

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Sequoia Middle School 36 67710 6061865		SSC Approval Date: May 10, 2022
School Address	9452 Hemlock Avenue, Fontana, CA 92335		Local Governing Board Approval Date: pending approval on June 8, 2022 Original
Name of Principal	Antonio Viramontes	Phone # and Email	909-357-5400, Antonio.Viramontes@fUSD.net
Name of SSC Chairperson	Aida Guerrero	Phone # and Email	909-357-5400, ArelAD@fUSD.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

Mission Statement

To nurture students to become citizens and leaders who are deeply rooted in giving back to their communities by providing engaging college and career readiness learning experiences that will sustain them in creating, communicating, preserving, and applying knowledge and academic values for their future.

Vision Statement

Sequoia will be a school that engages ALL students in 21st century skills for college and career readiness including:

- Collaboration
- Knowledge construction
- Self-regulation
- Real-world problem solving and innovation
- Skilled communication
- Technology

SCHOOL AND COMMUNITY PROFILE

School Profile and Description: Sequoia Middle School is a single-track, year-round school that serves 993 students in seventh and eighth grades. Our student body population is comprised of Hispanic 94.8%, English Language Learners 28.5%, Socio-Economically Disadvantaged (SED) 94.8%, Foster Youth 0.3%, Homeless 1.0% and 11.3% of our students are identified as Special Education students.

Our staff focuses on preparing our students for college and beyond. All students participate in our S.O.A.R. (Sequoia College and Career) Program which helps provide students the skills necessary for college readiness. Under the tutelage of our counselors, our students develop a college and career portfolio where they research and investigate careers of their choice and have the opportunity to go on field trips to visit different universities, and begin researching scholarships that may be available to them. Just as importantly, our students have the opportunity to become involved in an array of opportunities before and after school. Partnering with the City of Fontana, students have the opportunity to participate in basketball, soccer, and volleyball. Our Associated Student Body (ASB) helps to coordinate a variety of clubs and activities that help develop school connectedness. We are proud of our Advancement Via Individual Determination (AVID) program. We are recognized as an AVID National Demonstration School. At Sequoia Middle School, we mirror the AVID philosophy of OPEN and EQUAL ACCESS TO RIGOROUS COURSES FOR ALL STUDENTS. Our efforts to maximize our school site with 6 AVID elective courses, implementing AVID instructional strategies (i.e. Writing, Inquiry, Collaboration, Organization, Reading -WICOR) school wide, and offer Honor level courses within each core content area in both 7th and 8th grade have been successful in providing our students with rigorous learning.

SCHOOL BACKGROUND

	<p>To additionally help support our students with having a positive learning environment, we have implemented the Positive Behavioral Interventions and Supports (PBIS) model. Sequoia was recognized as a Platinum Medal recipient for its implementation of this student support systems in September 2021. Sequoia has also been re-designated as Schools to Watch for the 2021 school year by the National Forum of Middle Schools. Sequoia received this recognition for its replicable practices to support student achievement and social emotional needs of our students.</p> <p>We encourage our students to participate in activities that help them develop a sense of belonging and self efficacy. Activities that support this for our students include intramural sports, school clubs (i.e. coding, mind craft, games, art), and marching band.</p> <p>Sequoia Middle School will continue to work on providing services to our school community. Our parents and community members have access to attend our School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal (CWP) Meetings, and other parent workshops. Through these engagement meetings, we have utilized parent/community input to direct our parent needs for the workshops.</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ol style="list-style-type: none"> 1) 95% of the teachers are trained in Restorative Practices and Community Building as a means to help build classroom communities and support Social Emotional Learning. 2) Teacher participate in implementing AVID strategies school wide to support a consistent note taking strategy for our students to be successful in their classes. 3) PBIS Tier 1-3 is implemented school wide to support a positive learning environment by having structures that focus and model positive expectations and behaviors. 4) Teachers are trained in utilizing Microsoft Teams and the school will continue as a Microsoft Showcase School. 5) Increased time for PLC collaboration to improve student proficiency to develop Learning Target and Success Criteria to support Teacher Clarity.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ol style="list-style-type: none"> 1) Sequoia’s Instructional Leadership Team (ILT) will keep working to develop the Professional Learning Cycle for our school site. 2) Our ILT team will keep working with our Professional Learning Communities to insure a common and constant curriculum provided to all of our students. 3) Implementation of our PBIS will continue to expand and improve to support our students and staff. 4) Teachers will be given PLC collaboration time to calibrate, utilize Common Formative Assessments (CFA) to analyze and respond to student data/learning trends, and share students work. This will ensure they are sharing best practices and aligning the instruction with the curriculum. 5) Engage students in their daily learning and support designated and integrated ELD.

SCHOOL BACKGROUND

6) Working with our community outreach liaison and community aide to increase parent engagement in parent workshops to help build parent capacity.

MOONSHOT

Sequoia Sports and Science Academy (S3)

Problem to resolve: How do we prevent or reduce sports injuries with our scholar athletes?

You're going to feel good. But no matter how much you rehab you do, you can't speed up the healing process. I would rather see a guy come back in 14 months and pitch seven, eight or nine more years then come back in 10 months and get hurt again. You cannot mess with mother nature and father time. Nature will heal it if you give it time. ~ ----
Tommy John

Sequoia Middle School has a strong calling for students to participate in sports to keep engagement in our school activities and hold onto our "Eagle Pride". Our mission at Sequoia Middle School is assuring High Levels of Learning for All students. Developing the Sequoia Sports and Science Academy (S3) will enable our students to develop their day-to-day learning fostering sports and science as the bridging theme across all content areas. We believe that having students engaged in sports and science will reach all of our students. Sequoia Middle School receives students from 7 elementary feeder schools and promotes to all 5 comprehensive high schools, with Kaiser, Summit, and Fontana High Schools being the one's we send the most students to. Each of our comprehensive high schools have developed a specialized learning pathways for students. Kaiser has developed their KREATE (renewable energy) pathway, Summit has developed the International Business pathway, Fontana has developed the medical field pathway, Jurupa Hills developed the performing arts pathway, and AB Miller developed a technology pathway. As a feeder school to all of our comprehensive high schools, the goal and vision of the Sequoia Sports and Science (S3) Academy is to introduce and support our high school's pathways and to further develop our own identity as a "school of higher learning and expectations" with sports and science as the vehicle to deliver the student learning.

Our goal for our academy to be all inclusive of all students and develop a program of sustainability with reasonable budgetary implications that may need extra support. In developing our master schedule, opportunities will be offered to students that will incorporate our vision. For example, During our Physical Education periods specific targeted instruction will be given on sports skills and sports safety. In our other content areas, such as English Language Arts, supplemental "informational sports" materials maybe utilized to instruct the skills that need to be taught and for Social Studies, plan specific learning opportunities such as how sports have in impact on current events that trace back to the Civil War, to the Civil Rights, to today's face of sports. Providing students relevance to their learning will impact their engagement and lead to higher learning.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
993	94.8	28.5	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	283	28.5
Foster Youth	3	0.3
Homeless	10	1.0
Socioeconomically Disadvantaged	941	94.8
Students with Disabilities	112	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.1
American Indian or Alaska Native		
Asian	6	0.6
Filipino	2	0.2
Hispanic	941	94.8
Two or More Races	8	0.8
Native Hawaiian or Pacific Islander		
White	15	1.5

These data points indicate:

1. that 94.8% of our students are classified as SED, and 28.5% are classified as English Learners, which implies that we need to be strategic in providing services for equitable resources for high quality instruction and interventions.
2. that 28.5% of our students are EL and 94.8% of students are classified as Hispanic which implies that we need to provide designated and integrated ELD supports that are culturally responsive and relevant to the Hispanic community. Designated ELD and ALD electives will need to be strategically developed for student needs.
3. that 11.3% of our students are Special Education students and need continual support with academic services and accommodations to support their daily learning.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Red

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. that, as a whole, our students are performing below grade level in ELA and Math so instruction needs to continue to support our students' proficiency levels. The need for us to continue with the CCSS aligned curriculum to help meet the needs of our students is needed.
2. Our data for our suspension rates demonstrates positive trends that supports our students engaged in the school and use of PBIS as a means to support student behaviors and Social Emotional Learning..
3. Chronic Absenteeism continues to be an area of focus for our school site. As a site we will need to continue to monitor student attendance, provide interventions with home visits and supports to help our students stay engaged with our school.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

