p>1.3 Provide supplemental classroom supplies for students that do not have access at home.</p>	<p>X All Students X African American X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify)</p>	<p>School Supplies and materials for student use</p>	<p>LCFF Supplemental</p>	<p>2000</p>
<p>1.4 Purchase resources for STEAM driven electives.</p>	<p>X All Students X Low Income Pupils X English Learners X Foster Youth</p>	<p>Supplies including programs, tools in support of Electives programs</p>	<p>LCFF Supplemental</p>	<p>11000</p>

	<p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify)</p> <p>Special Education</p>			
<p>1.5</p> <p>Purchase books and materials are up to date, relevant, and reflect the multicultural diversity make-up our student population.</p>	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify)</p> <p>Special Education</p>	Classroom- student materials and supplies	Site Discretionary	6140
<p>1.6</p> <p>Schedule support classes in the area of mathematics to address the decrease in student achievement school-wide in this area.</p>	<p>X All Students</p> <p>X African American</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Other Subgroups: (Specify)</p>	Salary for .43 FTE for 3 math sections	LCFF Supplemental	39518
<p>1.7</p> <p>Extend outdoor learning spaces by purchasing materials/seating that offer opportunities to extend learning and provide educational and health-related benefits by being outdoors.</p>	<p>X All Students</p> <p>X African American</p> <p>X Low Income Pupils</p> <p>X Emerging Bilingual</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify)</p>	Purchasing of tables and other seating	Site Discretionary	15000

<p>1.8 Purchase necessary office materials, supplies, and/or furniture to effectively run the office in support of student achievement</p>	<p>X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education</p>	<p>Office supplies</p>	<p>Site Discretionary</p>	<p>11000</p>
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Goal 2:	High quality, culturally proficient, responsive and engaging staff will provide high leverage instruction that reflects and is respectful of all students' backgrounds to ensure they are college and career ready.	<p>Related State and/or Local Priorities:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> School Climate <p style="text-align: center;">Related LCAP Goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2 <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
Identified Need:	<p>To build and foster a school culture that is inclusive and welcoming of all. After our LGBTQ+ awareness training in August, we discussed "safe spaces for all" and committed to hanging up and review the meaning behind the Rainbow poster in all classrooms reminding students that we are all accepted and belong in our safe spaces.</p> <p>Our school culture/climate and Equity Task force will help to address needs as arise. We will continue to build upon the development of our Character Education program for students, reaching out to Spanish-speaking families inviting them in as stakeholders, maintaining high attendance rates and prioritizing student social-emotional and physical safety on campus. Creating an aesthetically supportive pleasing school campus that teaches, promotes and reflects SMS values to support all students to act and do things "The Sequoia Way."</p> <p style="text-align: left;"><input checked="" type="checkbox"/></p>	
Goal Applies to:	Grade/Department/Other:	Grades 6-8
	Applicable Pupil Subgroups:	All Students

SPSA Year: 2022-23

Expected Annual Measurable Outcomes:

Continue to implement and develop our Character Education program school-wide, reach out and increase opportunities for input for our Spanish speaking families and increase participation in ELAC meetings.

Important to note:
Attendance during COVID is difficult to determine as we follow county and district guidance. We are still requiring students and staff to stay home until receiving COVID tests if exposed and/or symptomatic. This has definitely affected our attendance rate.

Attendance:
2022-2023 School-wide attendance rates will improve by 2-; goal to reach 96.36%.

Goal: Decrease school-wide chronic absenteeism (moderate to severe chronic percentage) by 5% from 17.8% (this year) to 12.8%.

ELAC:
57 families attended (viewed live or recording) school-wide ELAC meetings--virtual or in-person.

Goal: To increase parent participation by 10 more families in attendance at ELAC meetings; goal is to have 67 total families attend our ELAC presentation.

Decrease number of suspension incidents--12 students in 2021-2022 school year.
Goal: To decrease 8 suspended students in 2022-2023 school year.

Decrease school-wide chronic absenteeism from 3.8% (35/919 students) to 3.0% (27/886 students).
Goal: To decrease chronic absenteeism by 3.0%.

386 Parents/Guardians participated in the California School Parent Survey in 2019-2020 (out of 867 students).
87% strongly agreed/agreed with the statement, the "school school encourages me to be an active partner with the school in educating my child."
Sequoia Middle School would like to increase the parent participation rate of this survey as well as increase the number of families who feel encouraged to be an active partner in their child's educational experience at Sequoia Middle School.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Parent/Guardian Volunteer Opportunities (Parent Patrol, class volunteers, and field trip support)	X All Students X African American X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Parent/Guardians invited to support on campus and/or field trips- no expenditure School-wide event materials Extra pay for Classified and/or Certificated staff for planning outside contractual hours Parent Patrol- no expenditures Volunteers for School-wide events- no	0 Site Discretionary Site Discretionary 0 0	0 1000 1000 0 0

