

Sequoia Middle

10621666006068

Principal's Name: Allyson Burns

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Allyson Burns	X				
2. Chairperson – Jessica Matoian		X			
3. Angela Horton		X			
4. Ninon Castillo		X			
5. Abby Cabrales		X			
6. Nancy Witherow			X		
7. Margarita Villasenor				X	
8. Christina Martinez				X	
9. Amin Moreno					X
10. Jeremiah Ealey					X
11. Andrew Vang					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Sequoia Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Allyson Burns		3/20/24
SSC Chairperson	Jessica Matoian		3/20/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Sequoia - 0417

ON-SITE ALLOCATION

3010	Title I	\$107,880 *
7090	LCFF Supplemental & Concentration	\$314,449
7091	LCFF for English Learners	\$102,000

TOTAL 2024/25 ON-SITE ALLOCATION

\$524,329

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$3,596
Remaining Title I funds are at the discretion of the School Site Council	\$104,284
Total Title I Allocation	\$107,880

Sequoia Middle 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		13 %	14.5 %	2023-2024	15.6 %
SBAC ELA - Average distance from standard	✓	-55 pts	-67.5 pts	2023-2024	-57.5 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-101.3 pts	2023-2024	-91.3 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-77 pts	2023-2024	-67 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-155.2 pts	2023-2024	-165.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	31 %	28.3 %	2023-2024	38.3 %
SBAC Math - Average distance from standard	✓	-85 pts	-99.2 pts	2023-2024	-89.2 pts
SBAC Math - Average distance from standard (English Learner)	✓		-132 pts	2023-2024	-122 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-107.6 pts	2023-2024	-97.6 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-99.2 pts	2023-2024	-89.2 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-182.1 pts	2023-2024	-172.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	22 %	16.6 %	2023-2024	26.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Our working actions surround improving Tier 1 instruction:

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

We have had inconsistent attendance from our bilingual paraprofessional due to illness. Our newcomer population nearly doubled mid year and we needed to create structures to accommodate the increase while

- Planning process utilizing the Teaching and Learning Cycle and includes complex end task, criteria for success, mentor text, pencil calendar, and assessment plan.
- This year, team planning is more focused to include the intentional use of ELD standards during their 4 planning days scheduled throughout the year for planning quarterly units that build both content and language knowledge.
- PLCs are using IAB/FIAB and CFA data (many through Edcite) to identify students needing additional support through DataHub.
- Identified needs are addressed through small group instruction utilizing additional adults (Aides, BIAs, college tutors, Coteachers)
- For additional intervention (Tier II), students will participate in a schoolwide intervention known as Success Periods. This year we expanded our Success Periods to weekly with each content area having a priority week along with smaller groups for a true intervention by student need. Additional adults on campus cover classes while providing targeted lessons in History and Science and iReady reading and math during their intervention weeks. Each week of Tier 2 Success Periods serve approximately 70 targeted students. SPED teachers have an opportunity to meet with caseload students or select students needing targeted intervention.

ensuring appropriate supports were in place including adding as additional ELD/ELA course and restructuring additional supports for aides, BIAs and teaching fellows. Due to potential work stoppage, and issues relating to instruction for English Learners, there were gaps in consistent implementation of our target EL instruction.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Sequoia has always been a place where staff is encouraged to grow and pursue leadership opportunities. As a result, we have new staff and teachers each year and devote time and resources to promote their growth and ways to be successful at Sequoia. To this end, we established a team of teachers in multiple content areas to identify needs and to support development and delivery of identified professional learning. This team is called our SMS PL Team. We are working through ILT to make improvements to our Tier 2 Success Periods to increase opportunities to target students of similar need in all core content areas as well as develop ways to monitor effectiveness. We are also building capacity in utilizing SBAC Item Specifications to determine where content does and does not align with district curriculum and classroom assessments and data tracking with responses to assessments from Datahub tables by classroom and PLC. We were able to adjust Teaching Fellows schedules to be able to support afternoon classes. Due to potential work stoppage, and issues relating to instruction for English Learners, there were gaps in consistent implementation of our target EL instruction. Second semester, we refocused around instruction and areas to improve for student groups, including English learners. Due to unfilled and district funded positions and transportation difficulties, funds were moved from classified supplemental, transportation, and contracts with outside vendors to equipment, supplies and materials to meet the needs of students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Sequoia will continue to develop and expand our MTSS systems to address identified student needs.

MTSS Academic:

Tier1:Goal 1 Actions 1-3,Goal 2 Action 1

- Continue to develop PLC+ teams to increase the impact of teams through the five essential questions: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did not benefit? Within these questions, focus on clarity, assessment, student engagement and disaggregated by student group to ensure equity.
- Utilize, provide PLC support as needed, Claims, Targets and Item Specifications in planning and delivery of lessons to support alignment to rigor.
- PL team, comprised of teachers, will continue to provide teacher voice to assist with the effective implementation and delivery of PL aligned with PLC+
- Continue development of effective planning with the Teaching and Learning Cycle (TLC) including rigorous end task, criteria for success, explicit language instruction, academic discourse and assessment plan.
- Revisit and align Integrated ELD, leading to Designated ELD

- Refine assessment plan and use of data to respond to student groups who benefit and who do not benefit. Continue to expand usage of Edcite for common formative assessment data to monitor student learning of the Standard Instructional Program and inform instructional responses to the data
- Increase our site use of FIAB/IAB assessments to include all departments assessing proficiency at regular intervals building comparative data to gauge success from year to year and increasing student exposure/practice with the online platform and accessibility tools and supports
- Effective use of additional adults (ELF Interact tutors, Co-teachers, Aides) to support individualized instruction and scaffolding to meet rigorous standards
- Minute meetings with all students gives one-on-one time to discuss, encourage and offer support to all students

Tier 2: Goal 1 Actions 1-3

- Continue Success Period with consistent implementation utilizing assessment data to prioritize instructional focus
- Attendance Team to target identified students for attendance intervention and academic support.
- Tier 3 Special day classes for students in ELA, Math, History, and Science for identified students with learning disabilities

MTSS- Social Emotional - Behavior/Attendance

Tier 1: Goal 3 Actions 1-3

- Refine and improve discipline practices (both admin and classroom practices)
- Continue 5 Star implementation as positive reinforcement for Guidelines for Success.
- Alignment of mentoring services for students to ensure access and acceleration within Tier 1 structures.
- Continue to maximize our social worker to provide 1x1 social emotional support, risk assessments, small groups SEL support and schoolwide support. Additionally, our social worker will provide PL to our staff and support development of advisory lessons to support students' social emotional health.
- School psychologist will support attendance team in creating and implementing a more robust MTSS model to support increasing attendance rate.