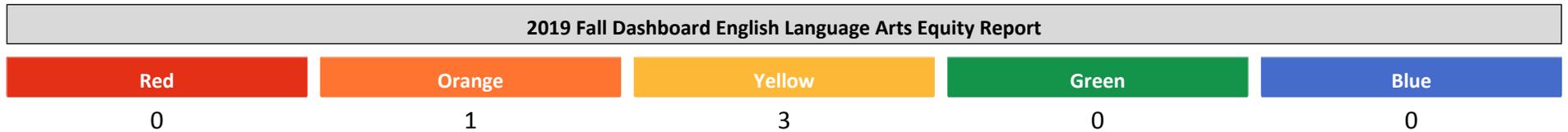
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 28.1 points below standard Increased ++6.4 points 1109	 Yellow 53.8 points below standard Increased ++11.3 points 576	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Yellow 28.4 points below standard Increased ++7.5 points 1075	 Orange 118.2 points below standard Increased ++14.6 points 143

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 74.3 points below standard Declined -4.3 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.8 points below standard Increased ++8.2 points 1053	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 49.2 points below standard Declined -6.9 points 25

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.9 points below standard Increased ++9.1 points 230	15.9 points below standard Increased ++12.6 points 346	31.1 points below standard Maintained ++2.8 points 301

These data points indicate:

1. All students are currently 28.1 points below standard, but increased 6.4 points while our EL population is 53.8 points below standard and increased by 11.3 points, our students with disabilities made a 14.6 point growth and our socioeconomically disadvantaged grew by 7.5 points, which shows that we are narrowing the achievement gap for special populations but still falling well below standard.
2. Overall, English Learner students are currently 53.8 points below standard, but increased by 11.3 points, however, there is a greater gap in points below standard than our English Only students who are 31.1 points below standard. Our current English Learner students are falling furthest below standard at 110.9 points while our reclassified English Learners are seeing the most growth at 12.6 points and smallest achievement gap at 15.9 points below standard.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

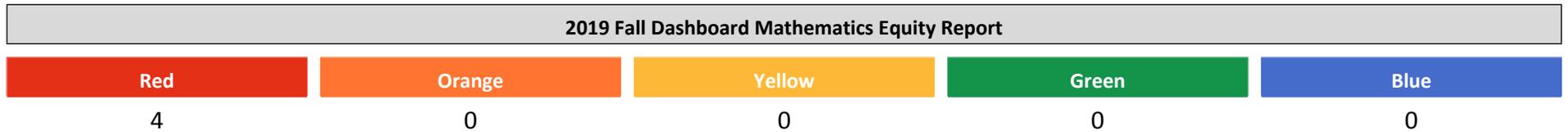
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students


 Red

95.9 points below standard

Declined -3.8 points

1105

English Learners


 Red

124.9 points below standard

Maintained 0 points

576

Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

7

Socioeconomically Disadvantaged


 Red

95.7 points below standard

Maintained -1.7 points

1071

Students with Disabilities


 Red

184.7 points below standard

Maintained ++0.6 points

143

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 95.4 points below standard Maintained -1.4 points 1051	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 110.7 points below standard Declined Significantly -25.4 points 25

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
181.7 points below standard Declined -14.8 points 230	87.2 points below standard Increased ++9.7 points 346	97.1 points below standard Declined -4.5 points 297

These data points indicate:

1. All students are 95.9 points below standard, which is a decrease by 3.8 points while the EL student population are further from standard at 124.9 points below standard and maintained progress at 0, which indicates expected growth was not made in math.

2. Our students with disabilities show the most significant disparity at 184.7 points below standard, while our current English Learners also show to be significantly below standard at 181.7 points below standard and a decline of -14.8 points. Our English only students also showed a decline by -4.5 points for a total of 97.1 points below standard. Our reclassified English Learners are closest to standard at 87.2 points below the standard and made growth in closing the gap to standards met.
3. Overall, our Hispanic students declined by 1.4 points while our white students, who were already 110.7 points below standard, significantly declined by 25.4 points, which indicates a widening of the achievement gap for our white demographic.

School and Student Performance Data

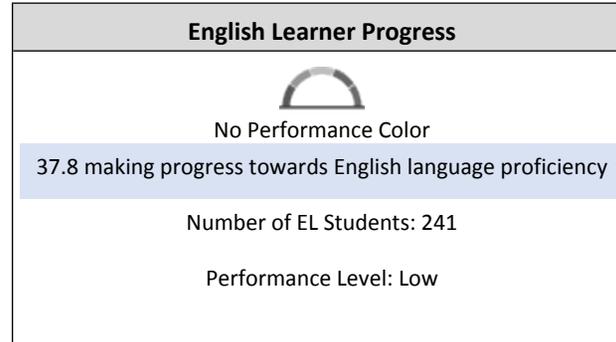
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.2	34.0	3.3	34.4

These data points indicate:

- 28.2% of EL students decreased one ELPI level and 34% of EL students maintained their current ELPI level 1, 2L, 2H, 3L, or 3H which indicates that 62.2% of students are not making adequate progress on language acquisition.

2. 34.4% progressed at least one ELPI Level and 3.3% maintained at ELPI Level 4, which indicates that 37.8% of EL students are making progress towards English Proficiency.
3. There will be professional development to support integrated ELD in the content areas and designated as the EL student elective classes.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

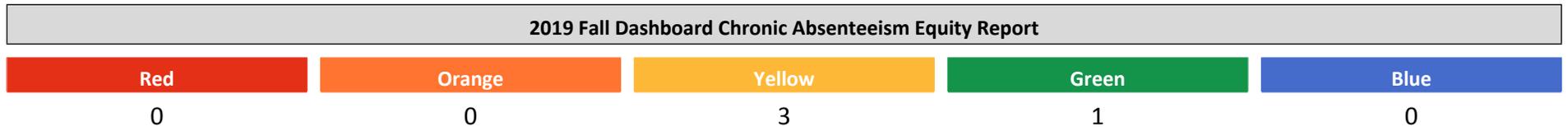
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 9.5 Maintained +0.2 1222	 Green 9.1 Declined -1.3 287	 No Performance Color 28.6 Increased +7.1 14
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 37.5 Increased +4.2 24	 Yellow 9.3 Maintained 0 1173	 Yellow 13.7 Declined Significantly -4.2 161

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 25 Increased +5 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.2 Maintained +0.3 1158	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 11.1 Declined -5.6 27

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1017	78	7.7
Female	508	35	7.0
Male	509	43	8.5
American Indian or Alaska Native	0	0	0.0
Asian	6	0	0.0
Black or African American	22	3	13.6
Filipino	2	0	0.0
Hispanic or Latino	964	69	7.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	8	1	12.5
White	15	5	33.3
English Learners	288	23	8.0
Foster Youth	6	0	0.0
Homeless	21	2	9.5
Socioeconomically Disadvantaged	959	75	7.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	120	18	15.4

These data points indicate:

1. Based on the Fall 2019 session (Pre-COVID) all student groups maintained attendance performance or improved with the exception of homeless (+4.2) and foster youth (+7.1). As a whole school community we maintained with a +0.2.
2. All student groups demonstrated significant percentages of students displaying chronic absenteeism during the 2020-2021 school during of distance learning. The three highest subgroups white (33.3), Students with Disabilities (15.4) and Black or African American (13.6).
3. Comparing the Fall 2019 to 2020-2021 rates, all student groups have decreased, however Identifying the students in the three groups that have highest rates will need to be a priority to support them on their return to help resolve attendance needs and/or socioemotional needs.

School and Student Performance Data

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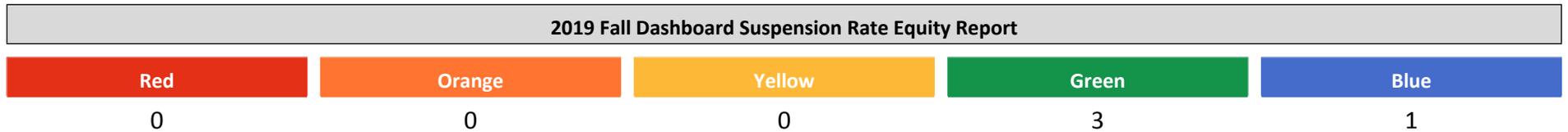
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 2.8 Declined -1.5 1253	 Green 4 Declined -0.9 299	 No Performance Color 0 Declined -10.5 14
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 10.3 Maintained -0.2 29	 Green 2.9 Declined -1.5 1194	 Blue 1.2 Declined Significantly -5.4 164

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.9 Declined -19.1 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.8 Declined -1.3 1185	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 3.7 Increased +3.7 27

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.3	2.8

These data points indicate:

- Suspension rates for all groups declined with an overall decline of 1.5%.
- Our African American student population saw the greatest decline in suspension rates.
- All subgroups maintained or declined in suspension rates with the exception of students who fall into the white demographic with an increase of 3.7.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.29
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.49
Site Specific Measures: Site Walkthrough data: % of classrooms consistently implementing Learning Targets and Success Criteria for students	91%
Site Specific Measures: AVID Tutoring: Change in D/F Rate from 1st Quarter to Semester 1	18% (29 students) that are in AVID have 1 D/F as final grade in a content area at end of S1 28% (45 students) that are in AVID have 1 D/F as final grade in a content area at end of Q1 Rate change - decrease 10%

These data points indicate:

The Conditional Growth Index (CGI) indicates that schoolwide, students made less than expected growth last year since a CGI of zero would indicate a year of growth. Our students made more growth in reading than in math. The areas of need for accelerated growth will be our females, RFEP, and homeless in both Reading and Math. Our Students with Disabilities and EL students had the most growth to decrease the learning gap in both Reading and Math.