		expenditures		
2.2 Utilizing the Community School Coordinator position to enhance and increase parent/student outreach support and communication thus increasing the achievement of our emerging bilingual students.	X English Learners X Redesignated Fluent English Proficient	19 hour position, outreach coordinator to Spanish speaking families, liaison to Site Council, PFC, ELAC, etc. Additional hours for classified and certificated for special events outside of their contractual hours	LCFF Supplemental Site Discretionary	19405 1500
2.3 Host ELAC meetings (quarterly) virtually and/or in person	X English Learners X Redesignated Fluent English Proficient	Certificated support of any in-person events Classified support of these events. outside of contractual hours Materials and Supplies	Site Discretionary Site Discretionary Site Discretionary	500 350 200
2.4 Provide additional services (eg. Counseling and Social work intern) to support students in crisis.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient	School-based counseling intern- no expenditure Supplies for supporting students for Counseling intern and/or any support providers	Site Discretionary	0 500
2.5 Hold principal meetings "Coffee with Keck" every other month to share updates, school-wide events and respond to parent/guardian questions, concerns and input. Record meeting if held virtually and share with families in SMS GIANT Newsletter to maximize access for all.	X All Students X African American X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Materials for in-person parent meetings No Expenditures for virtual meetings	Site Discretionary	1000 0

<p>2.6 Support school-wide character education monthly traits to support students' building of skills for social emotional health, wellness and safety. Schoolwide focus on SEL competencies and lessons to address assessed student need measured by the SEL assessment survey in the fall, winter and spring results, eg. 'Good News' postcards/emails sent home to acknowledge students by staff members, Character Education signage for campus and incentive supplies eg. bracelet/washer sayings for students. Hold/give peer nomination acknowledgments monthly.</p>	<p>X All Students X African American X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education</p>	<p>PFC sponsored and supported- No Expenditures School materials, signage trainings, support Certificated extra pay for planning outside of contractual hours Postage For Good News postcards and/or letters</p>	<p>0 Site Discretionary 200 Site Discretionary 2000 Site Discretionary 250</p>
<p>2.7 Continue to build upon and celebrate the culture of our school with school-wide multicultural projects eg. art projects that reflect the diversity and values of our learning community that reflects and supports the inclusivity of our campus for all students and staff,.</p>	<p>X All Students X African American X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education</p>	<p>Materials for projects eg. paint brushes, paint, sealant, canvases Extra pay for certificated staff to support projects after contractual hours</p>	<p>Site Discretionary 1500 Site Discretionary 1500</p>
<p>2.8 Create and design a Wellness Center in one of our empty classrooms to be used by our counselors and teachers to support students' emotional well-being.</p>	<p>X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify)</p>	<p>Materials and supplies furniture/decorations extra pay for staff after hours to organize and plan for its use</p>	<p>Site Discretionary 2000 LCFF Supplemental 8000 Site Discretionary 1000</p>

	Special Education	
2.9 Establish and utilize 'Green Team' as a restorative and alternative response to detention during lunch. Purchase supplies, eg. vests and pickers	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> African American <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Emerging Bilingual <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Materials: vests, vinyl for logo, Pickers Site Discretionary 1000

Goal 3:	All students, parents and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	<p>Related State and/or Local Priorities:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access <p>Related LCAP Goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1 <input checked="" type="checkbox"/> MDUSD LCAP Goal 2 <input checked="" type="checkbox"/> MDUSD LCAP Goal 3 		
Identified Need:	Continued professional development for staff to address the current needs of our students and learning community in order to improve the quality of instruction for all students.			
Goal Applies to:	Grade/Department/Other:	All Staff		
	Applicable Pupil Subgroups:	All Students		
SPSA Year: 2022-23				
Expected Annual Measurable Outcomes:	<p>Math, ELA, and Science Teams will have release time to review student assessments, and adjust and modify their lesson plans to address their students' specific learning needs.</p> <p>All students will take FIAB's/ IAB's in English and math according to the district assessment calendar timelines. Staff will participate in professional development training throughout the year supported by AVID coordinator, administration and AVID Task Force and district support. Math department will participate in TNTP trainings and implement strategies in their classrooms to address learning gaps with learning acceleration.</p> <p>All teachers in all departments will look and analyze overall their student data to support their learning needs.</p> <p>All staff will continue data-reflection and planning discussions regularly in their PLC's while establishing plans of action to ensure equitable practices for all students school-wide across discipline.</p>			
Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Provide professional development opportunities for teachers throughout the year that includes expectation for staff to share out new knowledge with our learning community.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners	Conference Expenses Substitutes for Teachers	Site Discretionary Site Discretionary	5000 1600