Tier 2: Goal 3 Actions 1-3

- Develop ways to utilize Success Periods to support at risk behavior students
- Attendance Team to target identified students for attendance intervention and academic support.
- Continue to refine Tier II specialist role and implementation of Tier II supports and TST process and progress monitoring.
- One on one or group mentoring to provide early intervention for students demonstrating social emotional/academic needs

Tier 3: Goal 3 Actions 1-3

- Targeted Support Team (TST) - refine and improve practice and integration with teaching staff
- More consistent practice and process for identified at risk behavior students
- SRC Process was refined and all staff trained and aligned

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Members reviewed the current plan and discussed possible revisions during our February 7th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, utilizing the Prop 28 Art funds using the multi-year plan developed by arts teachers, team building

2 ELAC:

ELAC reviewed our school plan on March 14th and completed a survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Our staff reviewed our data and provided feedback on our school plan on January 25th.. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. These include additional support for EL students, behavior supports through Transition and SRC, community mentors and projects, connectedness with elementary and high schools, continue campus culture activities, incentives,

activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to effectively monitor students when they need to leave the classroom.

parent learning and participation, planning days and to clarify and support coteaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends additional training on designated ELD and ways to increase student talk to support language acquisition and content learning.

Action 1

Title: ELA/History

Action Details:

- Sequoia will implement a comprehensive literacy program focusing on English Language Learners with an emphasis on students showing growth on the ELA SBAC, as well as on Smarter Balanced interim assessments, teacher created common formative assessments, district benchmark assessment and growth on the iReady diagnostic assessments.
- Sequoia implements interdisciplinary teaming in ELA and History supporting teaching practices and alignment of instruction, rubrics and common school-wide literacy strategies across all classes where applicable.
- Use of ELD standards as well as ELD framework along with the Teaching and Learning Cycle framework for instructional planning and the use of both designated and integrated ELD instruction in all classrooms.
- Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning. The refinement of Success Period will continue
- Maximizing the additional adults (BIAs, Paras, and Education and Leadership Foundation tutors) to support teachers and students. Professional learning will be provided for these critical staff so they have tools to support both teachers and students,
- Sequoia will continue to create positive and culturally responsive learning environments, observe students closely to provide planned and just in-time scaffolding in a Multi-Tiered System of Support (MTSS), and foster collaborative academic conversations/discourse, abundant writing and explicit instruction of language.
- Deepen implementation of MTSS by creating structures utilizing Tier 2 extra time (i.e. Success Periods), Education and Leadership Foundation (ELF) tutors and classroom aides, Student Achievement Center-SAC(after school tutoring done by teachers), Co-teaching, and technology supports.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- District Benchmark, iReady diagnostic reading assessments, SBAC interim assessments in all core content areas
- Common formative assessments (CFAs) that utilize the item descriptors from SBAC, developed and analyzed by PLCs through Edcite/DataHub
- Smarter Balanced Interim Assessments Blocks-IABs and FIABs
- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback
- Admin will work alongside teachers in process of calibrating tasks and student work
- Writing End Tasks to assess writing genres. Teams align with writing instructional strategies and writing vocabulary used throughout units

Owner(s):

Principal/MP/GLA/Academic Counselors
ELA/History Interdisciplinary Team

Timeline:

Assessments will be given based on the schoolwide assessment plan which will include iReady, district benchmark, and common formative assessments (CFAs).

CFAs will utilize iReady, Edcite and Springboard digital components. SBAC IAB/FIAB assessments given in ELA and History a minimum of 1 during quarters 1-3. Progress Reports given to students and parents twice monthly.

Writing End Task at the end of each unit

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- All SWD will be enrolled in a course in which they will receive math and/or ELA support, progress monitoring as well as SEL instruction. This will focus on two student groups that are significantly under performing-Students with Disabilities and English Learners, as many students in our SPED program are long-term EL students
- Differentiation/Flexible grouping to deepen and extend learning of targeted literacy standards with focus on significantly under performing students groups: English Learners and Students with Disabilities
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement with focus on significantly under performing student groups: English Learners and Students with Disabilities
- Explore vertical alignment and learning progressions in Achieve the Core and Leadership Foundation tutors to assist one on one reading intervention and small group instruction at the direction of the teacher
- GATE training as it becomes available. Site will seek to find time for GATE teachers to collaborate and align practices and potential projects
- Lessons with emphasis on interdisciplinary instructional strategies
- Access to equipment, materials and software to further opportunities to engage in complex texts/tasks
- All students will be instructed in specific reading strategies to increase reading across history and ELA classes
- Reading of complex text in history and ELA courses will occur on a daily basis in conjunction with complex literary tasks. Tasks will be calibrated through ILT and through sharing of student work at PLC and common planning time.
- All students will have access to MTSS with support from staff to receive differentiated instruction based on identified needs
- Success periods utilized on a regular and consistent basis to provide differentiated support in all core academic areas
- Supplemental contracts for extra time or work during non-duty hours including on site coaching, enrichment and extension before, during, or after school
- PLC Teams/teachers release time and extra pay for collaboration, analysis, scope and sequence, assessment planning and rubric development
- Professional books and resources for staff book study on topics to support PLC needs based on data and conversations with lead teachers and administrators
- Software/site licenses to support student literacy and assessment program
- Classroom materials supplies, and incentives to support literacy program
- Computers, equipment including tablets, printers, carts, and accessories as needed to support literacy, blended learning, and MTSS
- Extra pay and release time for teachers to plan and facilitate professional learning, lead professional books for staff book study on reading/literacy across curriculum.
- Extra pay for teachers to work with students to expand literacy during non-instructional time
- As available, provide study trips for outside of school learning opportunities
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

- Materials and supplies
- Supplemental contracts
- Parent involvement
- Education and Leadership Foundation tutors

3. 7090/7091 to support English Learners:

- Materials and supplies
- Equipment, supplemental contracts
- Study trips, parent involvement
- Babysitting
- Translating
- ELPAC assessors
- Street Saints/Mentors
- Education and Leadership Foundation tutors
- Incentives
- BIA

4. Planned actions to support English learner students:

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Student Group Red Areas:

- **Hispanic: ELA and Math**
- **SWD: ELA and Math**
- **Socioeconomically Disadvantaged: Math**

2. Title I supporting Funds:

- Hispanic, SWD, Socioeconomically Disadvantaged
 - Agendas
 - Materials and supplies
 - Parent Involvement

3. 7090/7091 supporting funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Agendas
 - Materials and supplies
 - Incentives
 - Equipment
 - Substitutes for peer observations
 - Supplemental contracts
 - Street Saints/Mentors

- High quality first time instruction to meet the needs of EL students focusing on text oriented talk about language in complex texts and fostering collaborative academic conversations, abundant writing, and interactive reading around complex texts
- Access and supports within the Standard Instructional Program
- Designated ELD class with reading support class
- Designated ELD in all content areas based on identified needs of English Learners
- Flexible EL grouping as needed to deepen and extend learning
- BIA to support students in core classes with an emphasis on language acquisition
- Education and Leadership Foundation tutors to assist as bilingual aide to support English Learners
- Goal setting and data chats with academic counselors, teachers and other staff.
- Planning for language demands to support student accessing complex texts both receptively and productively
- Access to equipment and software (i.e. Rosetta Stone, Nearpod, Microsoft Teams, Flowcabulary, Padlet)
- Provide integrated and designated ELD
- Incorporate approaches from Culturally Responsive Instruction