Overall, student performance at Sequoia is higher than the District in both reading and math with a lower percentage of students achieving in the bottom two performance bands. Students are achieving higher in reading (43% Avg to Hi bands) than in math (30% Avg to Hi bands). When reviewing math performance by student groups, African American, English Learners, Students with Disabilities, Foster, and Homeless are groups that need the most support due to their high percentages in the two lowest achievement bands. These same groups are identified as needing targeted support in reading as well. When comparing grade level performance, there are no significant differences between 7th and 8th grades.

In comparing our distance from the national norm in Reading both grades 7 and grades 8 showed a negative gain, getting further from the national norm. In comparing our distance from the national norm in Math grade 7 moved further from the norm while grade 8 moved slightly closer to the norm.

The level of implementation of Learning Targets and Success Criteria indicate that students are being instructed with the purpose for that day's learning. This data also indicates that teachers are working collaboratively to share focus and practices for instruction. Site data indicates that we need to focus on both

quality first instruction and interventions with the appropriate levels of supports, accommodations, and scaffolds. Professional Learning Communities (PLC) will continue to work together to identify target standards, interventions, and other learning opportunities for students with an emphasis in Mathematics.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.02
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.19
Site Specific Measures: Site Walkthrough data: % of ELD/ALD/SEI Classrooms demonstrating consistent implementation of Learning Targets and Success Criteria for students	74%
Site Specific Measures: Extended Learning Opportunity Data: % of students showing pretest/post test growth	Data not available; Due to staffing needs, program will be implemented in quarter 3

These data points indicate:

Reading is a needed an area concern for our EL students, with 63% students performing in the Lo band, 27% in the LoAvg band, and 11% Avg, HiAvg, Hi band. Math is also is a needed an area concern for our EL students, with 73% students performing in the Lo band, 21% in the LoAvg band, and 6% Avg, HiAvg, Hi band. The math data is consistent with the district outcomes because there are very significant learning losses in Math versus Reading.

While our English Learners are low performing in math and reading, they demonstrated greater growth than both schoolwide and than any other student group, including RFEP students. These two comparisons indicate the need to also monitor our RFEP students, along with EL students to continue to monitor their performance and growth in both Reading and Mathematics.

Professional Learning Communities (PLC) will continue to work together to identify target standards, interventions, and other learning opportunities for students with an emphasis in Mathematics. Additional support will be be needed to support our designated ELD/ALD electives and the integrated ELD strategies across the curriculum to help meet the needs of our EL students.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 11% Level 3: 39%

Language Acquisition Data – English Learners (EL)	
	Level 2: 36% Level 1: 14%
2020-2021 ELPAC Listening Domain: % by Performance Level	10% - Well Developed 72% - Somewhat/Moderately Developed 18% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	43% - Well Developed 48% - Somewhat/Moderately Developed 9% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	12% - Well Developed 39% - Somewhat/Moderately Developed 49% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	4% - Well Developed 90% - Somewhat/Moderately Developed 6% - Beginning Development
Site Specific Measures: Extended Learning Opportunity Data: % of students showing pretest/post test growth	Data not available; Due to staffing needs, program will be implemented in quarter 3
Site Specific Measures: # of PD and PLC agendas dedicated to ELD strategies and needs	PD agendas - 2 PLC Agendas - 2 to date (February 2022)

These data points indicate:

11% of our students are considered a "Level 4" in their language proficiency and 39% of our students are at a level 3. These two data points represent that we have a strong pool of students that maybe close to reclassification opportunity with a level 4 for the 2021-2022 ELPAC. The strongest domain for our students is the speaking domain, which shows 43% of our students are well developed. An area of focus is the writing domain, where only 4% of our students showed a performance level of being well-developed. Reviewing the Oral Language Performance, Speaking is the stronger skill than Listening, with the majority of the students performing in the "Somewhat/Moderately Developed" category in Listening and and approximate equal distribution between "Somewhat/Moderately Developed" and "Well Developed" in Speaking. The highest areas of need will be in Written Language Expression. However the greatest need will be in Reading , rather than Writing. In the writing domain, 90% of the students are performing within the "Somewhat/Moderately Developed" category because many of our students will write the way they speak. In Reading, 39% of our students performed in the "Beginning to Develop". The Reading trend has been consistent across the grade levels 7 and 8 for the last 3 years. Utilizing the ELPI data to compare 2019-2020 to 2020-2021, we

demonstrated a 5% increase in the number of students that decreased, 2% increase in students that maintained, and 7% decrease in students that made progress. In the 2020-2021 ELPI data, the biggest change was in the students that dropped from '2L' to '1', by an increase of 8%. Reviewing the 2020-2021 ELPI changes, the most decreased amount was from 3L to 2H, which shows that the need to support our 3L student with academic language continues to be a need.

The data indicates that we need to provide our EL students ongoing language instruction and writing practice across the content areas for integrated ELD and language support in our designated ELD/ALD electives. Additionally, reading instructional and endurance needs to also be a contributing factor in language development.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	26% - 210 responses. Sequoia met the 25% target rate set by our school district. 95% - 798 responses. Sequoia met the 95% target rate set by our school district.
Site Specific Measures: Parent Workshop Attendance Data	Parents workshop for parents by the County of San Bernardino: Transition to a new normal 9/7/21- Attendance 4 Advocating for academic success 10/12/21- Attendance 9 Social Anxiety 11/9/21- Attendance 12 Re-learning Independence 12/7/21- Attendance 12 Positive and Negative Implications 1/18/22- Benefits of parental investments 2/8/22- Addressing physical and mental health needs 3/8/22- Effective communications 4/12/22- Self Esteem 5/10/22- Parents workshop for parents by Parent Empowerment: College and Career Readiness: How to Pay for College 1/25/22- Attendance 7 Techniques for Communicating with your Adolescent Child 2/15/22- Student drug use effects and prevention strategies 2/22/22 Active parenting being an involved parent 3/15/22 Strengthening Families and Schools 3/19/22

Parent/Family Engagement	
	Time Management and organization techniques for kids 4/19/22 Teen Dating Relationships 4/26/22 Family Situations behavior that helps and hurts 5/17/22
Site Specific Measures:	

These data points indicate:

Our families met the 25% target rate set by our district with an outcome of 26% participating (210 responses) for the Annual Family Climate Survey. Our students met the target rate of 95% with 95% participating (798 responses) for the Annual Student Climate Survey.

The topics for the parent workshops were determined utilizing a parent survey to help target the parent needs. We are utilizing parent workshops working with the County of San Bernardino (9 workshops) and the Parent Empowerment Group (8 workshops). Due to COVID protocols we are having all parent workshops from 9:00 am -10:00 am to help facilitate afterschool obligations that parents have shared with us. These were the times that we utilized pre-COVID. The needs of the parents will keep being monitored and parent surveys of the workshops will be used as exit tickets to gather feedback as to the effectiveness of the content that was presented for the next school year.

An additional support is that our school site is working with the presentation providers to allow us to record our sessions for the content to be shared with our parents that were not able to make it for the meeting. Our Community Liaison is currently working with our providers.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

The 2019 Dashboard data demonstrates the following for English Language Arts: English Learners are working 53.8 points below standards, increased 11.3 points from 2018. The Current English Learners are working 110.9 points below standards, increased 9.1 points from 2018. The Reclassified English Learners are working 15.9 points below standard, increased 12.6 points from 2018. The English Only students are working 31.1 points below standard, increased 2.8 points from 2018. The 2019 Dashboard data demonstrates the following for Mathematics: English Learners are working 124.9 points below standards, maintained 0 points from 2018. The Current English Learners are working 181.7 points below standards, decreased 14.8 points from 2018. The Reclassified English Learners are working 87.2 points below standard, increased 9.7 points from 2018. The English Only students are working 97.1 points below standard, decreased 4.5 points from 2018. The data points reflect that the achievement gap has been closing with our English Learners and Reclassified English Learners in the area of English Language Arts. The Reclassified English Learners also maintained their trajectory of closing the achievement gap in Mathematics. However our English Learners and English Only students have their achievement gap increasing in the area of Mathematics.