	<p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p>			
<p>3.2</p> <p>AVID team will attend summer institute and other AVID training workshops throughout the year. Attendees will share out school-wide AVID practices at staff meetings to support student learning. New learnings will be communicated with our families. AVID coordinator will partner with admin to establish professional development to be integrated into staff meetings to support SMS as being AVID school-wide.</p>	<p>X All Students</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify) Special Education</p>	<p>Conference Expenses</p>	<p>Site Discretionary</p> <p>LCFF Supplemental</p>	<p>8000</p> <p>500</p>
<p>3.3</p> <p>Staff will collect and analyze data from formal and informal assessments in PLC grade level and department meetings. Half day release time will be available for data dives, planning and collaboration for new adopted practices/curriculum, eg. Stemsscopes (science), TNTP/FIAB/IAB (math), FIAB/IAB (ELA) and new World Language textbook adoptions.</p>	<p>X All Students</p> <p>X African American</p> <p>X Low Income Pupils</p> <p>X Emerging Bilingual</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p> <p>X Other Subgroups: (Specify) Special Education</p>	<p>Substitute to cover teachers for 1/2 day as they analyze student data and plan together</p> <p>ime built into Early Release days will also be utilized for this purpose and pose no expenditures.</p>	<p>Site Discretionary</p>	<p>8000</p>
<p>3.4</p> <p>Utilize Grading for Equity to guide conversations and decision-making at Sequoia Leadership Team meetings and with all staff with the intent to move our school-wide grading practices to be bias-resistant, accurate, and motivational.</p>	<p>X All Students</p> <p>X African American</p> <p>X Low Income Pupils</p> <p>X English Learners</p> <p>X Foster Youth</p> <p>X Redesignated Fluent English Proficient</p>	<p>Books purchased prior and book study started this year--no cost.</p>		<p>0</p>

	X Other Subgroups: (Specify) Special Education			
3.5 Intentional focus on training staff on students with Dyslexia, Trauma informed practices and implementing Restorative practices as a Tier 2 MTSS strategy with multiple PD trainings with district equity administrator at staff meetings.	X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education	Training with equity administrator Pedro Arroyo- no cost Restorative practices training guide book for staff Other Professional Development eg. Dyslexia, Trauma Informed Practices	Site Discretionary	0 1000 3000

Goal 4:	<p>In addition to our Black, Foster Youth, and homeless students, we will also intentionally focus on increasing student achievement for our emerging bilingual students who are classified as Limited English Proficient. They will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.</p>	<p>Related State and/or Local Priorities:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <p>Related LCAP Goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MDUSD LCAP Goal 4 		
Identified Need:	<p>Emerging Bilingual Grades, 6-8 Goal for 2022: ELA decrease from -128 by 10 points--Did not meet - 118 (26 points shy from goal) Goal for 2022: Math decrease from -183 by 20 points--Did not meet - 190 (27 points shy from goal)</p> <p>MDUSD students will now participate in an SEL assessment that will be administered 3 times over the course of the school year: fall, winter, and spring. At Sequoia Middle School, our goal will be to increase the number of students self-reporting high and middle levels of competency. We did not meet our goal of 98% in the spring of 2022. Self Awareness and Relationship Goal for 2022: to self-report 2% or less combined--Did not meet- combined score was 7.7%</p> <p>Black/African American Students: CAASPP ELA 2022: 61% met or exceeded standard; average distance from Level 3: +29 points CAASPP Math 2022: 39% met or exceeded standard; average distance from Level 3: -31 points</p>			
Goal Applies to:	Grade/Department/Other:	All Staff		
	Applicable Pupil Subgroups:	African-American, Foster Youth, Emerging Bilingual,		
SPSA Year: 2022-23				
Expected Annual Measurable Outcomes:	<p>We will be focusing on the social-emotional as well as academic improvement for our emerging bilingual students who are designated at Limited English Proficient as measured by quarter grades, SEL survey results, IAB's/ FIAB's, and CAASPP results. We would like to see an increase in number of our African-American, Foster Youth, Homeless and emerging bilingual students who attend office hours, self-report as measured by average percentage correct in the SEL Survey and increase in achievement as measured in IAB's and FIAB's, and CAASPP results.</p> <p>Increase student self-reporting (average percentage correct) in the SEL survey thus decreasing the graphed difference for the student groups outlined in this goal including our emerging bilingual students.</p>			
	Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source Amount
4.1 Increase the number of students from these student groups attending our office hour	X African American X Emerging Bilingual	No cost incurred		0

<p>opportunity 2 times a month. Send out intentional invitations and/or make parent phone calls.</p>	<p>X Foster Youth</p>			
<p>4.2 Tailored assemblies to support our struggling students as defined by Tier 2 and Tier 3 offenses such as, peer conflict, fighting, bullying, racism etc.</p>	<p>X All Students X African American X Low Income Pupils X Emerging Bilingual X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) Special Education</p>	<p>Cost for contract</p>	<p>LCFF Supplemental</p>	<p>1000</p>
		<p>Materials and supplies for follow up</p>	<p>Site Discretionary</p>	<p>1000</p>
<p>4.3 Individual conferences with struggling emerging bilingual students. Develop, establish and utilize a tailored catch-up plan to be communicated to the family in support of their academic progress.</p>	<p>X Emerging Bilingual</p>	<p>No expenditure 0</p>		