- Site licenses
- Study Trips

4. Planned actions for these student groups:

- Focus on students with disabilities, as they are student group most under performing in this area.
- Increased use of differentiation by teachers (more small group instruction)
- To support EL, SWD, Socioeconomically Disadvantaged students - data tracking through DataHub and provide targeted support through Success Period, SAC, small group differentiation.
- Meet with SPED teachers quarterly to discuss student progress on assessments such as district interim and IABs. Focus on average percent correct on assessments to track growth through DataHub.
- Training with general education teachers to ensure that SWDs are receiving required services and attention in their classes. Include this in any and all data chats as a student group of focus.
- Increased use of differentiation by teachers (more small group instruction) with support and training from admin, instructional coaches and school psychologists particularly with a focus on SWD.
- Blended learning/use of differentiated computer-based learning supports.
- Effective use of additional adults (Education and Leadership Foundation tutors, Co Teachers, Aides) to support individualized instruction for English Learners, Students with Disabilities and English Learner students with training.
- Training for paraprofessionals in best practice for academic, behavioral, social emotional support.
- Tier II Academic Intervention (Success Period) with consistent implementation plan utilizing assessment data to prioritize instructional focus

Action 2

Title: Math/Science

Action Details:

- Sequoia will implement a comprehensive program focusing on English Language Learners with an emphasis on students showing growth on Interim Assessments, Common Assessments, district benchmarks and growth on iReady diagnostic assessments.
- Sequoia implements interdisciplinary teaming in Math and Science supporting common school-wide literacy strategies across all math and science classes. This will include use of ELD standards as well as ELD framework including use of the Teaching and Learning Cycle framework for instructional planning and the use of both designated and integrated ELD instruction in all math and science classrooms.
- Math and Science instruction will focus on opportunities to engage students in extended academic discourse (explaining thinking and reasoning, discussing open ended solutions, using evidence and justification).
- Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning.
- Sequoia will continue to create positive and culturally responsive learning environments, observe students closely to provide planned and just-in-time scaffolding in a Multi-Tiered System of Support (MTSS), and to foster collaborative academic conversations/discourse, abundant writing and explicit language instruction.
- Deepen implementation of MTSS by creating structures utilizing Tier 2 extra time (i.e. Success Periods), Coteaching, Education and Leadership Foundation tutors, Student Achievement Center - SAC (after school tutoring with teachers), and technology supports.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- district benchmarks, iReady diagnostic Math assessments, CAST, SBAC
- Common formative assessments that utilize the item descriptors from SBAC, written and analyzed by PLCs through Edcite/DataHub
- Smarter Balanced Interim Assessments (IABs and FIABs) given to monitor student progress and also as guide for rigorous instructional planning
- Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback
- Using IAB/FIAB, Edcite data to monitor progress, teachers will provide flexible grouping, differentiated instruction, Success Period, after school SAC to intervene when students struggle

Owner(s):

Principal/MP/GLA/Academic Counselor
Math/Science Interdisciplinary Team

Timeline:

Assessments will be given based on the schoolwide assessment plan which will include iReady, district benchmark, and common formative assessments (CFAs).

CFAs will utilize iReady, Edcite and Springboard digital components. SBAC IAB/FIAB assessments given in ELA and History a minimum of 1 during quarters 1-3.

Progress Reports given to students and parents twice monthly.

IAB/FIAB administered at end of unit, CFAs at regular intervals throughout unit, Success Period every 4 weeks

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Academically challenging and relevant lessons for all students that align with CCSS, Scope and Sequence and with appropriate rigor.
- Education and Leadership Foundation tutors to provide one on one and small group instruction in math classes at the direction of teachers
- Flexible grouping to deepen and extend learning of targeted literacy standards with focus on significantly under performing student groups: English Learners, African American and Students with Disabilities
- Explore vertical alignment and learning progressions in Achieve the Core
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement
- SpEd/General Ed teacher co teaching in math to assist with differentiation and access to academic content.
- All students will have access to MTSS with co teaching in math and other support staff to receive differentiated instruction based on identified needs and low performing student groups
- Supplemental contracts for extra time or work during non-duty hours including on site coaching, enrichment and extension before, during, or after school and on non-duty days
- PLC Teams/teachers release time and extra pay for collaboration, analysis, scope and sequence, assessment planning and rubric development
- CAST and CAASPP analysis to inform student progress and test rigor
- Professional books for staff book study on literacy across curriculum
- Software/site licenses to support student math, science assessment program
- Classroom materials supplies, and incentives to support math and science programs
- Computers, equipment including tablets, printers, carts, and accessories as needed to support interdisciplinary teams
- As available, provide study trips for outside of school learning opportunities
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available..

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

- Materials and supplies
- Supplemental contracts
- Parent involvement
- Education and Leadership Foundation tutors

3. 7090/7091 to support English Learners:

- Materials and supplies
- Equipment, supplemental contracts

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Student Group Red Areas:

- **Hispanic: ELA and Math**
- **SWD: ELA and Math**
- **Socioeconomically Disadvantaged: Math**

2. Title I supporting Funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Agendas
 - Supplemental contracts
 - Parent Involvement

- Study trips, parent involvement
- Babysitting
- Translating
- ELPAC assessors
- Street Saints/Mentors
- Education and Leadership Foundation tutors
- Incentives
- BIA

4. Planned actions to support English learner students:

- High quality first time instruction to meet the needs of English Learners focusing on opportunities to engage students in extended academic discourse (explaining thinking and reasoning, discussing open ended solutions, using evidence and justification) utilizing the ELD standards and framework with a focus on planning utilizing the Teaching and Learning Cycle from that framework.
- Access and supports within the Standard Instructional Program, including support from additional adults such as Education and Leadership Foundation tutors, BIA, Co-Teachers, SPED paraprofessionals and student teachers
- Designated ELD instruction done through flexible EL grouping to deepen and extend language learning
- BIA support in math and science classrooms

3. 7090/7091 supporting funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Agendas
 - Equipment
 - Incentives
 - Street Saints/Mentors
 - Education and Leadership Foundation Tutors
 - Site Licenses
 - Study Trips

4. Planned actions for these student groups:

- Meet with SPED teachers quarterly to discuss student progress on assessments such as iReady and CAASPP IABs. Focus on average percent correct on assessments to track growth.
- To support AA, EL and SWD, data tracking through DataHub and provide targeted support through Success Period, SAC, small group differentiation.
- Training with general education teachers to ensure that SWD students are receiving required services and attention in their classes. Include in data chats as a student group of focus.
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom. School psychologist and TSA will support teachers in training and implementation along with feedback and support from admin.
- Increased use of differentiation by teachers (more small group instruction) with training and support
- Blended learning/use of differentiated computer-based learning supports
- Effective use of additional adults (Education and Leadership Foundation tutors, Co Teachers, Aides) to support individualized instruction for English Learners, Students with Disabilities, African American and Homeless with training and support
- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus
- Psychologist to assist with MTSS planning, training, and implementation of supports

Action 3

Title: English Learners

Action Details:

- Sequoia will provide an assets-based approach to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments.
- Sequoia will implement literacy strategies across ELA/History and Math Science Interdisciplinary Teams with access and supports within the Standard Instructional Program.
- Sequoia will continue to enhance implementation of effective practices for English Learners through integrated and designated ELD
- Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning.
- Sequoia will continue to create positive and culturally responsive learning environments, observe students closely to provide planned and just-in-time scaffolding, foster collaborative academic conversations, abundant writing and interactive reading around complex and culturally relevant texts and content, and explicit instruction of language to provide access to content during integrated and designated instruction.
- Deepen implementation of MTSS by creating structures utilizing Education and Leadership Foundation (ELF)/mentors, SAC(after school tutoring done by teachers), Success Periods (Tier 2 MTSS structured support time) Coteaching, and technology supports.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- PLCs will analyze results from ELPAC and common assessments targeting English Learners for interventions through MTSS utilizing Coteaching, Education and Leadership Foundation tutors, SAC, and technology supports (Success Period) through Ellevation
- Access and supports within the Standard Instructional Program during integrated/designated instruction
- Formative/Summative assessments developed around the four domains including data analysis and action planning
- Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback with emphasis on implementation of the identified ELD standards addressed through integrated and designated ELD
- PLCs will regularly analyze results from common assessments through DataHub with a focus on Students with Disabilities (many students in our SPED program are long-term English Learners) to inform instruction/differentiation during integrated and designated instruction.
- Admin will work alongside teachers in process of calibrating tasks and student work
- Students scoring a 2024 ELPAC overall 4 will be monitored for growth on CFA data and given additional iReady Reading Diagnostics for reclassification.

Owner(s):

Principal/MP/GLA
PLC/TSA

Timeline:

Assessments will be given based on the schoolwide assessment plan which will include iReady, district benchmark, and common formative assessments (CFAs) and ELPAC

CFAs will utilize iReady, Edcite and Springboard digital components. SBAC IAB/FIAB assessments given in ELA and History a minimum of 1 during quarters 1-3. Progress Reports given to students and parents twice monthly.

iReady Reading Diagnostic for students scoring a 2024 ELPAC overall 4 as needed based on CFA growth

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Use ELA/ELD Framework and deconstructed standards to plan and deliver high quality, first time instruction to increase culturally responsive teaching, providing just-in-time scaffolding, academic conversations, abundant writing and text-oriented talk about language
- Support with planning effective teaching practices with a focus on clarity that align with ELD standards, CCSS and ELPAC demands to allow access to content both productive and receptive through integrated and designated instruction
- Collaboration/Professional Learning opportunities on ways to include language instruction in elective and PE classes
- Target high priority EL students who have reached one of the redesignation criteria
- Education and Leadership Foundation tutors will be utilized to support LTEL students. Tutors will allow teachers to provide small group instruction as well as one on one and support differentiation
- Spanish for Native Speakers course for students who would benefit from developing literacy skills in Spanish to increase academic learning in other content areas to close the gap toward redesignation
- Utilize Ellevation for collaboration and monitoring of EL students' language development, progress toward redesignation, ELPAC Chats, and action planning
- PL on Ellevation platform for accessing data and monitoring EL performance and growth toward reclassification
- BIA support for EL students (Emerging, Expanding) in core content areas with an emphasis on language acquisition, expand to all core classes where possible. Education and Leadership Foundation tutors will support students in a similar manner.
- Supplemental pay contracts to implement programs to increase student achievement toward redesignation
- Designated ELD class with reading support class and integrated/designated ELD instruction in core content classes utilizing digital tools
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement
- Provide materials and supplies to support student growth in Reading, Writing, Listening, and Speaking
- Extra pay and release time for teachers to plan and facilitate professional learning for EL students
- Planning to scaffold language demands of text and task
- Data Chats
- Small group instruction
- Student Success Periods dedicated to EL student learning, ELPAC success, and EL monitoring
- Software/site licenses to support the individualized needs of students to improve language acquisition and resignation

- Computer equipment including tablets, printers, carts, and accessories as needed to support reading program
- Subs for professional development, lesson and unit planning, and conferences
- ELPAC Assessors to administer the one-on-one speaking assessment
- Supplemental pay contracts for extra time or work during non-duty hours including on site coaching, enrichment and interventions before, during and after school
- Professional books for staff book study on reading/literacy across curriculum
- Travel and conference fees for teachers to further their understanding of EL instruction and support.
- As available, provide study trips for outside of school learning opportunities
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

- Materials and supplies
- Supplemental contracts
- Parent involvement
- Education and Leadership Foundation tutors

3. 7090/7091 to support English Learners:

- Materials and supplies
- Equipment
- Supplemental contracts
- Study trips, parent involvement
- Babysitting
- Translating
- ELPAC assessors
- Street Saints/Mentors
- Education and Leadership Foundation tutors
- BIA

4. Planned actions to support English learner students:

- High quality first time instruction to meet the needs of EL students focusing on text oriented talk about language in complex texts and fostering collaborative academic conversations, abundant writing, and interactive reading around complex texts
- Access and supports within the Standard Instructional Program
- Designated ELD class with reading support class
- Designated ELD in all content areas based on identified needs of English Learners
- Flexible EL grouping as needed to deepen and extend learning
- BIA to support students in core classes with an emphasis on language acquisition
- Education and Leadership Foundation tutors to assist as bilingual aide to support English Learners
- Goal setting and data chats with academic counselors, teachers and other staff.
- Planning for language demands to support student accessing complex texts both receptively and productively
- Access to equipment and software (i.e. Rosetta Stone, Nearpod, Microsoft Teams, Flowcabulary, Padlet)
- Provide integrated and designated ELD
- Incorporate approaches from Culturally Responsive Instruction

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Student Group Red Areas:

- **Hispanic: ELA and Math**
- **SWD: ELA and Math**
- **Socioeconomically Disadvantaged: Math**

2. Title I supporting Funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Materials and supplies
 - Supplemental contracts
 - Education and Leadership Foundation Tutors

3. 7090/7091 supporting funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Materials and supplies
 - Equipment
 - Supplemental contracts
 - Street Saints/Mentors
 - Education and Leadership Foundation Tutors
 - Study Trips
 - Site Licenses

4. Planned actions for these student groups:

- Focus on students with disabilities that are also English Learners-EL. This group is particularly large and under performing.
- School Psychologist and Targeted Support Team (TST) will provide guidance in MTSS structures
- Continue lab school work with a focus on the use of ELD standards, ELA/ELD framework and use of the Teaching and Learning Cycle as a means to plan effective language instruction.
- Increase use of differentiation and designated ELD by teachers (more small group instruction focused on EL students)
- Effective use of additional adults (Education and Leadership Foundation tutors, BIA, Co-Teachers, student teachers, SPED paraprofessionals) to support individualized instruction for English Learners and students with disabilities
- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus for EL students

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development G1A1-3, G3A1-3 *No IEPs*	36,055.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors, G1A1-3	65,729.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development G1A1-3, G3A1-3	45,857.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G3A1-3	10,359.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies G1A1-3, G3A1-3, G5A1-2	6,616.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: G1A1-3	28,109.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference: G1A1-3, G3A1-3	11,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: G1A1-3	4,000.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Direct Graphics: G1A1-3, G3A1-3, G5A1-2	2,500.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes: G1A1-3, G3A1-3	38,565.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Equipment: G1A1-3	60,332.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Direct graphics: G1A1-3, G3A103, G5A1	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors:G3A1	8,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		23,520.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3	5,353.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A3	801.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: G1A1-3	58,891.00

\$407,687.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	86 %	78.4 %	2023-2024	80.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience. Site Defined The goal is to have 95%of students exposed to college and careers.