While we are working with our MP Specialist, Integrated ELD has been implemented across the content areas through the utilization of ELD strategies such as sentence frames, graphic organizers, strategic productive partnering, and other ELD strategies in the content areas. The implementation is evident during classroom observational data, however it is not consistent. During the school year staff was trained twice in ELD strategies and utilizing the domains of Listening, Speaking, Reading, and Writing as activities that support ELPAC structures. During classroom visits there were areas of needs to support a 4 domains. To help support instruction staff will work with our MP Specialist to develop Language Objectives to support content learning.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Designated ELD has been implemented with the utilization of our ELD and ALD elective sections for our students. At Sequoia, we have also utilized the content areas with clustered SEI students with instructional support. We have a designated Bilingual Aide within our SEI classrooms to help support students linguistic needs. The utilization of ELD strategies such as sentence frames, graphic organizers, strategic productive partnering, and other ELD strategies. Our California Dashboard, demonstrates that 37.8 percent of our EL students are making progress towards English Language Proficiency. Students that decreased one ELPI level is 28.2%, Maintained ELPI levels 34.0%, Maintained ELPI level 4 3.3%, and Progressed at least one ELPI level 34.4%.

The data points reflect that the students that decreased and maintained their ELPI levels need additional support in designated ELD during their electives. The implementation is evident during classroom observational data, however it is not consistent when the students were receiving integrated ELD. Students that

were not in an ELD elective, received their ELD instruction via integrated in the content areas. The students will benefit more from receiving their ELD instruction in a separate ELD elective course.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

- 1) Ongoing adjustments for our students will be the utilization of our EL Site Monitor to provide support for our students by meeting with our EL students as a means to provide them understanding of their current level and provide their individualized plan to help them reclassify.
- 2) Working with our MP Specialist, additional professional development for designated and integrated ELD needs, (utilizing language objectives, focus on 4 domains)
- 3) Providing teachers and understanding of the language demands that our students are needing in the ELPAC will be a starting point to backwards map instructional practices.
- 4) EL students will also need to be enrolled in ELD or ALD elective to support their language needs.

Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

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

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>The Fall 2021 Social-Emotional Learning: Student Competencies and Supports Survey was given to our students in the month of August 2021 to all 7th and 8th grade students. We received 792 (94%) student responses for the survey. The summary of the survey are as follows for percent favorable: Supportive Relationships 81%, Self-Management 72%, Teacher-Student Relationships 64%, Sense of Belonging 54%, Grit 51%, Growth Mindset 48%, Self-Efficacy 46%, and Emotion Regulation 45%.</p> <p>The Fall 2021 Annual Student Climate Survey was given in the month of October 2021 to all 7th and 8th grade students. We received 798 (95%) student responses for the survey. The summary of the survey are as follows for percent favorable: Other Risks 78%, Substances and Student Interactions 75%, Attendance 71%, Self-Management 68%, Rigorous Expectations 63%, School Safety 63%, Quality of School Environment 56%, Positive Feelings 54%, Teacher-Student Relationships 54%, School Climate 52%, Valuing of School 49%, Sense of Belonging 43%, Self-Efficacy 28%, and Learning opportunities 24%.</p> <p>The Fall 2021 Annual Family Climate Survey was given in the month of October 2021. We received 210 (26%) family responses for the survey. The summary of the survey are as follows for percent favorable: Inclusion Efforts 92%, Policy Awareness 91%, Environment 88%, Information from School 74%, Meal Choices 70%, School Safety 69%, Family-School Communication 68%, Parent Support 68%, Substances and Student Interactions 66%, School Climate 64%, Learning Opportunities 61%, School Fit 58%, Learning Model 56%, and Family Engagement 6%.</p> <p>Our School Community Aide worked with our parent community to survey needs for parent workshops from the County of San Bernardino: The following workshops were scheduled to help meet our family needs: Transitioning to a New Normal, Advocating for Academic Success, Social Anxiety, Re-Learning Independence, Positive and Negative Implications of Social Media, Benefits of Parental Investments, Addressing your Physical and mental health Needs, effective Communication, and Self Esteem. Additional Parent workshops to support our families utilizing Parent Empowerment are: College and Career Readiness: How to Pay for College, techniques for Communicating with your Adolescent Child, Student drug use effects and</p>

Analysis of Qualitative Data

prevention strategies, Active parenting-Being an involved parent, Strengthening Families and schools, Time Management and Organization techniques for kids, teen dating Relationships, and Family situations Behavior that Helps and Behaviors that Hurt.

Our certificated staff is surveyed using Microsoft Forms at the beginning and during the school year to identify professional development needs that the individual teacher may be looking for and to identify trends. From the surveys, the biggest needs are Social Emotional Learning, Behavioral supports, technology (One Note, Teams), content specific needs, and responding to academic needs. Microsoft Forms is also utilized after staff meetings/professional development as an Exit Ticket to check for understanding of the content presented, next steps, and identify additional staff needs.

Description and Summary of Findings for Needs:

Reviewing the data of the Annual Family Climate Survey the 3 areas of the most needs are Family Engagement (6%), Learning Model (56%), and School Fit (58%). From this data it is determined that as a school site we need to develop more relevant pathways for parent engagement in consideration of our current COVID safety guidelines. We will continue to work in providing our families engagement pathways utilizing Microsoft Teams, Parent workshops, parent meetings, Blackboard messages, and social media.

Reviewing the data of the Annual Student Climate Survey the 3 areas of the most needs are Learning Opportunities (24%), Self-Efficacy (38%), and Self of Belonging (43%). The need for diverse learning opportunities will be at the fore front as a means of developing student engagement and student belonging. Working with our students on self-efficacy will also be a need that we will need to address as a focus point in Social Emotional Learning as a school site.

At the beginning of the school year, our certificated staff worked with a consultant on Ethics in the Teaching profession as a common platform to start the school year. Professional development is being offered to teachers in multiple modalities including videos, research articles, self-paced courses through Microsoft, and opportunities for collaborative learning amongst one another. As a staff we will continue to work on AVID strategies, instructional planning (Learning Targets/Success Criteria/Backwards Mapping), classroom management, and working with English Learners.

Further review of student and parent survey academic rigor will continue to be a priority. Anecdotal data also supports the need for social emotional learning for our students. The needs will be to develop a sense of student purpose in school, reconnections to school, self efficacy, and overall well being. Staff will continue to work on developing relationships with students and our families. the current pandemic has caused shifts in student family needs and we will work to realign and support our student and family needs. Additional are of growth will be working with our classified staff as to what are their professional development needs.

Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Classroom visits were conducted through December 2021 (Semester 1) with the focus on the implementation and usage of Learning Targets and Success Criteria inside the classrooms. During the 2021-2022 school year Sequoia had 15 teachers involved in the formal evaluation process. All teachers that were evaluated implemented Learning Targets and Success Criteria within their instructional practices. Teachers development of Learning Targets and Success Criteria was evident through their classroom visits.

Analysis of Qualitative Data

Utilizing the data from the classroom visits all content areas were utilizing the district adopted curriculum to meet the needs of our students. English Language Arts classrooms were utilizing StudySync, Math classrooms were utilizing Math Tech supplemental (and HM Big Ideas), Social Studies TCI Adoption, and Science were utilizing Prentice Hall. Classroom visits also demonstrated first instructional practices to support student learning, implementation of Positive Behavioral Interventions and Supports (PBIS) structures, and AVID strategies (ie Interactive Notebooks, Critical Reading, Annotation), ELD Strategies to support Listening and Speaking.

Through classroom observations, we learned that there is a continued need for

- 1) Professional development in instructional strategies to meet the varying needs of all learners as well as teacher clarity so that both teachers and students can clearly articulate the learning targets and success criteria and what actions need to be taken to meet those learning goals.
- 2) Professional Development for social emotional learning of students and staff to transition back to in person instruction.
- 3) Professional Learning Community time will continue to be a needed to help facilitate data analysis, lesson planning & design, and strategies for intervention/enrichment.
- 4) Professional Development for ongoing ELD strategies in integrated ELD across the curriculum and designated ELD classes.

Analysis of Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The use of state and local assessments are utilized to help guide instruction and lead to identifying school site needs. During the school year, Sequoia utilizes the district assessment calendar to administer, MAP, district Common Formative Assessments, ELPAC, and SBAC assessments. School administration provides PLC collaboration for the PLC's to meet and analyze performance data to guide instruction and identify PLC needs. Professional Learning opportunities are developed with the help and input of the Instructional Leadership team. The state results are also shared with our parent community during a Coffee with the Principal session to share requirements from Title I.