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	79,740	0.00
LCFF Supplemental	97,980	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF Supplemental	97,980.00
Site Discretionary	79,740.00

Section 4: Common Pages

School Site Council (SSC) Membership

School: Sequoia Middle School

Year: 2022-23

()	()	()
Principal	Teachers	Other school staff
()		
Parents and other community members		

Schoolsite Council
Elementary

(1)	(4)	(3)
Principal	Teachers	Other school staff
(4)		(4)
Parents and other community members		Students

Schoolsite Council
Secondary

()	()	()
Principal	Teachers	Other school staff
()		()
Parents and other community members		Students

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other Suplentes
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Lisa Keck	X				X					
Rebecca Schnee	X						X			
Anarosa Rivera	X						X			
Marcia Viola	X						X			
Farilla Saboor	X					X				
Jane Enloe	X					X				
Matt Hopkins	X					X				
Alison Rossen	X					X				
Jennifer Lugo	X	X								
Yvonne Philapil	X	X								
Dan Reynolds	X	X								
Allyson Farry	X	X								
Angie Menkefor	X								X	
Jariatu Menkefor	X								X	
Quinn Shaver	X								X	
Marcelina LoBue	X								X	
Numbers of members	16	4	0	8	1	4	3	0	4	0

Section 4: Common Pages

English Learner Advisory Committee

School: Sequoia Middle School

Year: 2022-23

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: September 27, 2022

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a. Principal/ Principal's Administrative designee:

Vice Principal Rebecca Schnee

b. Five parents, elected by parents of English Learners:

1. TBD

2. TBD

3. TBD

4. TBD

5. TBD

c. Two Staff members, elected by staff:

1.

2.

Section 4: Common Pages

School: Sequoia Middle School

**Schoolsite Councils/Committees
Assurances & Recommendations**

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on	November 3, 2022
	Council Approval Date
	
Lisa Keck	November 3, 2022
Typed name of chairperson	Signature
	Date

If Applicable English Learner Advisory Committee reviewed the SPSA on	
	Council Approval Date
	Date
Typed name of chairperson	Signature

If Applicable SCHOOL ADVISORY COMMITTEE:	
	Council Approval Date
	Date
Typed name of chairperson	Signature

If Applicable SCHOOL ADVISORY COMMITTEE:	
	Council Approval Date
	Date
Typed name of chairperson	Signature

Lisa Keck



November 15, 2021

Typed name of Principal

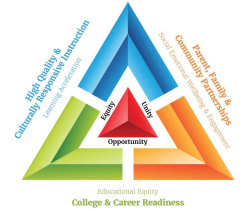
Signature

Date

Sequoia Middle School's MTSS Chart 22-23



Mission: Mt. Diablo Staff has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.



DRAFT MDUSD Multi-Tiered System of Support 2022/23		
Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		

All Means All

	Administrative Leadership Strong & engaged site leadership & educator support system	Integrated Framework Fully integrated organizational structure & strong and positive school culture	Family & Community Engagement Trusting family and community partnerships	Inclusive Policy Structure & Practice Strong LEA/School relationship & LEA policy framework
AVID Pillars	Leadership	Instruction	Culture	Systems
Tier I	<ul style="list-style-type: none"> Admin weekly meeting SLT Leadership monthly meetings Site council PFC (parent/faculty month) Wednesday office hours 2x a month PLC time for analyzing data to inform instruction 	<ul style="list-style-type: none"> Sequoia monthly "STRONG" character traits on back of student agendas and reminded in classes, video bulletin and in lunch activities with counselors Peer nominations and acknowledgements for monthly character traits Staff Newsletter includes photos/highlights of campus happenings 	<ul style="list-style-type: none"> Friday- SMS GIANTS Newsletter to families Regular "Coffee with Keck" - recorded and added to GIANT Newsletter Parent Square updates Marquee updates Translators for meetings 	<ul style="list-style-type: none"> Comprehensive Safety Plan SPSA goals aligned with LCAP goals Attendance Plan Aligned school goals and initiatives to LCAP Equity Learning Acceleration SEL monthly focus Culturally responsive teaching practices(

		<ul style="list-style-type: none"> ● Good News Postcards sent home to students ● Pats on the back, video announcement weekly “Golden Drum of Dreams” ● Morning Pledge and announcements eg. Women’s history quotes ● Shout outs and Celebrations at every staff meeting ● Reviewing of agreed upon norms before meetings ● MTSS ● Task Forces ● Use of IABs, FIAB’s and Surveys ● SEL check-ins with students 	<ul style="list-style-type: none"> ● Community School Coordinator ● Google Classroom ● Site Counsel and PFC (parent/faculty) meetings 	
Tier II	<ul style="list-style-type: none"> ● CARE team meeting every two weeks ● Student Success Team Meetings ● Parent Meetings ● Extended Learning in afterschool clubs and programs/ Summer Session 	<ul style="list-style-type: none"> ● Grade Level meetings to discuss student need and what was tried ● Student Body relationship chart (teachers aware of student with highest need for Academics, Behavior and SEL survey) 	<ul style="list-style-type: none"> ● Phone calls home for both positive and negative reports ● ‘Good News’ Postcards ● ELAC Quarterly meetings- recorded and sent out to ELL families, also included in GIANT Newsletter 	<ul style="list-style-type: none"> ● School Counselor target support services ● Community School Coordinator support ● SST ● Parent Meeting ● CARE team document with Next steps action plan.

