

School Plan for Student Achievement

LEA: Mount Diablo Unified School District

School: Sequoia Middle School

CDS 07617546105357

Contact Person: Kevin Honey

Position: Principal

E-mail Address: Honeyk@mdusd.org

Phone Number: 925-934-8174

SPSA Year: 2019-2020

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

School Site Council Approval: November 12th, 2019

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.

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State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

Annual Evaluation Goal 1:	All students and teachers will have access to rigorous and relevant standards based curriculum, training and technology tools.	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"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
Goal Applies to: Grade/Department/Other: All Staff Applicable Pupil Subgroups: All Students, ELL, Students with disabilities, SED students		
Expected Annual Measurable Outcomes:	<p>For all students in English Language Arts increase the distance from level 3 by 10 mean scaled score points on the CAASPP</p> <p>For all students in Math decrease the distance from level 3 by 10 mean scaled score points on the CAASPP</p> <p>For English Learners in English Language Arts decrease the distance from level 3 by 5 mean scaled score points on the CAASPP</p> <p>For English Learners in Math decrease the distance from level 3 by 5 mean scaled score points on the CAASPP</p> <p>For Socio-Economically Disadvantaged students in English Language Arts decrease the distance from level 3 by 5 mean scaled score points on the CAASPP</p> <p>For Socio-Economically Disadvantaged students in Math decreases the distance from level 3 by 5 mean scaled score points on the CAASPP</p> <p>For Special Education Students in English Language Arts decrease the distance from level 3 by 5 mean scaled score points on the CAASPP</p> <p>For Special Education Students in Math decrease the distance from level 3 by 5 mean scaled score points on the CAASPP</p> <p>Increase the R-FEP rate from 15% to 20%</p>	Actual Annual Measurable Outcomes: <p>For all students in English Language Arts the distance from met decreased by 5 scale score points.</p> <p>For all students in Math the distance from met did not change.</p> <p>For English Learners in English Language Arts the distance from met increased by 11 scale score points.</p> <p>For English Learners in Math the distance from met increased by 11.8 scale score points.</p> <p>For Socio-Economically Disadvantaged students in English Language Arts the distance from met increased by 3 scale score points.</p> <p>For Socio-Economically Disadvantaged students in Math the distance from met increased by 14.6 scale score points.</p> <p>For Special Education Students in English Language Arts the distance from met decreased by 3 scale score points.</p> <p>For Special Education Students in Math the distance from met decreased by 3.2 scaled score points.</p> <p>R-FEP rate was 20%</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?	Introducing IAB's in ELA and Math in all grade levels. Using student data to guide instruction. Will reteach areas of weakness and/provide supports for students as needed.	

SPSA Year: 2018-19

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
1.1 Provide additional technology hardware/software to increase access for ELL/R-FEP and provide support in Intervention classes	1.1 Purchased some as needed. Small purchases	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? No strong data to show growth. Continued strong reclassification rate.
1.2 Expand student access to technology	1.2 Purchased additional chromebooks (50)for replacements and to expand access in classrooms.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Creates more 1-1 environment in classrooms, updates older machines
1.3 Purchase library materials to support digital citizenship instruction to students	1.3 did not purchase	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
1.4 Purchase supplemental curriculum and materials needed for core instruction	1.4 Purchased support materials in ELA and additional non-fiction materials "Scope" for social studies	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Materials used as non-fiction readings for students. CAASPP Scores were flat in this area.
1.5 Schedule support classes with focus on academic vocabulary, technology and writing skills. Professional development for staff.	1.5 Writing and academic vocabulary were focus of classes.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did

		<p>it reveal about its effectiveness?</p> <p>Reclassification rate strong, Math CAASPP scores for intervention students were flat</p>
1.6 Provide supplemental classroom and project supplies for students that do not have access at home.	1.6 Provided funds to support classes where students could not purchase materials	<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>No significant data</p>
1.7 Purchases resources for STEAM driven electives	1.7 Provided funds for Makers Academy and other Industrial Arts classes	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Allows more students to access the materials and supplies needed to run these programs.</p>
	1.8	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.9	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	1.10	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
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	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 and engaging school.		Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <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 2	
Goal Applies to:		Grade/Department/Other: Grades 6-8	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	2018-2019 School Wide Attendance rates will improve by .2% from 2017-2018 Average 12 families in attendance at school wide ELAC meetings Host a minimum of two school-wide safety assemblies for school Decrease school-wide suspension total from 51 to 35 Decrease school-wide chronic absenteeism from 3.3% to 2.5%		Actual Annual Measurable Outcomes:	Attendance rate fell by .01% in 2018-2019 still in top 3 in district Averaged 12 families at ELAC Meetings - Great! Had one school wide assembly and one parent ed movie night Increase in School Wide suspensions from 51 to 70 Chronic Absenteeism was 3.8%
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?	Continue follow up with chronic absent students to lower Chronic Absence rate. Use attendance plan to support students/families in need. Growth of SDC programs has led to higher Chronic Absentism rate Continue ELAC meeting communications to keep high attendance Look at suspension data to look at common themes, involve counseling office more to support students			
SPSA Year: 2018-19				
Planned Actions/Services		Actual Actions/Services		
		Actual Actions	Evaluation	
2.1 The Sequoia Middle School staff will monitor attendance and look to increase ADA. We will continue to use attendance incentives, staff encouragement to students and quick and efficient follow-up from attendance office staff. We will use SART and SARB meetings for students with chronic attendance issues.		2.1 Attendance support plans, had some SART meetings, No SARB needed. Continued to have 97+% attendance. Use of Renaissance rewards to celebrate perfect attendance	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?	