Standards, Assessment, and Accountability

	<p>Our California Dashboard, demonstrates that for our ELA, the data reports that All students are working 28.1 points below standard and increased 6.6 points from the previous year. EL students are working 53.8 points below standard and increased 11.3 points. SED Students are working 28.4 points below standard and increased 7.5 points. Students with Disabilities are working 118.2 points below standard and increased 14.6 points. Additional data demonstrates that current English Learners are working 110.9 points below standards and increased 9.1 points. Reclassified English Learners are working 15.9 points below standard and increased 12.6 points. English Only students are working 31.1 points below standard, maintained +2.8 points.</p> <p>Our California Dashboard, demonstrates that for our Math, the data reports that All students are working 95.9 points below standard and decreased 3.8 points from the previous year. EL students are working 124.9 points below standard and maintained 0 points. SED Students are working 95.7 points below standard and increased 1.7 points. Students with Disabilities are working 184.7 points below standard and maintained +.6 points. Additional data demonstrates that current English Learners are working 181.7 points below standards and decreased 14.8 points. Reclassified English Learners are working 87.2 points below standard and increased 9.7 points. English Only students are working 97.1 points below standard, decreased 4.5 points.</p> <p>Our California Dashboard, demonstrates that 37.8 percent of our EL students are making progress towards English Language Proficiency. Students that decreased one ELPI level is 28.2%, Maintained ELPI levels 34.0%, Maintained ELPI level 4 3.3%, and Progressed at least one ELPI level 34.4%.</p> <p>The needed improvement for student academic performance are:</p> <ol style="list-style-type: none"> 1) Professional Development with Teacher Clarity, AVID strategies, differentiated instruction, integrated ELD, and designated ELD. 2) Parent workshops to support academic supports at home, student attendance, parent structures at home, and other parent driven needs. 3) PLC collaboration time to continue developing Learning Targets/Success Criteria, Language objectives, and planning for instruction.
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Using the state and local assessment data as a primary entry point, the work to disaggregate data for the EL subgroups is next. Academic performance data in English Language Arts demonstrates that current English Learners are working 110.9 points below standards and increased 9.1 points. Reclassified English Learners are working 15.9 points below standard and increased 12.6 points. English Only students are working 31.1 points below standard, maintained +2.8 points. Academic performance data in Mathematics also demonstrates that current English Learners are working 181.7 points below standards and decreased 14.8 points. Reclassified English Learners are working 87.2 points below standard and increased 9.7 points. English Only students are working 97.1 points below standard, decreased 4.5 points. The Language Proficiency data from the California Dashboard, (ELPAC) demonstrates that 37.8 percent of our EL students are making progress towards English Language Proficiency. Students that decreased one ELPI level is 28.2%, Maintained ELPI levels 34.0%, Maintained ELPI level 4 3.3%, and Progressed at least one ELPI level 34.4%.</p>

Standards, Assessment, and Accountability

	<p>The data will be utilized to place students that need the ELD/ALD elective to help support their linguistic needs during designated ELD time. Our EL student data reflects the need for students to develop their academic vocabulary and reading skills to help support them with the necessary skills when taking the ELPAC to reclassify students. Program needs are to provide professional development for teachers and paraprofessional when working with EL student in both the designated and integrated ELD settings. Additionally the continuous need to provide our EL Site Monitor support for working with our EL students and developing student individualized language plans with reclassification as the goal to be shared with the student, parent, and teachers.</p> <p>The Multilingual Programs and Services Department does a thorough analysis of each English learner in which they focus on the student's current EL level, grade-point average, Lexile level, whether they are identified as long-term English learners (LTEL), and special programs such as SpEd or GATE. They identify and recommend the best designated-ELD placement for the students.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>The process to evaluate the implementation of our SPSA goals will be to unpack the goals from the SPSA and develop checking points that align to the district assessment calendar with detail of metrics that will be needed for the check points. This would allow for any adjustments that will be needed in real time. Assessment and Accountability has been working with school sites to evaluate and monitor the SPSA as data has become available through various 1-1 meetings with school administrators. The following data pieces were addressed by Assessment and Accountability: Language Acquisition data October 2021, Academic data November 2021, Parent/ Family Engagement-Surveys-Classroom Observations data in January 2022, and Dashboard Population-Chronic Absentee data in Early February.</p> <p>In December 2021, School Site Council met to progress monitor the SPSA actions utilizing the Categorical Department template. In January 2022 student data was reviewed and progress monitoring of actions/services and February 2022 student data was reviewed. In March 2022, School Site Council met to Progress monitor the SPSA actions/services implementation and outcomes to determine effectiveness. ELAC met in April 2022 to review the SPSA actions and provide recommendations to School Site Council. In April 2022 School Site Council met to determine which actions to modify, continue, or discontinue and take ELAC recommendations for actions and services into consideration. Throughout this process School Site Council will be updated with information about the process during the monthly agendas provided by our categorical department. In May 2022, School Site Council will review and approve the 2022-2023 SPSA.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>The process to monitor our EL program will be working in conjunction with school administration, EL site monitor, and ELD TOA to help monitor student linguistic performance. Our EL SPSA goals will to be unpacked to develop checking points that align to the district assessment calendar with detail of metrics that will be needed for the check points. Utilizing PLC determined assessments from the core curriculum to help gauge instructional gains and losses. Teachers will have PLC collaboration time to help monitor EL progress within their content areas. Teachers will need to identify their EL students within their content classes to help support their lesson planning with integrated ELD strategies.</p>

Standards, Assessment, and Accountability

Identified Needs based on Findings:

- 1) Provide teachers and paraprofessionals PLC collaboration time to analyze student academic and SEL data to help plan for first instruction and Tier 2 interventions.
- 2) Provide teachers and paraprofessionals professional development with integrated and designated ELD to help meet the linguistic needs of all of our subgroups, with an emphasis in our EL student.
- 3) Provide teachers and paraprofessionals professional development with Teacher Clarity, AVID strategies, and differentiated instruction.
- 4) Provide parents workshops to help build support tools for at home access to the curriculum with literacy and numeracy.
- 5) Continue to provide tech skill (Microsoft applications) development for staff, students, and parents to continue the use of technology within the curriculum.

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)	Professional development needs at Sequoia are identified through the analyzing of student academic performance data and staff surveys. During classroom visits the 80% implementation of Learning Targets and Success Criteria identified that they were present inside the classroom, but it was not determined if they were part of the instructional lesson as points to check for understanding. The need to ongoing development for first instructional practice and Tier 1 interventions aligns to the content CCSS as a means to help provide students access to the curriculum and standards. The next steps will be to review and adjust the school site professional learning cycle based on the current needs. The needs changes in the 4th quarter of last year to utilization of technology as the new instructional platform. During the school year teacher work in their PLCs to develop their Learning Targets and Success Criteria.
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)	Teachers are provided time to meet within their PLC to collaborate with their respective Teacher On Assignments in ELA, Math, or ELD. Our SERT teams provides support for our Special Education case carriers on the development of IEP goals that support the grade level standards and provide the appropriate accommodations based on the student needs. Teacher are also provided support from the district Instructional technology Teams (ITS) with the usage of technology platforms to help deliver instruction the the students. Professional Development will be structured to help meet the needs of teh various PLC with the focus of literacy and language across the content areas.
Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)	At Sequoia our grade 8 teachers are on common preps to help facilitate daily opportunities for teacher collaboration. Our grade 7 has math 7 with common preps and the other PLCs have teacher grouped in pairs to allow for smaller collaboration groups. Providing common preps for 7th grade was more challenging because of the restrictions on having students cored for Math/Science and ELA/Social Studies. Teachers are also provided time on Wednesdays to meet and plan for instruction, develop Learning Targets/Success Criteria, and analyze data. Teachers are also provided additional PLC hours to meet outside of the work day and are provided 3 professional development days throughout the school year.

Identified Needs based on Findings:

- 1) Provide teachers and paraprofessionals PLC collaboration time to analyze student academic and SEL data to help plan for first instruction and Tier 2 interventions.
- 2) Provide teachers and paraprofessionals professional development with integrated and designated ELD to help meet the linguistic needs of all of our subgroups, with an emphasis in our EL student.
- 3) Provide teachers and paraprofessionals professional development with Teacher Clarity, AVID strategies, and differentiated instruction.
- 4)Continue to provide tech skill (Microsoft applications) development for staff, students, and parents to continue the use of technology within the curriculum.

Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science: Grades 6-8 English (Study Sync), Math (Big Ideas, Discovery Math Techbook), Science (Prentice Hall, Discovery Science Techbook), Social Science (TCI History Alive!). Grades 9-12th English (Spring Board), Math (HMH - Integrated California, Discovery Math Techbook), Science (Pearson Biology, Glencoe Chemistry, Holt-Heinhart-Winston Earth Science), Social Science (TCI History Alive!).</p> <p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching. Teachers utilize differentiated instructional groups during class in Language Arts and Math. The intervention teachers provide targeted supports through Read 180, Math 180, and C-STEM. The student intervention team (PBIS Tier 2/3) reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>All students have access to the following curriculum: English Language Arts classrooms were utilizing StudySync, Math classrooms were utilizing Math Tech supplemental (and HM Big Ideas), Social Studies TCI Adoption, and Science were utilizing Prentice Hall. All (100%) students have access to grade-appropriate, standards-based core instructional materials. In addition, identified students are provided access to intervention materials that are intended to meet their identified needs (i.e. Read 180, System 44, Math 180, and C-STEM) Students who participate in Special Education also have access to instructional materials that support attainment of goals as outlined in their Individual Educational Plans utilizing core curriculum.</p>

Identified Needs based on Findings:

- 1) Provide teachers and paraprofessionals PLC collaboration time to analyze student academic and SEL data to help plan for first instruction and Tier 2 interventions using the district curriculum.
- 2) Provide teachers and paraprofessionals professional development with integrated and designated ELD to help meet the linguistic needs of all of our subgroups, with an emphasis in our EL student.
- 3) Provide teachers and paraprofessionals professional development with Teacher Clarity, AVID strategies, and differentiated instruction.
- 4) Continue to provide tech skill (Microsoft applications) development for staff, students, and parents to help with Distance Learning and the continue use of technology within the curriculum.
- 5) Provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards.

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>Sequoia is an AVID National Demonstration School which focuses on providing students access to AVID instructional strategies (ie Interactive notebooks, critical reading, annotations) school wide and also providing students within the AVID elective extra support. Students working inside of the AVID elective also work with college tutors in tutorials to provide students extra academic support. The college tutors are also available to other students for academic support based on the college tutor schedule. Our students that are in ELD1/2 and in the Structured English Immersion (SEI) content classes have access to bilingual aides that provide additional scaffolds. Students that participate in our Mild to Moderate Special Equation classes have access to Instructional Aides to provide additional scaffolds. Our PBIS schoolwide structure provides a monitoring and intervention process for students to receive services in Tier 2-3 to help with academic and socioemotional needs. Students at Sequoia also have access to AVID, ELD, ALD, C-STEM, Read 180, and Math 180 as intervention electives.</p>
<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>The disparities in students achievement according to the California 2019 Dashboard demonstrates the following for student groups:</p> <ul style="list-style-type: none"> *DFS for African American students declined 4.3 points and is performing 74.3 points under standard in English Language Arts *DFS for White students declined 6.9 points and is performing 49.2 points under standard in English Language Arts *DFS for English Learner students increased 11.3 points and is performing 53.8 points under standard In English Language Arts *DFS for Students with Disabilities increased 14.6 points and is performing 118.2 points under standard in English Language Arts *DFS for ALL students declined 3.8 points and is performing 95.9 points under standard in Mathematics *DFS for White students declined 25.4 points and is performing 110.7 points under standard in Mathematics <p>The results can be attributed to the following needs and gaps within our instructional program</p> <ol style="list-style-type: none"> 1) Student need for Tier 2 interventions and small group differentiated targeted instruction in English Language Arts and Mathematics. 2) During the planning process of first instruction, planning the content to be culturally relevant to the students. 3) Building student self efficacy to help students advocate and support their own learning
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>The needs for all students have been partially met due to the level of implementation during the 2021-2022 school year. Most SPSA actions have been implemented in Semester 1. Goal 1D providing tutoring on Math and literacy skills has been implemented in semester 2 due to the availability of staff. All students and subgroups are currently performing under standard. The California dashboard data reflects that All students and significant subgroups are closing the achievement gap because they all increased their DFS in English Language Arts. However the achievement gap increase for African American Students and for White students. The California dashboard reflects that all students and subgroups ,maintained their achievement gap for mathematics. However the achievement gap increased significantly for White students.</p> <p>The Language Proficiency data from the California Dashboard, (ELPAC) demonstrates that 37.8 percent of our EL students are making progress towards English Language Proficiency. Students that decreased one ELPI level is 28.2%, Maintained ELPI levels 34.0%, Maintained ELPI level 4 3.3%, and Progressed at least one ELPI level 34.4%. Goals 1a and 1b have been implemented to support EL students acquire language proficiency.</p>

Opportunity and Equal Educational Access

Identified Needs based on Findings:

- 1) Provide teachers and paraprofessionals PLC collaboration time to analyze student academic and SEL data to help plan for first instruction and Tier 2 interventions using the district curriculum.
- 2) Provide teachers and paraprofessionals professional development with integrated and designated ELD to help meet the linguistic needs of all of our subgroups, with an emphasis in our EL student.
- 3) Provide teachers and paraprofessionals professional development with Teacher Clarity, AVID strategies, and differentiated instruction.
- 4) Continue to provide tech skill (Microsoft applications) development for staff, students, and parents to help with Distance Learning and the continue use of technology within the curriculum.

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Parent engagement is a need in all domains of student achievement. Parent meetings are held monthly to support parent informational needs and parent learning for engagement. The following resources are utilized to assist parents:

- 1) Parent Empowerment and San Bernardino County provided Workshops based on parent needs
- 2) School Site Council, English Learner Advisory Committee, Coffee with the Principal Meetings
- 3) Teacher availability to meet with parents during and outside of parent conferences week
- 4) Language translation for facilitate meetings with parents and staff
- 5) The use of Microsoft Teams has facilitated virtual parent meetings such as IEPs, parent conferences, and parent workshops.

Identified Needs based on Findings:

- 1) Provide parents workshops based on parent needs as surveyed by parent needs assessment (Ie literacy , numeracy, EL strategies, parent conference)
- 2) Provide ongoing interpreting and translation for parent access to school information.
- 3) Engage parents in parent committees to help increase participation.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

Supplemental Concentration funds were used to address the social emotional needs of our students through structures of support with ongoing monitoring to identify and respond to their needs. The ongoing need for a positive school climate and culture has been a priority for our site, so our funds are also utilized to support our Positive Behavioral Interventions and Supports (PBIS) which provide Tier 2 and Tier 3 interventions. Examples include additional hourly for Tier 2 and Tier 3 coaches to analyze and evaluate data to provide students support in academic, attendance, and social emotional needs.

Funding

	<p>Sequoia Middle School is also an identified AVID National Demonstration School that implements the AVID instructional strategies school wide, which is supported by our school site AVID Coordinators to help support our underperforming students. The district uses state and local funds to provide 1 English Language Arts Intervention teacher and 2 Math Intervention teachers. Additionally funds were also utilized to support students with new literature in the library to provide access to literacy that is relevant to students and technology inside the classrooms.</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Federal Title 1 funds were utilized to address the achievements gaps in English Language Arts and in Mathematics. Through this funding source we were able to provide support for our teachers to meet in Professional Learning Communities to analyze student data, lesson plan and design, and discuss student performance to plan for interventions for students that are underperforming. Professional Development hours were also provided to help support staff develop their pedagogy and technology skills. We also utilized federal funding for the utilization of college tutors to working with students during AVID tutorials and other extended learning opportunities for students that are needing academic support. Student extended learning opportunities were also funded to help support our students with interventions as identified through our D/F report and via teacher identification. A series of parent workshops covered content to assist parents with support their child's with their social emotional and academic needs.</p>

Identified Needs based on Findings:

- 1) Provide teachers and paraprofessionals PLC collaboration time to analyze student academic and SEL data to help plan for first instruction and Tier 1 interventions using the district curriculum.
- 2) Provide teachers and paraprofessionals professional development with integrated and designated ELD to help meet the linguistic needs of all of our subgroups, with an emphasis in our EL student.
- 3) Provide teachers and paraprofessionals professional development with Teacher Clarity, AVID strategies, and differentiated instruction.
- 4) Continue to provide tech skill (Microsoft applications) development for staff, students, and parents to help support with the participation in workshops and monitoring students' grades and assignments.
- 5) Parent Workshops to support parent learning to support student learning at home and social emotional learning.
- 6) Provide students increased extended learning opportunities to develop their reading skills to help transfer understanding in English Language Arts and Mathematics (performance tasks/word problems).

Stakeholder Involvement

<p>Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.</p>	<p>At Sequoia Middle School the stakeholders are involved in the evaluation of the SPSA, completion of the Needs Assessments, identification of needs, and the development of the actions to provide our school support. Our stakeholders are informed of the Title 1 requirements and asked for feedback through various forums. Our SSC is comprised of the Principal, four classroom teachers, one other staff, three parents, and three students. This allows input from our stakeholder groups. The input from SSC is gathered during scheduled SSC meetings to help address the needs of the school site. Input is also gathered at our scheduled ELAC meetings to help insure that needs are assessed as well for our English Learner students.</p>
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Stakeholder Involvement

School Site Council has been holding monthly meeting to review data and progress monitor the 2021-2022 SPSA. In December 2021, School Site Council met to progress monitor the SPSA actions utilizing the Categorical Department template. In January 2022 student data was reviewed and progress monitoring of actions/services and February 2022 student data was reviewed. In March 2022, School Site Council met to Progress monitor the SPSA actions/services implementation and outcomes to determine effectiveness and the school site Instructional Leadership Team met to review the action/services and provide input and needs. ELAC met in April 2022 to review the SPSA actions and provide recommendations to School Site Council. In April 2022 School Site Council met to determine which actions to modify, continue, or discontinue and take ELAC recommendations for actions and services into consideration. Throughout this process School Site Council will be updated with information about the process during the monthly agendas provided by our categorical department. In May 2022, School Site Council reviewed and approved the 2022-2023 SPSA.