- Xello presentations during class for all students
- A-G presentations during class for all 8th grade students
- High school pathway presentations during class for all 8th grade students
- Elective ranking for all students
- Advisory time for all students
- Data chats with all students
- CTE courses available for students
- Career Fair
- Move Up Day

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience

- More opportunities for college visits
- Exposure to more careers and opportunities to talk with professionals
- Exposure to more high school pathways
- More opportunities for college and career exposure for 7th grade students

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Due to transportation issues, Roosevelt Move Up Day had to be cancelled and an alternative approach to Move Up Day will be implemented.

Opportunities to understand pathways at each high school prior to transfer deadline

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Sequoia will promote intellectual curiosity, critical thinking, and problem-solving in order to prepare students for college and career through:

- Continuing to implement real-world problems and culturally responsive teaching practices that align with the Target Specs from CAASPP in an ongoing basis through all contents.
 - This will help students see the inclusion of Real-World experiences embedded into lessons.
 - Teachers will develop this lesson design work through the PLC+ process and the four planning days for each core content.
- Experiences for college and career exploration
 - Career fair community event
 - College field trips
 - Xello career exploration
 - College Month advisory and lunchtime lessons/activities
 - School Choice Expo
 - JDA
 - CPR training for students
 - Visits from professionals such as Vets, partnership with UCSF, etc.
 - Guest speakers
- Advisory lessons to inform and prepare
 - High school readiness
 - Steps to Middle School Success
 - Guidelines for Success
- Move Up Day to promote Sequoia's program to elementary feeder schools
- Move Up Day to Roosevelt to bring awareness to the high school experience

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Members reviewed the current plan and discussed possible revisions during our February 7th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, utilizing the Prop 28 Art funds using the multi-year plan developed by arts teachers, team building activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to effectively monitor students when they need to leave the classroom.

2 ELAC:

ELAC reviewed our school plan on March 14th and completed a survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Our staff reviewed our data and provided feedback on our school plan on January 25th.. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. These include additional support for EL students, behavior supports through Transition and SRC, community mentors and projects, connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days and to clarify and support coteaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends additional training on designated ELD and ways to increase student talk to support language acquisition and content learning.

Action 1

Title: Academic Support and Counseling

Action Details:

Tier 1:

- All students at Sequoia Middle School will be provided early exposure to career exploration through multiple avenues.
 - Exposure through Xello which will increase student self awareness as they learn about their interest and skills while exploring opportunities that are right for them.
 - Opportunities to job shadow.
 - Career fair will be provided on campus for all students to interact with a diverse group of professionals.

Tier :

- 8th grade students will have opportunities to learn about the various high school pathways and the different career training offered for each.

Tier 3:

- Students will be individually counseled on opportunities available based on their profile and individual needs.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- All students will complete Xello competences through in their Social Studies/Science courses.
- All 8th grade students will receive high school of choice presentations and counseling to choose career pathways
- All students will receive A-G requirements, GPA and goal setting.
- Student engagement data for career fairs on campus.

Owner(s):

Academic Counselors
Advisory Teachers

Timeline:

- Fall semester and as needed throughout the year.
- .Quarterly for other actions

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Use of counselors, agendas, tutoring time, Tier 2 teacher support (SSP) to increase student positive academic habits
- Provide study trips such as to colleges and universities so students can envision a different future for themselves, learn about the academic and extracurricular options and demystify misconceptions about college
- Prioritize students during Success Periods to review academic data and counsel students to "Choose to work harder for success"
- Junior Doctor's Academy partnership for students interested in exploring a health career through Health Academy at Roosevelt High School or Doctor's Academy at Sunnyside High School. Partnership may include elective course, embedded curriculum in science course, guest speakers, after school and weekend workshops, and field trips
- Third academic counselor to support students specifically with the transition of elementary to middle school and then from middle school to high school. Counselors to work with feeder elementary schools and high school counseling programs to plan academic, social/emotional, and behavioral supports.
- 7th Grade Transition activities including Move Up Day or other materials supplies support for incoming students.
- Student incentives and materials and supplies to support academic growth improvement and success
- Provide community/career fair to support students knowledge of various career opportunities
- All counselors are spending additional time in the elementary classroom meeting with students one-on-one
- Student computers
- Instruction time Subs for teacher coverage during college campus visits
- Incentives for students that participate in the career and college fair Field trips, including transportation Materials and supplies

- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

- Materials and supplies
- Supplemental contracts
- Parent involvement
- Education and Leadership Foundation tutors

3. 7090/7091 to support English Learners:

- Materials and supplies
- Equipment, supplemental contracts
- Study trips, parent involvement
- Babysitting
- Translating
- ELPAC assessors
- Street Saints Mentors
- Education and Leadership Foundation tutors
- BIA

4. Planned actions to support English learner students:

- EL students will have the opportunity to learn how they can receive a seal of bi-literacy upon high school graduation.
- Students will have the opportunity to receive credit for native speakers courses.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Student Group Red Areas:

- **Hispanic: ELA and Math**
- **SWD: ELA and Math**
- **Socioeconomically Disadvantaged: Math**

2. Title I supporting Funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Material and supplies
 - Supplemental contracts
 - Parent Involvement

3. 7090/7091 supporting funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Materials and supplies
 - Equipment
 - College trips
 - Education and Leadership Foundation tutors
 - Incentives

4. Planned actions for these student groups:

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Study Trips	3,499.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips: G1A3, G2A1, G3A1	1,435.00

\$4,934.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		31.8 %	2023-2024	31.2 %
Suspension Rate - Semester 1	✓	5 %	3.7 %	2023-2024	3.37 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism Our chronic absenteeism has shown improvement this year . Sequoia utilizes attendance report cards to communicate with students and families. Our vice principal and GLA conduct attendance chats with students and communicate the importance of school attendance with families. Our Safe and Civil Schools Team works to provide students positive experiences and incentives to encourage attendance and participation in Sequoia's diverse academic and Goal 2 opportunities.