		Attendance data was consistent with past years.
2.2 School-wide events to support student safety - (Motivational Speakers, Anti-Cyber-Bullying)	2.2 Key Note speaker at the beginning of the year and hosted parent Night on social media.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? We had high suspension rate, so speakers and other supports were not as effective in 2018-2019
2.3 Parent Volunteer Opportunities (Parent Patrol, Class Volunteers, Field Trip Support)	2.3 Multiple field trips for all three grade levels. Often times too many parents sign up to go.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Large number of parent opportunities to be involved.
2.4 ELL/R-FEP Homework support and Small group tutorials for ELL students	2.4 Homework Help three days a week, EL HW Help 1 day a week	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Homework help is packed, EL Help had 10-15 students per session
2.5 Continue to support a Community Service Coordinator position	2.5 Marisol Castro works 19 hours a week. Translates meetings, supports all staff. Leads ELAC Meetings	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Supports parents with homelink, phone calls home.
2.6 Host ELL Meetings, Welcome to campus events (quarterly)	2.6 ELAC Meetings five per year. Supports registration, and meetings	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

		Great attendance at ELAC 12-15 per meeting. Supports registration process for over 75 families.
2.7 Provide services to support students in crisis	2.7 1-Day Psych intern	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Supports students IEPS, Does psych evaluations
2.8 Continue to support AVID Coordinator position	2.8 Responsible for all AVID communications with staff, district and AVID. Ran PD at staff meetings, supported other AVID teachers	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? AVID test scores for AVID elective flat
2.9 Continue to support ELL Case Manager to support students	2.9 Manages EL and R-Fep students.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Had strong reclassification rate and improved communication home.
2.10 Schedule counseling events to support students and families	2.10 Parent ED Night in fall	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? hard to measure
2.11 Host Spring Festival Event - Open House for Perspective Students	2.11 Sequoia Spring Festival held in APRIL	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? over 100 students and families attended
2.12 Continue to support school-wide character education programs by school and	2.12 Monthly character ed fliers in all	Needs More Time to Evaluate Effectiveness

PFC to support student safety	rooms, bulletin boards in Multi-use room.	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>had high suspension rate in 18-19,</p>
	2.13	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	2.14	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	2.15	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	2.16	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
	2.17	<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>
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		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, including school-wide participation in Instructional Rounds and student data review, Year 3 of AVID, and other local professional development opportunities.	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 3

Goal Applies to:	Grade/Department/Other: All Staff
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	100% of staff will participate in Instructional Rounds Protocol 8 member AVID team will participate Summer Learning Academy Math and ELA Teams will have release time to review student assessments	Actual Annual Measurable Outcomes:	100% of staff participated in Instructional Rounds protocol AVID Site team DID NOT attend Summer institute MATH team and 6th Grade Core took Release days to review student assessments
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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?	Limited funding in 2018-2019 halted much of the planned PD for the year. This year we have built in additional PD time to support assessment review through Data Release days.
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SPSA Year: 2018-19		
Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 Provide staff release time to review student assessments	3.1 Math department had off-site day to review math data, review teaching	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Math CAASPP scores flat
3.2 Staff will participate in Instructional Rounds to support student learning	3.2 All staff participated in Instructional Rounds process. Staff groups came up with instructional goals for all classrooms.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