Tier III	<ul style="list-style-type: none"> ● School Attendance Review Board (SART/SARB) ● EL Instructional program and supports ● Assessment/Evaluation ● 504 plans ● IEP (individualized education plan) 	<ul style="list-style-type: none"> ● Re-entry meetings with parents following suspensions ● Tailored behavior contracts for students with high behavioral needs 	<ul style="list-style-type: none"> ● Collaboration with local law enforcement and EMS ● Mobile response team ● Parent referral to emergency services for crisis intervention ● Referral to EARMs and/or clinic counseling 	<ul style="list-style-type: none"> ● IEPs ● BIP
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MDUSD Multi-Tiered System of Support			
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
	<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community *MTSS Handbook outlines MDUSD systems and supports for students		
Tier I	CLASSROOM STRATEGIES: <ul style="list-style-type: none"> ● Directions in multiple modalities ● Avid Strategies (i.e. note-taking, calendar, planners, & sentence starters) ● Organizational Strategies (i.e. graphic organizers, check-lists) 	CLASSROOM STRATEGIES: <ul style="list-style-type: none"> ● Established, posted and reviewed classroom norms, expectations, and procedures. ● Seating arrangement/ partners and supportive table groups. ● Physical movement around the room during activities 	CLASSROOM STRATEGIES: <ul style="list-style-type: none"> ● Established, posted and reviewed classroom norms, expectations, and procedures. ● Supportive and safe classroom environment. ● SEL lessons

	<p>and highlighting.)</p> <ul style="list-style-type: none"> ● Google Classroom ● Checks for Understanding ● Vocabulary building ● Pair and group activities ● Test retakes/corrections <p>SCHOOL-WIDE STRATEGIES:</p> <ul style="list-style-type: none"> ● After-school homework Club ● Teacher office hours for all 	<ul style="list-style-type: none"> ● Modeling of expected behaviors ● Equity in interaction with students. <p>SCHOOL-WIDE STRATEGIES:</p> <ul style="list-style-type: none"> ● Renaissance Program- Honor Pass (early release for lunch), Gold Card Lunch (Qtrly), Honor Roll coupons(Qtrly) ● “Pat-on-the-back” weekly drawing/prizes ● Discipline Matrix (school wide) 	<ul style="list-style-type: none"> ● Watch the daily bulletin <p>SCHOOL-WIDE STRATEGIES:</p> <ul style="list-style-type: none"> ● Supportive and safe school environment ● School counselor educational push-ins ● School Psychologist ● Allow students to use an alternate first name & pronoun ● Counseling appointment request forms available for all students. ● Student-initiated, teacher-sponsored school clubs
<p>Tier II -Coordinated Care Team and identified interventions and support monitored every 4-6 weeks *MTSS Handbook outlines MDUSD systems and supports for students</p>			
Tier II	<p>CLASSROOM STRATEGIES:</p> <ul style="list-style-type: none"> ● Extra time based on individual student needs ● Individual teacher invitation for office hours ● One-on-one teaching /scaffolding <p>SCHOOL-WIDE STRATEGIES:</p> <ul style="list-style-type: none"> ● Peer tutoring ● SMS Student Body Relationship chart (Academic) ● Strategic math support class 	<p>CLASSROOM STRATEGIES:</p> <ul style="list-style-type: none"> ● Outside area for respite (reset & fresh air) ● Targeted student instructional check-ins ● Conference with student individually ● Buddy class ● Email/Phone Call to parents/guardians ● “Time out” with reflective Think sheet ● Parent contact ● Collaborating with other teachers that share same student ● Counseling referrals 	<p>CLASSROOM STRATEGIES:</p> <ul style="list-style-type: none"> ● One-to-one check ins from teachers/staff ● Care referrals <p>SCHOOL-WIDE STRATEGIES:</p> <ul style="list-style-type: none"> ● Restorative justice practices ● School Counselor support for individual students ● Behavioral Health, social workers and equity team ● Academic Checks for Excellence (ACE) program ● SMS Student Body Relationship chart (SEL)