Identified Needs based on Findings:

1) Parent attendance needs to increase for SSC and ELAC to help meet the needs of the school site as described via the SPSA. The school has been scheduling SSC and ELAC meetings outside of the instructional day, so parent/guardians will have access to the student device for access to the meetings.

SWP Requirements

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The opportunity for our students to have quality first instruction with a CCSS aligned curriculum will help our students' success in developing their literacy and numeracy skills. Teachers will utilize the district common formative assessments, MAP data, and other PLC driven data points to help guide instructional needs and identify appropriate instructional practice for delivery of content and skills. Additional to identify and meet the needs of students that are demonstrating learning deficits, the Multi-Tiered System of Supports (MTSS) will help to provide students with the needed interventions to meet the academic and socioemotional needs.</p> <p>Professional development to ensure high-quality first instruction and interventions will also be needed to provide ongoing student support. Providing teachers and paraprofessionals professional development with integrated and designated ELD to help meet the linguistic needs of all of our subgroups, with an emphasis in our EL student.</p> <p>Provide teachers and paraprofessionals professional development with Teacher Clarity, AVID strategies, and differentiated instruction. Provide teachers and paraprofessionals PLC collaboration time to analyze student academic and SEL data to help plan for first instruction and Tier 1 interventions. Provide students increased opportunities to develop their reading skills to help transfer understanding in English Language Arts and Mathematics (performance tasks/word problems).</p> <p>Provide parents workshops to help build support tools for at home access to the curriculum with literacy and numeracy. Continue to provide tech skill (Microsoft applications) development for staff, students, and parents to help continue use of technology within the curriculum and digital literacy.</p> <p>Through the use of classroom visits and PLC discussion utilize the aligned curriculum from district, English Language Arts classrooms were utilizing StudySync, Math classrooms were utilizing Math Tech supplemental (and HM Big Ideas), Social Studies TCI Adoption, and Science were utilizing Prentice Hall. Also classroom visits demonstrate first instructional practices to support student learning, implementation of Positive Behavioral Interventions and Supports (PBIS) structures, and AVID strategies (ie Interactive Notebooks, Critical Reading, Annotation).</p>	<p>Professional Development August 2022, October 2022, December 2022, February 2023</p> <p>Collaboration Time August 2022-May 2023 (bimonthly)</p> <p>Student extended learning September 2022-April 2023 (6 week cycles)</p> <p>Parent Workshops September 2022-May 2023 (monthly)</p>

<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<p>In our efforts to provide students with a well rounded education we need to keep providing a strong base level of first instruction utilizing the following curriculums: English Language Arts classrooms utilizing StudySync, Math classrooms utilizing Math Tech supplemental (and HM Big Ideas), Social Studies utilizing TCI Adoption, and Science utilizing Prentice Hall. The additional support electives of Read 180, Math 180, ELD, ALD, and C-STEM will also be utilized to help support students with remediation of skills.</p> <p>Engaging the staff in ongoing professional development and Professional Learning Communities the teachers will improve their teaching capacity to teach the core curriculum to help meet the needs of our students with the needed rigor and scaffolds needed. Utilizing the 1-1 device for instruction, students will have access to instructional technology to provide them skills needed for 21st century learners. Through the professional development of teachers, students will be receiving instruction that will be infused with technology with rigor, access, engagement utilizing a blending learning instructional model. All students will benefit from effective first instruction, however students will still have access to extended learning opportunities to support students with interventions and enrichment opportunities. These structures will be reinforced by providing PLC time for our teachers to meet and plan along with regular classroom visits by administrators to support student learning, teacher pedagogy, and identify other site needs.</p> <p>Dual Language Immersion will be introduced at our 7th grade level to help support the bi-literacy pathway for our students. Additionally students will also have the choice to enroll in a Spanish class outside of the Dual Language cohorts as a means to support literacy in English and Spanish.</p>	<p>Professional Development August 2022, October 2022, December 2022, February 2023</p> <p>Collaboration Time August 2022-May 2023 (bimonthly)</p> <p>Introduce a World Language PLC to support Biliteracy (August 2022)</p>
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>In our efforts to provide students not meeting the state academic standards we need to keep providing a strong base level of first instruction utilizing the following curriculums: English Language Arts classrooms utilizing StudySync, Math classrooms utilizing Math Tech supplemental (and HM Big Ideas), Social Studies utilizing TCI Adoption, and Science utilizing Prentice Hall. The additional support electives of Read 180, Math 180, ELD, ALD, and C-STEM will also be utilized to help support students with remediation of skills. Utilizing our School Counselors, TOA Climate and Culture and our Outreach Liaison to help meet the needs of our students will also be utilized.</p> <p>All students will benefit from effective first instruction and access to student support time daily. Extended learning opportunities will also be provided to students that are targeted by teachers for intervention needs. Students receiving Resource Special Program (RSP) through our Special Education program will be participating in inclusionary practices such as co-teaching in a general education setting with RSP support to further expose them to a general education setting with the appropriate pacing. English Learner students will be receiving extended learning opportunities before school or after school to help with English Language Acquisition as monitored by our EL site Monitor. These structures will be reinforced by providing PLC time for our teachers to meet and plan along with regular classroom visits by administrators to support student learning, teacher pedagogy, and identify other site needs to benefit student learning.</p>	<p>Student extended learning September 2022-April 2023 (6 week cycles)</p> <p>Collaboration Time August 2022-May 2023 (bimonthly)</p>

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Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-28.1	>= -13.1
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-95.9	>= -80.9
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.29	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.49	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	26%	>= 25%

Identified Need(s):	<ol style="list-style-type: none"> 1) MAP and SBAC data indicates the 7th-8th grade student need development in number sense in order to build a strong foundation for mathematical understanding and concepts and procedures (SBAC). 2) MAP and SBAC data indicates the 7th-8th grade student need development in reading of informational text in order to build stronger foundations in literacy skills (reading). 3) Provide teachers and paraprofessionals PLC collaboration time to analyze student academic and SEL data to help plan for first instruction and Tier 2 interventions. 4) Provide teachers and paraprofessionals professional development with integrated and designated ELD to help meet the linguistic needs of all of our subgroups, with an emphasis in our EL student. 5) Provide teachers and paraprofessionals professional development with Teacher Clarity, AVID strategies, and differentiated instruction. 6) Provide parents workshops to help build support tools for at home access to the curriculum with literacy and numeracy.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<p>1A. Provide professional development on methods and protocols to unpack standards to develop effective learning targets and success criteria and AVID strategies to support best instructional practices.</p> <p>*Additional certificated/classified hours *Travel and conference related fees *Consultant Fees and related expenses</p>	<p>Fall-Winter IReady Staff survey of PD Classroom Observations data</p>	All Students	Administration and PLC Leads	0	0
<p>1B. Provide Professional Learning Community (PLC) Time to collaborate addressing the 4 Principal PLC Questions: 1) What do students need to learn? 2) How will we know what they have learned? 3) What will we do when they have already learned? 4) What will we do when they have not learned?</p> <p>*Additional certificated/classified hours *Supplemental printing/materials *Substitute Release Days</p>	<p>PLC agendas/minutes Classroom Observations data</p>	All Students	Administration and PLC Leads	23,269	0
<p>1C. Provide Parent Workshops and Trainings to support their students' academic and social needs.</p> <p>* Consultant Fees and related expenses * Certificated/classified Hourly * Supplemental materials/printing</p>	<p>Parent Surveys Parent attendance sheets</p>	All Students	Community Aide, Outreach Liaison, and Administration	5,000	0
<p>1D. Provide Tutoring on Math skills and Literacy to reduce D's and F's</p> <p>* Certificated/classified and substitute Hourly * Instructional materials and printing</p>	<p>Fall-Winter IReady Pre/Post Test Data Student D/F grade reports</p>	Students with academic needs	Teachers and Administration	4,254	0