		While CAASPP Scores were flat, informal and formal observations showed higher levels or rigor in learning opportunities in the classroom
3.3 AVID team will attend summer institute and meeting during the year.	3.3 Summer Institute cancelled due to funding, some teachers attended AVID training throughout the year	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? We were not able to get critical mass involved in AVID PD throughout the year.
3.4 Provide PD opportunities throughout the year	3.4 Limited due to funding	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Only two teachers (foreign language) attended off-site training during the year, due to funding cuts.
	3.5	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
	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?
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		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?
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	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?
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		What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?
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Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2019-2020 SPSA	Annual Evaluation Impact on SPSA 2019-2020
Site Council Meeting September 24th, 2019	SSC input on SPSA- Reviewed key ideas and themes of SPSA, supported plan, Council asked questions about effectiveness and staffing to support EL learners -
SLT Meeting - Tuesday, October 1st, 2019	Evaluated effectiveness of 2018-2019 plan. Took in input from department chairs, discussed priorities for 2019-2020
Staff Meeting - Wednesday, October 9th, 2019	Teacher input on SPSA - Evaluated effectiveness on actions from prior year, provided feedback on individual actions/goals
Site Council Meeting November 12th, 2019	Final Approval - Reviewed final draft, edited with group. Addressed questions from Site Council Members.
PFC Meeting - October 9, 2019	Parent input on evaluation and actions/progress 2018-2019 - supported plan, asked questions regarding effectiveness,
SLT Meeting - Tuesday, November 5th, 2019	Final review by Leadership team.

Section 2: Goals, Actions, Expenditures

<p>Goal 1:</p>	<p>All students and teachers will have access to rigorous and relevant standards based curriculum, training and technology tools.</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"/> Course Access <p>Related LCAP Goals:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
<p>Identified Need:</p>	<p>Improvement in Math and ELA CAASPP scores for all students, continue to improve R-FEP rate on campus</p>	
<p>Goal Applies to:</p>	<p>Grade/Department/Other: All Staff</p> <p>Applicable Pupil Subgroups: All Students, ELL, Students with disabilities, SED students</p>	

SPSA Year: 2019-20

Expected Annual Measurable Outcomes:

For all students in English Language Arts increase the distance from met by 5 mean scaled score points on the CAASPP
 For all students in Math decrease the distance from met by 5 mean scaled score points on the CAASPP

For English Learners in English Language Arts decrease the distance from met by 3 mean scaled score points on the CAASPP
 For English Learners in Math decrease the distance from met by 3 mean scaled score points on the CAASPP

For Socio-Economically Disadvantaged students in English Language Arts decrease the distance from met by 3 mean scaled score points on the CAASPP
 For Socio-Economically Disadvantaged students in Math decreases the distance from met by 3 mean scaled score points on the CAASPP

For Special Education Students in English Language Arts decrease the distance from met by 3 mean scaled score points on the CAASPP
 For Special Education Students in Math decrease the distance from met by 3 mean scaled score points on the CAASPP

Decrease the percentage of students performing at the Tier III level on the IReady #2 Diagnostic- ELA from _23_% to _20_% Math from _18_% to _15_%.

Increase the percentage of students performing at the Tier I level on the IReady #2 Diagnostic- ELA from _43_% to 46_% Math from _28_% to _31_%.
 (“End of Year” view)

Increase the R-FEP rate from 20% to 25%

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Provide additional technology hardware/software to increase access for ELL/R-FEP and provide support in Intervention classes	X English Learners X Redesignated Fluent English Proficient	Additional mobile computing options for students, software licenses	LCFF Supplemental	1000.70
1.2 Expand student access to technology	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Mobile computing (Chromebooks) - Additional hardware software to support staff/student access - Carryover	LCFF Supplemental	2500
1.3 Purchase library materials to support digital citizenship instruction to students	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Add 1.5 day of library funding - from outside source (PFC) Library Materials	Site Discretionary	2000

1.4 Purchase supplemental curriculum and materials needed for core instruction	X All Students X English Learners X Redesignated Fluent English Proficient	Curriculum and materials	Site Discretionary	5000
1.5 Schedule support classes with focus on academic vocabulary, technology and writing skills. Professional development for staff.	X English Learners X Redesignated Fluent English Proficient	3 sections of Academic Literacy/Reading support for ELL, R-FEP and struggling students	LCFF Supplemental	56500
1.6 Provide supplemental classroom and project supplies for students that do not have access at home.	X All Students X Low Income Pupils X English Learners X Redesignated Fluent English Proficient	Classroom - Student materials and supplies	Site Discretionary	1000
1.7 Purchases resources for STEAM driven electives	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Materials and supplies to support classroom instruction	Site Discretionary	2500

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.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <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 2		
Identified Need:	Continuing development of character education program for students, reaching out to Spanish-Speaking Families to invite them in as stakeholders, maintaining high attendance rates and prioritizing student safety on campus.			
Goal Applies to:	Grade/Department/Other:	Grades 6-8		
	Applicable Pupil Subgroups:	All Students		
SPSA Year: 2019-20				
Expected Annual Measurable Outcomes:	2019-2020 School Wide Attendance rates will improve by .2% from 2018-2019 Average 12 families in attendance at school wide ELAC meetings Host a minimum of two school-wide safety assemblies for school Decrease school-wide suspension total from 70 to 40 Decrease school-wide chronic absenteeism from 3.8% to 3.0%			
Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 The Sequoia Middle School staff will monitor attendance and look to increase ADA. We will continue to use attendance incentives, staff encouragement to students and quick and efficient follow-up from attendance office staff. We will use SART and SARB meetings for students with chronic attendance issues.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient	No expenditures		0
2.2 School-wide events to support student safety - (Motivational Speakers, Anti-Cyber-Bullying)	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners	Guest Speakers	Site Discretionary	2000