		SCHOOL-WIDE STRATEGIES: <ul style="list-style-type: none"> ● Student Success Team ● MS Student Body Relationship chart (Behavioral) ● Quarterly Tardy Detentions (6 Tardies=1 hour) ● CARE Team ● After school Detention ● Lunch Detention/Green Team ● Parent training and collaboration (ELAC) 	
Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) *MTSS Handbook outlines MDUSD systems and supports for students		
Tier III	SCHOOL-WIDE STRATEGIES: <ul style="list-style-type: none"> ● Academic push-in support ● Academic Success class ● A.C.E Program (Academic Checks for Excellence) ● 504 plan ● Special education assessment ● Academic Modifications/Accommodation ● Assistive technology 	SCHOOL-WIDE STRATEGIES: <ul style="list-style-type: none"> ● Positive Behavior Contract ● Administrator support for behavioral management ● Behavioral Intervention Plan ● Parent meeting with administrator ● Modifications/Accommodations ● Tracking behavior document ● Parent/Admin shadow student in class 	SCHOOL-WIDE STRATEGIES: <ul style="list-style-type: none"> ● Student referral to outside resources ● Parent referral to outside supports ● Parent/Student referral to drug/alcohol/vaping classes ● Counselor Brief Intervention ● Referral to school psychologist ● Suicide assessment

**yellow shaded areas are district-wide structures and systems that cross academic-behavior-social emotional instruction.*

Glossary

Accelerated Learning is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

Accommodations help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

Antecedent-Behavior-Consequence (ABC) data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

Baseline data is the data that is collected before an intervention or program change begins.

Behavior Intervention Plan (BIP) is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

Culturally Responsive refers to the importance of including students' cultural references in all aspects of learning.

Data-Based Problem Solving and Decision Making A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

Educational equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Evidence-Based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

Fidelity of Implementation refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

Functional Behavioral Assessment (FBA) is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Intensive Interventions are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

Local Control Accountability Plan (LCAP) As required by Local Control Funding Formula (LCFF) Education Codes 42103, 42127, and 52062, all school districts must develop a three year Local Control Accountability Plan (LCAP). The LCAP must be updated every year, be aligned to eight areas identified as state priorities, and describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and achievement targets. In addition, the LCAP describes how the district's budget will help achieve the goals, and how the district will assess each year how well the strategies in the plan were able to improve outcomes.

Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

Parent Faculty Club (PFC) is a group of parents, teachers, administrators who are dedicated to improving and enhancing students' learning environment.

Professional Learning Community (PLC) is

Restorative Practices is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

School Plan for Student Achievement (

SPSA) - The School Plan for Student Achievement (SPSA) is a comprehensive document providing details about the school’s planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District’s [Local Control Accountability Plan](#) (LCAP), which lays out goals for the entire District.

Sequoia Leadership Team

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Budget By Expenditures

Sequoia Middle School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent/Guardians invited to support on campus and/or field trips- no expenditure		\$0.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Parent/Guardian Volunteer Opportunities (Parent Patrol, class volunteers, and field trip support)
School-based counseling intern- no expenditure		\$0.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Provide additional services (eg. Counseling and Social work intern) to support students in crisis.
No Expenditures for virtual meetings		\$0.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Hold principal meetings "Coffee with Keck" every other month to share updates, school-wide events and respond to parent/guardian questions, concerns and input. Record meeting if held virtually and share with families in SMS GIANT Newsletter to maximize access for all.

Sequoia Middle School

PFC sponsored and supported- No Expenditures

\$0.00 Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school. Support school-wide character education monthly traits to support students' building of skills for social emotional health, wellness and safety. Schoolwide focus on SEL competencies and lessons to address assessed student need measured by the SEL assessment survey in the fall, winter and spring results, eg. 'Good News' postcards/emails sent home to acknowledge students by staff members, Character Education signage for campus and incentive supplies eg. bracelet/washer sayings for students. Hold/give peer nomination acknowledgments monthly.

Books purchased prior and book study started this year--no cost.

\$0.00 Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL. Utilize Grading for Equity to guide conversations and decision-making at Sequoia Leadership Team meetings and with all staff with the intent to move our school-wide grading practices to be bias-resistant, accurate, and motivational.

Sequoia Middle School

Training with equity administrator Pedro Arroyo- no cost

\$0.00 Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL.

Intentional focus on training staff on students with Dyslexia, Trauma informed practices and implementing Restorative practices as a Tier 2 MTSS strategy with multiple PD trainings with district equity administrator at staff meetings.

Sequoia Middle School

No expenditure	\$0.00	Goal 4: Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff. Additionally we will intentionally focus on increasing student achievement for our emerging bilingual students who are classified as Limited English Proficient.	Individual conferences with struggling emerging bilingual students. Develop, establish and utilize a tailored catch-up plan to be communicated to the family in support of their academic progress.
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Total Expenditures: \$0.00

Allocation Balance: \$0.00

Funding Source: LCFF Supplemental

\$97,980.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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\$500.00	Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL.	AVID team will attend summer institute and other AVID training workshops throughout the year. Attendees will share out school-wide AVID practices at staff meetings to support student learning. New learnings will be communicated with our families. AVID coordinator will partner with admin to establish professional development to be integrated into staff meetings to support SMS as being AVID school-wide.
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Sequoia Middle School

Cost for contract	\$1,000.00	Goal 4: Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff. Additionally we will intentionally focus on increasing student achievement for our emerging bilingual students who are classified as Limited English Proficient.	Tailored assemblies to support our struggling students as defined by Tier 2 and Tier 3 offenses such as, peer conflict, fighting, bullying, racism etc.
furniture/decorations	\$8,000.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Create and design a Wellness Center in one of our empty classrooms to be used by our counselors and teachers to support students' emotional well-being.