96%of students shared that they have opportunities to be a part of clubs and activities on the Climate and Culture survey.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism (African American) This student group had an increase in chronic absenteeism particularly during 2021-22 which increased from 34.1%to 60.7%(28 students). We will continue our A4 opportunities as well as utilize Success Periods, Student AchievementCenter and encourage students to Choose toGet Involved in Something Positive.Chronic Absenteeism (Special Ed) This student group had an increase in chronic absenteeism from 23.6%to 55.1%(98 students). Suspensions students with 1 or more (African American) This student group's current suspension rate: 4, 10,53%. We will continue our A4 opportunities as well as utilize Success Periods, Student AchievementCenter and encourage students to Choose toGet Involved in Something Positive. Suspensions students with 1 or more (SPED) This student group's current suspension rate: 5, 4.03%No specific resource inequities have been identified.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Due to staffing shortages, funds were moved from teacher supplemental, study trips, and substitutes to equipment, supplies and materials to meet the needs of students. Sequoia will continue to develop and expand our MTSS systems to address identified student needs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Sequoia will increase student engagement in school and community through the following (SPSA Actions 1-3):

- Develop ways to utilize Success Periods to support at risk behavior students
- Attendance Team to target identified students for attendance intervention and academic support.
- Continue to refine Tier II specialist role and implementation of Tier II supports and TST process and progress monitoring.
- One on one or group mentoring to provide early intervention for students demonstrating social emotional/academic needs
- Targeted Support Team (TST) - refine and improve practice and integration with teaching staff
- More consistent practice and process for identified at risk behavior students
- SRC Process was refined and all staff trained and aligned
- Promote the various opportunities available for students to be more engaged

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Members reviewed the current plan and discussed possible revisions during our February 7th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, utilizing the Prop 28 Art funds using the multi-year plan developed by arts teachers, team building activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to effectively monitor students when they need to leave the classroom.

2 ELAC:

ELAC reviewed our school plan on March 14th and completed a survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Our staff reviewed our data and provided feedback on our school plan on January 25th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. These include additional support for EL students, behavior supports through Transition and SRC, community mentors and projects, connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days and to clarify and support coteaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends additional training on designated ELD and ways to increase student talk to support language acquisition and content learning.

Action 1

Title: Choose to Get Involved in Something Positive

Action Details:

Sequoia students will have a wide range of opportunities to engage in an art, activity, club and/or athletics that support Sequoia's Guidelines for Success: Choose to give respect to get respect, Choose to be a better person everyday, Choose to get involved in something positive and Choose to challenge yourself to work harder for success.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

ATLAS engagement tool will be used to track students' engagements. Culture and Climate team will monitor involvement quarterly and plan for increased participation and effectiveness of all Goal 2 activities.

Owner(s):

GLA, VP, Teachers/Coaches, Culture and Climate Team, School Psychologist
Club Advisors

Timeline:

Quarterly participation review

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Provide varied opportunities for involvement that encourage students to make successful choices through Sequoia's Guidelines for Success such as: Student Leadership, WEB, Celebrating Diversity Program, career education opportunities, study trips, after school/lunch clubs, academic competitions, cheerleading, color guard, club field trips, athletics and intramural sports, music, performing and visual arts, Celebrating Diversity Program and Young Women/Men's Alliance.

- Supplemental contracts for teachers and support staff to respond to student needs to support increased Goal 2 participation
- Materials and supplies to support direct services to students through Goal 2 opportunities.
- Materials/Supplies/Equipment as needed to support Culture and Climate actions during on campus
- Incentives/assemblies to encourage Goal 2 participation
- Increase community mentor opportunities through partnerships with Educational Leadership Foundation and the FUSD mentoring office
- Increase elementary and high school connectedness with a focus on transitions for students between school levels.
- Increase student connectedness through Stones in the River
- Explore CTE technology class connected to appropriate high schools
- Conference, fees, and subs to support school programs
- Plan for Showcase events that highlight our electives/clubs accomplishments with our families and community
- As funds are available, increase the number of athletic team sports, extra curricular clubs, academic competition teams, performing arts and community service so that more students are able to participate under a junior varsity structure.
- Junior Doctor's Academy partnership for students interested in exploring a health career through Doctor's Academy at Sunnyside High School or Health Academy at Roosevelt High School. Partnership may include elective course, embedded curriculum in science course, guest speakers, after school and weekend workshops, and field trips
- Provide transportation to events such as Art Hop and Idea fest
- Increase student opportunities to contribute to and lead advisory lessons
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

- Materials and supplies
- Supplemental contracts
- Parent involvement
- Education and Leadership Foundation tutors

3. 7090/7091 to support English Learners:

- Materials and supplies
- Equipment, supplemental contracts
- Study trips, parent involvement
- Babysitting
- Translating

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Student Group Red Areas:

- **Hispanic: ELA and Math**
- **SWD: ELA and Math**
- **Socioeconomically Disadvantaged: Math**

2. Title I supporting Funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Materials and supplies
 - Supplemental contracts

3. 7090/7091 supporting funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Materials and supplies
 - Supplemental contracts
 - Study trips
 - Street Saints/Mentors

- ELPAC assessors
- Street Saints/Mentors
- Education and Leadership Foundation tutors
- BIA

4. Planned actions to support English learner students:

- Identify/target students not participating in any Goal 2 activities quarterly using Goal 2 reports
- Staff will meet with these identified students during advisory to discuss ways students can get involved

- Education and Leadership Foundation tutors
- Incentives

4. Planned actions for these student groups:

Identify/target students not participating in any Goal 2 activities quarterly using Goal 2 report. Staff will meet with these identified students during advisory/Success Periods to promote student involvement with Students with Disabilities, African American, Foster Youth, and Homeless students. African American students will be monitored and supported through the support of site A4 mentor. This will include regular check in meetings, monitoring of grades and attendance, and engagement with district and site college and career activities. VP will work closely with Department of Prevention and Intervention Social Worker to monitor engagement of Foster Youth and Homeless students.

Action 2

Title: Attendance

Action Details:

Implement a school wide attendance support and monitoring program that educates students and families about the importance of attendance, incentives for students with high attendance and improving attendance, and supports for students with poor attendance. A Family Learning Center (site parent center) will continue to assist families with chronic absenteeism. Outreach and training will be implemented through the parent center and lead by our home school liaison and administration.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Daily monitoring of absent students
- Weekly monitoring of ATLAS attendance reports
- Bi-Weekly use of A2 Attendance system and conferences to monitor chronically absent students this will be done virtually or in-person
- Monthly attendance report cards given to students and parents.

Owner(s):

Vice Principal, GLA, HSL, Attendance Clerk, Teachers, RCA, Academic Counselors

Timeline:

On-going all year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Attendance report card given to students monthly with learning around the importance of attendance
- A2A Parent conferences every two weeks
- Support provided from A4 site mentor
- Coffee hour for attendance families
- Regular communication with parents including phone calls, letters, etc.
- Staff will meet, at minimum, once a month with all chronically absent students
- VP, GLA, Resource Counseling Assistant, and Teaching Fellow(s) will meet one-on-one on an ongoing basis with students who are not showing improvement
- Incentives and recognition for students with high attendance and improving attendance
- Spanish HSL for parent outreach and home visits
- Materials and supplies for incentives, recognition for attendance purposes

- Student agendas
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.
- Create Attendance team to develop and implement a MTSS model for support with attendance to include:
 - Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action
 - Utilization of evidence-based strategies aligned to state identification.
 - Satisfactory students and students with improved attendance will receive incentives
 - Attendance conferences with parents and students
 - All incoming 6th grade students to 7th grade will be counseled on immunization requirements and provided resources so they can start day one of school.

Tier 1:

1. Utilization of evidence-based strategies aligned to state identification.
2. Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action
3. Review and analyze attendance data weekly, monthly, and quarterly
4. Teaching attendance policies to students and families
5. Daily attendance phone calls by teachers and office staff
6. All incoming 6th grade students to 7th grade will be counseled on immunization requirements and provided resources so they can start day one of school.