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
* Related Expenses for Tutoring Services					
1E. Provide small group support in Math and ELA skills to build a strong understanding of grade level content *College Tutors/Tutor Monitor *Substitute hourly	Fall-Winter IReady Student D/F grade reports	Students in AVID elective Students with academic needs	AVID Coordinators, Administration, and Staff providing small group instruction	31,935	0
1F. Provide differentiated learning through the RTI/MTSS model. <ul style="list-style-type: none"> • Instructional Technology/TV • Instructional materials and printing • Certificated and classified hourly • Instructional Supplies * Digital and hard copy books, magazines, and literary resources	Fall-Winter IReady	All Students	Administrators, Teachers, Librarian	0	17,676
1G. . Meet instructional and social emotional needs by providing staff support to help monitor student’s performance. <ul style="list-style-type: none"> • Data Analysis and Program Coordinator • Intervention Coordinators • AVID Coordinators • WEB Coordinator • PBIS Team additional hours * Student Incentives * Wellness room and related expenses * SEL supports and related expenses * Flexible seating and related expenses	Classroom Observations data, Staff Surveys	All Students EL Students SED Students Hispanic Students Foster Youth Students	Administrator, TOA Climate and Culture, Data Analysis and Program Coordinator, Intervention Coordinators, AVID Coordinators, WEB Coordinator and Secretary	0	22,175

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:				64,458	39,851

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of ELs: English Learner will demonstrate improved academic growth achievement in Language Arts and Mathematics through the use of literacy skills and AVID strategies across the curriculum to support student academic needs.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-53.8	>= -38.8
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-124.9	>= -109.9
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.02	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)		
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.19	>= 0

Identified Need(s):	1) CAASPP data indicates the 7th-8th grade English Learner students need development in reading of informational text o help transfer understanding in English Language Arts and Mathematics (performance tasks/word problems)
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1aA. Provide Extended Learning Opportunities (1-1 or small group) to develop academic vocabulary and literacy in Language Arts and Math *Certificated/Classified hourly	Fall-Winter IReady Grades Pre/Post Test data	EL Students - Level 3 and 4	Administration, EL Site Monitor and Bilingual Aides	1694	0

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1aB. Provide Professional Development on instructional strategies to support student academic needs across the curriculum. *Supplemental Printing/Materials *Certificated/Classified hourly	Fall-Winter IReady Teacher Survey of PD Staff PD agendas attendance sheets Classroom Observations data	EL Students	Administration, EL Site Monitor, MP Specialist	250	0
1aC. Provide Professional Learning Community (PLC) Time to collaborate on developing language goals to integrate within the general content lesson planning. *Certificated/Classified Hours	PLC Minutes Classroom Observations data	EL Students	Administration, EL Site Monitor, MP Specialist and Bilingual Aides	0	0
Total Estimated Cost for This Goal:				1,944	0

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of Els: English learners will demonstrate English Language Proficiency growth in their productive language by developing their academic speaking and listening skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	37.8%	>= 40.8%

Identified Need(s):	Reminder: Be sure to include needs indicated by analysis of ELPAC level and domain-specific data from the local data section of the Comprehensive Needs Assessment.1) ELPAC data indicates the need to focus on oral language (listening/speaking) for English Learner students who decreased one ELPI level or maintained their ELPI level, according to the CA dashboard.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1bA. Provide Extended Learning Opportunities (1-1 or small group) ELD to help meet the oral linguistic (expressive/receptive) needs in listening and speaking. *Certificated/Classified hourly	Fall-Winter IReady Grades Pre/Post Test data	ELPAC level 1, 2, and low 3 students	EL Site Monitor, Bilingual Aides, ELD teachers	1,694	0
1bB. Provide Professional Development on instructional ELD strategies to support linguistic needs in listening and speaking. *Supplemental Printing/Materials	Fall-Winter IReady Teacher Survey of PD Staff PD agendas attendance sheets	EL Students	Administration, Teachers, MP Specialist, EL Site Monitor	250	0

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
	Classroom Observations data				
1bC. Provide Professional Learning Community (PLC) Time to collaborate on developing language goals to integrate within the general content lesson planning. *Certificated/Classified Hours	PLC Minutes Classroom Observations data	EL Students	Administration, EL Site Monitor, MP Specialist, and Bilingual Aides	0	0
Total Estimated Cost for This Goal:				1,944	0

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1A. Provide professional development on methods and protocols to unpack standards to develop effective learning targets and success criteria and AVID strategies to support best instructional practices. *Additional certificated/classified hours *Travel and conference related fees *Consultant Fees and related expenses	All Students	25,000	Principal/ILT
1B. Provide Professional Learning Community (PLC) Time to collaborate addressing the 4 Principal PLC Questions: 1) What do students need to learn? 2) How will we know what they have learned? 3) What will we do when they have already learned? 4) What will we do when they have not learned? *Additional certificated/classified hours *Supplemental printing/materials *Substitute Release Days	All Students	25,000	Principal /ILT
1C. Provide Parent Workshops and Trainings to support their students' academic and social needs. * Consultant Fees and related expenses * Certificated/classified Hourly * Supplemental materials/printing	All Students	10,000	Principal/Community Aide, Outreach Liaison
1D. Provide Tutoring on Math skills and Literacy to reduce D's and F's * Certificated/classified and substitute Hourly * Instructional materials and printing * Related Expenses for Tutoring Services	Students with academic needs	30,000	Principal
1E. Provide small group support in Math and ELA skills to build a strong understanding of grade level content *College Tutors/Tutor Monitor	Students in AVID elective Students with academic needs	40,000	Principal/AVID Coordinators

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
*Substitute hourly			
<p>1F. Provide differentiated learning through the RTI/MTSS model.</p> <ul style="list-style-type: none"> • Instructional Technology/TV • Instructional materials and printing • Certificated and classified hourly • Instructional Supplies <p>* Digital and hard copy books, magazines, and literary resources</p>	All Students	25,000	Principal/Teachers
<p>1G. Meet instructional and social emotional needs by providing staff support to help monitor student's performance.</p> <ul style="list-style-type: none"> • Data Analysis and Program Coordinator • Intervention Coordinators • AVID Coordinators • WEB Coordinator • PBIS Team additional hours <p>*Student Incentives * Wellness room and related expenses * SEL supports and related expenses * Flexible seating and related expenses</p>	All Students	20,000	Principal/ILT
<p>1aA. Provide Extended Learning Opportunities (1-1 or small group) to develop academic vocabulary and literacy in Language Arts and Math</p> <p>*Certificated/Classified hourly</p>	EL Students - Level 3 and 4	10,000	Principal/EL Site Monitor
<p>1aB. Provide Professional Development on instructional strategies to support student academic needs across the curriculum.</p> <p>*Supplemental Printing/Materials *Certificated/Classified hourly</p>	EL students	5,000	Principal/EL Site Monitor

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1aC. Provide Professional Learning Community (PLC) Time to collaborate on developing language goals to integrate within the general content lesson planning. *Certificated/Classified Hours	EL Students	5,000	Principal/EL Site Monitor
1bA. Provide Extended Learning Opportunities (1-1 or small group) ELD to help meet the oral linguistic (expressive/receptive) needs in listening and speaking. *Certificated/Classified hourly	ELPAC level 1, 2, and low 3 students	10,000	Principal/EL Site Monitor
1bB. Provide Professional Development on instructional ELD strategies to support linguistic needs in listening and speaking. *Supplemental Printing/Materials	EL Students	5,000	Principal/EL Site Monitor
1bC. Provide Professional Learning Community (PLC) Time to collaborate on developing language goals to integrate within the general content lesson planning. *Certificated/Classified Hours	EL Students	5,000	Principal/EL Site Monitor

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	68,346
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	3,005
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	39,851
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		108,197
Total amount of state funds spent (SUPC)		39,851
Total amount of federal funds spent (Title I)		68,346
Total amount of state and federal funds spent		108,197
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Antonio Viramontes	Principal	Not-Applicable	Not-Applicable	1
Lauren Fernandes	Classroom Teacher	2 Years	June 2023	1
Kelly Lomelin	Classroom Teacher	2 Years	June 2023	1
Alex Medalen	Classroom Teacher	2 Years	June 2023	1
Kelly Cremeens	Classroom Teacher	2 Years	June 2023	1
Aida Guerrero	Other Staff Member (Specify): Community Liaison	2 Years	June 2022	1
Edward Ponce	Parent/Community Member	2 Years	June 2023	1
Yvette Ortiz	Parent/Community Member	2 Years	June 2023	1
Erika Diaz	Parent/Community Member	2 Years	June 2022	1
Edward Paraguirre	Student Member	2 Years	June 2023	1
Rosa Maria Avalos	Student Member	2 Years	June 2023	1
Rebeca Canedo	Student Member	2 Years	June 2023	1

RECOMMENDATIONS AND ASSURANCES

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 10, 2022.

Attested:

Principal, Antonio Viramontes on May 10, 2022

SSC Chairperson, Aida Guerrero on May 10, 2022

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Sequoia Middle School

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

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

English Learner Advisory Committee 
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on: May 10, 2022.

Attested:

Antonio Viramontes
Typed name of School Principal


Signature of School Principal

5/10/22
Date

Aida Guerrero
Typed name of SSC Chairperson

Aida Guerrero
Electronic Signature of SSC Chairperson

5/10/22
Date