Sequoia Middle School

19 hour position, outreach coordinator to Spanish speaking families, liaison to Site Council, PFC, ELAC, etc.

\$19,405.00

Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.

Utilizing the Community School Coordinator position to enhance and increase parent/student outreach support and communication thus increasing the achievement of our emerging bilingual students.

Software licenses for online academic remedial programs

\$6,557.00

Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.

Provide the necessary technology to support the implementation of rigorous and relevant curriculum aligned to the CCSS, NGSS, and support 21st Century skills. Purchase additional technology programs and/or materials to help address students with significant learning gaps in student subgroups.

Sequoia Middle School

Technology tools: hardware and software	\$10,000.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Purchase supplemental curriculum and materials needed for Core instruction.
School Supplies and materials for student use	\$2,000.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Provide supplemental classroom supplies for students that do not have access at home.

Sequoia Middle School

Supplies including programs, tools in support of Electives programs	\$11,000.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Purchase resources for STEAM driven electives.
Salary for .43 FTE for 3 math sections	\$39,518.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Schedule support classes in the area of mathematics to address the decrease in student achievement school-wide in this area.

Sequoia Middle School

LCFF Supplemental Total Expenditures: \$97,980.00

LCFF Supplemental Allocation Balance: \$0.00

Funding Source: Site Discretionary

\$79,740.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchasing of tables and other seating		\$15,000.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Extend outdoor learning spaces by purchasing materials/seating that offer opportunities to extend learning and provide educational and health-related benefits by being outdoors.

Sequoia Middle School

Office supplies	\$11,000.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Purchase necessary office materials, supplies, and/or furniture to effectively run the office in support of student achievement
Classroom- student materials and supplies	\$6,140.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Purchase books and materials are up to date, relevant, and reflect the multicultural diversity make-up our student population.

Sequoia Middle School

Document cameras and other technology replacements	\$1,500.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Purchase supplemental curriculum and materials needed for Core instruction.
Tech related hardware and parts	\$1,000.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Purchase supplemental curriculum and materials needed for Core instruction.

Sequoia Middle School

Additional hardware/ software to support staff/student access	\$2,000.00	Goal 1 All students regardless of their race, gender, skin color or socio-economic status will have access to rigorous and relevant California State Standards based curriculum, training and technology tools. Teachers will be given appropriate technology support, curriculum and training to provide their students appropriate readiness for High School and/or College and Career.	Provide the necessary technology to support the implementation of rigorous and relevant curriculum aligned to the CCSS, NGSS, and support 21st Century skills. Purchase additional technology programs and/or materials to help address students with significant learning gaps in student subgroups.
Additional hours for classified and certificated for special events outside of their contractual hours	\$1,500.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Utilizing the Community School Coordinator position to enhance and increase parent/student outreach support and communication thus increasing the achievement of our emerging bilingual students.
Certificated support of any in-person events	\$500.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Host ELAC meetings (quarterly) virtually and/or in person

Sequoia Middle School

Classified support of these events. outside of contractual hours	\$350.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Host ELAC meetings (quarterly) virtually and/or in person
Materials and Supplies	\$200.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Host ELAC meetings (quarterly) virtually and/or in person
Supplies for supporting students for Counseling intern and/or any support providers	\$500.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Provide additional services (eg. Counseling and Social work intern) to support students in crisis.
Materials for in-person parent meetings	\$1,000.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Hold principal meetings "Coffee with Keck" every other month to share updates, school-wide events and respond to parent/guardian questions, concerns and input. Record meeting if held virtually and share with families in SMS GIANT Newsletter to maximize access for all.

Sequoia Middle School

School-wide event materials	\$1,000.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Parent/Guardian Volunteer Opportunities (Parent Patrol, class volunteers, and field trip support)
Extra pay for Classified and/or Certificated staff for planning outside contractual hours	\$1,000.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Parent/Guardian Volunteer Opportunities (Parent Patrol, class volunteers, and field trip support)
extra pay for staff after hours to organize and plan for its use	\$1,000.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Create and design a Wellness Center in one of our empty classrooms to be used by our counselors and teachers to support students' emotional well-being.
Materials: vests, vinyl for logo, Pickers	\$1,000.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Establish and utilize 'Green Team' as a restorative and alternative response to detention during lunch. Purchase supplies, eg. vests and pickers

Sequoia Middle School

Conference Expenses	\$5,000.00	Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL.	Provide professional development opportunities for teachers throughout the year that includes expectation for staff to share out new knowledge with our learning community.
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Sequoia Middle School

Substitutes for Teachers

\$1,600.00

Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL.