Tier 2:

1. Satisfactory students and students with improved attendance will receive incentives
2. Students that are manageable will be counseled by CWA Specialist on how to improve with attendance contracts
3. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by CWA Specialist
4. CWA and HSL will monitor students being targeted for attendance.
5. If students are absent Full time CWA will call or visit the home.
6. Attendance conferences with parents and students
7. Partner with DPI for supports and interventions
8. Attendance groups
9. Providing parents with necessary resources
10. Tier II Intervention Specialist work with students on caseload.

Tier 3:

1. T2 parent meeting with Attendance Clerk & CWA, SART process with social worker, SARB referrals

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

- Materials and supplies
- Supplemental contracts

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Student Group Red Areas:

- **Hispanic: ELA and Math**
- **SWD: ELA and Math**
- **Socioeconomically Disadvantaged: Math**

- Parent involvement
- College tutors

3. 7090/7091 to support English Learners:

- Materials and supplies
- Equipment, supplemental contracts
- Study trips, parent involvement
- Babysitting
- Translating
- ELPAC assessors
- Mentors/Street Saints
- College tutors
- HSL mileage
- BIA

4. Planned actions to support English learner students:

- HSL will work with EL students and specifically Spanish-speaking families of students that have poor attendance

2. Title I supporting Funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:

3. 7090/7091 supporting funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - HSL mileage
 - Incentives
 - Mentors/Street Saints

4. Planned actions for these student groups:

Sequoia will continue to develop and expand our MTSS systems of support to address identified student needs. Guidance, support and professional learning for this work provided by Psychologist.

- Vice Principal, GLA and front office attendance clerk will meet biweekly with attendance team to refine processes, identify students of focus and coordinate SARB referrals and attendance conferences with both parents and students
- Explore ways to incorporate Success Periods to support at risk attendance students
- TST Team - refine and improve practice and integration with teaching staff
- More consistent practice and process for identified at risk behavior and attendance students
- Partner with Culture and Climate Team to promote student involvement and belonging at Sequoia
- Conduct bi-weekly conference (in-person or virtual) with families whose students are identified as chronic attendance students
- GLA will work closely with Department of Prevention and Intervention Social Worker to monitor engagement of Foster Youth and Homeless students.

Action 3

Title: Behavior Support

[Action Details:](#)

Implement a system of behavior support to prevent and intervene early on behalf of students that are exhibiting behaviors that may lead to suspension. Furthermore, implement a system of options that are alternatives to suspensions, keeping students on campus while learning to decrease behaviors that distract from the educational environment.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Weekly behavior meetings in which admin coordinates, SST meetings, monitoring weekly of Power BI, Culture and Climate Team will do quarterly cycles of review on suspension data.

Owner(s):

Culture and Climate Team, RCA Admin, TST

Timeline:

Weekly-admin discipline meetings

Monthly-Culture and Climate meetings

Quarterly-School Site Council

Regular -CCI

SST meetings as needed

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Alternative to suspensions including: meaningful work projects, community service, restorative justice practices where applicable
- Counseling and social emotional support through the Clinical School Social Worker and Tier 2 Specialist
- Resource Counseling Assistants and mentors through Street Saints to offer and case manage both small group and individual behavior supports for students. Behavior contracts, incentives and check-ins will all be used.
- Resource Counseling Assistants and mentors through Street Saints to assist students with mediation for successful conflict management.
- Transition class to serve as an alternative to suspension and to teach students better coping skills and self-control strategies.
- Transition class to utilize Microsoft Transitions Team to provide asynchronous coursework for assigned students.
- Supplemental contracts for Culture and Climate Committee to meet for planning and collaboration
- Admin to deliver class meetings to all students to review expectations and guidelines for success
- continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school
- As a site will offer a zero period PE to open opportunities for students to engage in electives to meet their academic and social emotional needs
- Student rallies, after school events, and lunch activities
- Student of the Quarter recognition
- . Students will be given the opportunity to engage in sports athletics, clubs and activities throughout the school year
- Referral data analysis weekly, monthly, and quarterly to identify behavior trends and develop interventions
- Suspension data analysis weekly, monthly, and quarterly to identify behavior trends and develop interventions
- Class meetings conducted each semester
- Positive behavior celebrations
- YMA and YWA electives for at risk students
- TST team meeting will be held and interventions will be put in place
- Incentives used to promote positive behavior and Guidelines for Success
- Tier II Intervention Specialist to support at risk students
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. Student Group Red Areas:

- **Hispanic: ELA and Math**
- **SWD: ELA and Math**

- Materials and supplies
- Supplemental contracts
- Parent involvement
- College tutors

3. 7090/7091 to support English Learners:

- Materials and supplies
- Equipment, supplemental contracts
- Study trips, parent involvement
- Babysitting
- Translating
- ELPAC assessors
- Mentors/Street Saints
- College tutors
- BIA

4. Planned actions to support English learner students:

- HSL and Resource Counseling Assistant will work with families of EL students that exhibit at risk behaviors to reduce those behaviors that lead to suspension and expulsion.
- Mentors
- College Tutors

- **Socioeconomically Disadvantaged: Math**

2. Title I supporting Funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:

3. 7090/7091 supporting funds:

- Hispanic, SWD, Socioeconomically Disadvantaged:
 - Resource Counseling Assistant
 - Materials and supplies

4. Planned actions for these student groups:

Utilize interventions and proactive measures applied individually to students to decrease suspension with these student groups through the MTSS process and teams such as CCT and TST.

Sequoia will continue to develop and expand our MTSS systems of support to address identified student needs.

- Behavior support team will meet weekly to discuss and refine behavior support practices and procedures, discuss and plan interventions for at risk students.
- Refine and improve discipline practices with focus on effects of discipline on student groups that are disproportionately suspended or expelled (AA and SWD).
- Use of mentoring, counseling, and social work services to focus SWD and AA students that are disproportionately suspended and expelled
- Utilize Success Periods to teach SWD social emotional learning and social skills curriculum.
- Targeted Support Team (TST) - refine and improve practice and integration with teaching staff
- More consistent practices and processes for identifying, monitoring and supporting at risk behavior students, particularly in the AA and SWD student groups.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified Supplemental: G3A1-3	10,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Street Saints : Street Saints Mentoring SEL Support: G3A3	24,845.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		61,267.00

\$96,112.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	100 %	96.2 %	2023-2024	97.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Site Staff Surveys will inform Sequoia on best practices with retention and recruitment. Establishing structures to increase staff participation in the leadership and decision making process of the campus. These structures include Instructional Leadership Team (ILT), Culture and Climate Team (CCT), School Site Council (SSC) and Targeted Support Team (TST). These structures will include nearly half the teachers on the campus in a defined leadership role.