	X Foster Youth X Redesignated Fluent English Proficient			
2.3 Parent Volunteer Opportunities (Parent Patrol, Class Volunteers, Field Trip Support)	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Parents invited on campus to support learning Career Day Parent Patrol		0
2.4 ELL/R-FEP Homework support and Small group tutorials for ELL students	X English Learners X Redesignated Fluent English Proficient	Weekly homework support for EL and R-FEP students in computer lab ELL Tutorials - small groups across grade levels	Site Discretionary	1500
2.5 Continue to support a Community Service Coordinator position	X English Learners X Redesignated Fluent English Proficient	19 hour position, outreach coordinator to Spanish Speaking families, liaison to Site Council, PFC, ELAC	LCFF Supplemental	20000
2.6 Host ELL Meetings, Welcome to campus events (quarterly)	X English Learners X Redesignated Fluent English Proficient	Certificated support of these events Classified support of these events Materials and Supplies	LCFF Supplemental	1000
2.7 Provide services to support students in crisis	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	1- Day Psych Intern	Site Discretionary	3000
2.8 Continue to support ELL Case Manager to support students	X English Learners X Redesignated Fluent English Proficient	Certificated Support of EL Students	LCFF Supplemental	18884
2.9 Continue to support school-wide character education programs by school and PFC to support student safety	X All Students	PFC sponsored		0
2.10 Schedule counseling events to support students and families	X All Students X Low Income Pupils X Foster Youth	Family Nights Student Support	Site Discretionary	500

2.11 Host Spring Festival Event - Open House for Perspective Students	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient	PFC will sponsor Open House to showcase programs at Sequoia	0
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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.	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 3	

Identified Need: Continued Professional Development for staff to continue to grow as life-long learners and improve quality of instruction to all students.

Goal Applies to: Grade/Department/Other: All Staff
 Applicable Pupil Subgroups: All Students

SPSA Year: 2019-20

Expected Annual Measurable Outcomes: Math and ELA Teams will have release time to review student assessments
 All students will take IAB's in English and Math -
 All departments will develop SMART Goals and report out findings throughout the year
 AVID Team will participate in Staff Development training throughout the year
 All Staff will continue to participate in Equity Training and Equity Professional Development

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Provide additional staff release time to review student assessments	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Substitutes for teachers	Site Discretionary	2500
3.2 Provide PD opportunities throughout the year	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Conference Expenses Substitutes for Teachers	Site Discretionary	1500

3.3 AVID team will attend summer institute and training throughout the year	X All Students	Conference expenses Substitutes for teachers	LCFF Supplemental	2500
3.4 Staff will have early release time (Data Days) monthly to focus on reviewing assessment data.	X All Students	No expenditures		0
3.5 Staff Meetings focus on PD - Equity and AVID School Wide	X All Students X English Learners X Redesignated Fluent English Proficient	No expenditures		0
3.6 AVID Rotation class for 140 6th graders throughout the year. This will allow almost half of the 6th grade class to have the AVID rotation class.	X All Students X English Learners X Redesignated Fluent English Proficient	.14 section in Master Schedule for AVID 6th grade rotation	Site Discretionary	17050

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	\$63,562.64	25,012.64
LCFF Supplemental	\$102,384.70	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF Supplemental	102,384.70
Site Discretionary	38,550.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: Sequoia Middle School

Year: 2019-20

()	()	()
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 Suptentes
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Kevin Honey	X				X					
Jamey Carman	X						X			
Ashlee Lung	X						X			
Nathan Cormier-Knopp	X						X			
Marc Lomax	X					X				
Vacant	X					X				
Sara Perlberg	X					X				
Ernie Minglana	X					X				
Beth Campbell	X	X		X						
Phil Bazzano	X	X		X						
Jessica Franke	X	X		X						
Virginia Kelly	X	X		X						
Lila Nikolich	X			X					X	
Olive Read	X			X					X	
Savannah Vallerga	X			X					X	
Lily Turner	X			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: 2019-20

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: November 9th, 2018

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:

- b. Five parents, elected by parents of English Learners:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- 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		<u>November 12th, 2019</u> Council Approval Date
Savanna Vallerga		<u>November 13th, 2019</u> Date
_____ Typed name of chairperson	_____ Signature	_____ Date

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

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

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

Kevin Honey

Kevin Honey

November 13th, 2019

Typed name of Principal

Signature

Date