Provide professional development opportunities for teachers throughout the year that includes expectation for staff to share out new knowledge with our learning community.

Sequoia Middle School

Conference Expenses

\$8,000.00

Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL.

AVID team will attend summer institute and other AVID training workshops throughout the year. Attendees will share out school-wide AVID practices at staff meetings to support student learning. New learnings will be communicated with our families. AVID coordinator will partner with admin to establish professional development to be integrated into staff meetings to support SMS as being AVID school-wide.

Sequoia Middle School

Restorative practices training guide book for staff

\$1,000.00

Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL.

Intentional focus on training staff on students with Dyslexia, Trauma informed practices and implementing Restorative practices as a Tier 2 MTSS strategy with multiple PD trainings with district equity administrator at staff meetings.

Sequoia Middle School

<p>Other Professional Development eg. Dyslexia, Trauma Informed Practices</p>	<p>\$3,000.00</p>	<p>Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL.</p>	<p>Intentional focus on training staff on students with Dyslexia, Trauma informed practices and implementing Restorative practices as a Tier 2 MTSS strategy with multiple PD trainings with district equity administrator at staff meetings.</p>
<p>School materials, signage trainings, support</p>	<p>\$200.00</p>	<p>Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.</p>	<p>Support school-wide character education monthly traits to support students' building of skills for social emotional health, wellness and safety. Schoolwide focus on SEL competencies and lessons to address assessed student need measured by the SEL assessment survey in the fall, winter and spring results, eg. 'Good News' postcards/emails sent home to acknowledge students by staff members, Character Education signage for campus and incentive supplies eg. bracelet/washer sayings for students. Hold/give peer nomination acknowledgments monthly.</p>

Sequoia Middle School

Certificated extra pay for planning outside of contractual hours	\$2,000.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Support school-wide character education monthly traits to support students' building of skills for social emotional health, wellness and safety. Schoolwide focus on SEL competencies and lessons to address assessed student need measured by the SEL assessment survey in the fall, winter and spring results, eg. 'Good News' postcards/emails sent home to acknowledge students by staff members, Character Education signage for campus and incentive supplies eg. bracelet/washer sayings for students. Hold/give peer nomination acknowledgments monthly.
Postage For Good News postcards and/or letters	\$250.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Support school-wide character education monthly traits to support students' building of skills for social emotional health, wellness and safety. Schoolwide focus on SEL competencies and lessons to address assessed student need measured by the SEL assessment survey in the fall, winter and spring results, eg. 'Good News' postcards/emails sent home to acknowledge students by staff members, Character Education signage for campus and incentive supplies eg. bracelet/washer sayings for students. Hold/give peer nomination acknowledgments monthly.
Materials for projects eg. paint brushes, paint, sealant, canvases	\$1,500.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Continue to build upon and celebrate the culture of our school with school-wide multicultural projects eg. art projects that reflect the diversity and values of our learning community that reflects and supports the inclusivity of our campus for all students and staff,.
Extra pay for certificated staff to support projects after contractual hours	\$1,500.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Continue to build upon and celebrate the culture of our school with school-wide multicultural projects eg. art projects that reflect the diversity and values of our learning community that reflects and supports the inclusivity of our campus for all students and staff,.

Sequoia Middle School

Materials and supplies	\$2,000.00	Goal 2 All students, parents, and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school.	Create and design a Wellness Center in one of our empty classrooms to be used by our counselors and teachers to support students' emotional well-being.
Materials and supplies for follow up	\$1,000.00	Goal 4: Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff. Additionally we will intentionally focus on increasing student achievement for our emerging bilingual students who are classified as Limited English Proficient.	Tailored assemblies to support our struggling students as defined by Tier 2 and Tier 3 offenses such as, peer conflict, fighting, bullying, racism etc.

Sequoia Middle School

Substitute to cover teachers for 1/2 day as they analyze student data and plan together	\$8,000.00	Goal 3: All Sequoia Middle School staff will engage in professional development throughout the school year to enhance professional practice and enhance student learning, with focus on Equity for all students, AVID School-Wide, relationship building, student data review and both MDUSD PD and local PD opportunities. Task Forces will be created to support Professional Development in AVID, Ed Tech, Equity, Campus/Climate and School Culture/SEL.	Staff will collect and analyze data from formal and informal assessments in PLC grade level and department meetings. Half day release time will be available for data dives, planning and collaboration for new adopted practices/curriculum, eg. Stemsopes (science), TNTP/FIAB/IAB (math), FIAB/IAB (ELA) and new World Language textbook adoptions.
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Site Discretionary Total Expenditures: \$79,740.00

Site Discretionary Allocation Balance: \$0.00

Sequoia Middle School Total Expenditures: \$177,720.00