Learning opportunities based on staff member needs

- Opportunities for peer to peer observation through coaching periods
- CCT provided professional learning around school values, rules, and positive classroom environment
- Coaching Periods

Staff Survey—Feel Valued at School

- Staff socials
- Staff treats - 12 Days of Treats in December
- Birthday shout outs
- Staff Member Awards
- Staff surveys to provide input on school wide decision making
- Staff involvement in spirit teams

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

There is a persistent and ongoing need to add teachers and staff that more closely match the demographics of our school. Continue to explore ways to recruit and retain teachers reflecting the community we serve. Staff Survey—98% of staff responded: This school values understanding different races, ethnicities, and cultures, I feel valued at this school, and I enjoy being at this school. While the staff being hired are increasingly matching the student body of the school, there is still room for growth.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We continue to explore and retain teachers reflecting the community we serve. 98% of staff responded that "This school values understanding different races, ethnicities, and cultures." We need to continue to recruit and attract

strong candidates that match the student body that we serve at Sequoia. Currently our staff is diverse, but has a smaller percentage of individuals that match the ethnic make up of the school. That gap is narrowing, but still has a ways to go. We have also increased this year in our cultural celebrations and education opportunities. We have had explicit learnings and celebrations around Hispanic heritage, Native American, Women in Sports, World Religions, African American History, Asian History so far in the school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Grounding all Team members through PLC+ process
- Climate culture staff committee to improve staff climate and connectedness

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Members reviewed the current plan and discussed possible revisions during our February 7th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, utilizing the Prop 28 Art funds using the multi-year plan developed by arts teachers, team building activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to effectively monitor students when they need to leave the classroom.

2 ELAC:

ELAC reviewed our school plan on March 14th and completed a survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science technology, bilingual, college tutors, assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Our staff reviewed our data and provided feedback on our school plan on January 25th.. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. These include additional support for EL students, behavior supports through Transition and SRC, community mentors and projects, connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days and to clarify and support coteaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends additional training on designated ELD and ways to increase student talk to support language acquisition and content learning.

Action 1

Title: Staff Culture and Climate

Action Details:

Sequoia will continue to explore culturally proficient practices to recruit and retain staff that reflect the diversity of the community we serve. This includes learning about the diverse cultures of our staff, seeking out diverse candidates from our community and local high school, colleges, ELF/Mentors, and providing opportunities for our students to learn about and pursue a career with Sequoia/Fresno Unified. It is important for students to participate in a diverse middle school experience to see and know that individuals from varied racial and ethnic backgrounds can and do have the potential and desire to excel in the workplace. A key to recruiting qualified and diverse staff at Sequoia has been to welcome a large number of student teachers onto our campus to work with our many qualified master teachers. This allows us to both help develop talented professionals for FUSD classrooms, but also to hire strong candidates that

match the needs of the Sequoia student body. A key to retaining staff has been efforts to establish structures to increase staff participation in the leadership and decision making processes on the campus. These structures include Instructional Leadership Team (ILT), Culture and Climate Team (CCT), School Site Council (SSC) and Targeted Support Team (TST). In total more than half of all teachers are involved in at least one of these leadership groups, thus involving more in the campus leadership structures. All teachers are engaged in the decision making and implementation process through their Professional Learning Communities (PLC+). Lastly, we help to retain teachers and staff as we promote self care and social emotional supports for staff through site and district resources.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Fall and Spring Staff Culture and Climate Survey-FUSD created and administered at site
Fall and Spring Student Culture and Climate Survey-FUSD created and administered at site
Cultural Proficiency Training completion
Monthly Culture and Climate Meetings

Owner(s):

Principal, VPs, GLA, Academic Counselors, Culture and Climate Team

Timeline:

Completed fall and spring
Revisited before and after Cultural Proficiency Trainings and Culture and Climate meetings

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Continue Cultural Proficiency professional learning on the essential elements of assessing culture, valuing diversity, managing the dynamics of difference, adapting to diversity and institutionalizing cultural knowledge
- School Psychologist and school social worker will provide development opportunities related to self-care, refining teacher practices with diverse populations
- Learning opportunities for staff and students relating to diverse cultures through the Culture and Climate Team
- Admin provides regular opportunities for teachers to provide voice and receive feedback through instructional support as well as regular one-on-one and PLC discussions between admin and teaching staff
- Academic Counselors will provide career exploration and counseling for students assisted by teachers through advisory lessons
- Materials/Supplies/Equipment as needed to support Culture and Climate actions during instruction
- Provide follow up with diverse mentors, student teachers regarding their experiences at Sequoia and potential job openings
- Schedule guest speakers, online conferences on recruiting and retaining diverse staff
- Increase number of staff that are involved and contributing to school leadership

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Teachers trained and supported in use of ELD standards and framework to increase planning of effective language acquisition lessons and strategies to address the needs of EL students
- Continued work with FUSD EL Services for coaching, professional learning and support of teachers and admin in developing a strong EL instructional program
- Use of Targeted Support Team (TST) to support all identified students through teacher referral process
- School Psychologist will provide guidance in MTSS structures
- If possible, invite Roosevelt students interested in education to provide guided interventions with identified students such as peer counseling
- Include options to explore careers at Sequoia/Fresno Unified through Advisory, clubs, academic counseling, community/career fair, before/after school activities as available

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Resource Counseling Assistant to assist low performing students
- School Psychologist will provide guidance in MTSS structures
- Specialized courses such as Young Men's/Young Women's Alliance and leadership classes to support social emotional/academic/cultural development
- Use of Targeted Support Team (TST) to support all identified students through teacher referral process
- Include options to explore community/careers at Sequoia/Fresno Unified through Advisory, clubs, academic counseling, career fair, before/after school activities

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	92 %	94.7 %	2023-2024	95.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

We value and promote parent connectedness to our school. We have over 90% of our parents reporting favorably in the family engagement domain. With the addition of a full time home school liaison we saw a dramatic increase in our parents participating in our on campus parent meetings and learning opportunities. We have also had an active ELAC group and had good attendance at all of our on campus parent/community events. These events include parent teacher conferencing 3 times a year, open house and back to school nights. We have also had student showcase nights in which nearly all of our elective classroom learning has been showcased for community. This drew a large crowd to the school. We have another one planned for May2024 that we will include a career fair along with student performances. The full time HSL has made a positive impact with the frequency and consistency of parent contact.

We have worked to increase student and community engagement through the effort of our Campus Culture Director and our Culture and Climate team. This has included having all students and staff be a part of one of two spirit teams. These teams compete by wearing spirit clothing, participating in school events, and having good grades and attendance.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Resources are distributed with equity for all parents and students. There are increased parent to school connection opportunities for our SWD through the IEP process. Increased efforts have been made to connect with our AA students and families through their work with the A4 office of FUSD. ELAC allows our parents of EL students to be both connected to the school but also to have a voice in the decisions and programs that most effect our EL students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Our parent engagement events such as parent teacher conferencing, student showcases and open house/back to school night have drawn hundreds of parents to the campus. While we have seen great improvement in parent presence at our school, we continue to need to push for greater engagement with our most at risk students. We are attempting to connect with parents through additional phone calling especially as it relates to attendance and grades. Students that have poor attendance or D/F grades are assigned a MTSS interventionist who makes regular contact with the student and family. Teachers are also encouraged to connect with families through calls, emails, texts or support from our Home School Liaison. Supporting our most at-risk students continues to need growth along with increasing our family participation in the Culture and Climate Survey in fall and spring.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Parent engagement hour- Parent university aligned presentations regionally
- Home visits
- Parent Square
- Communication with parents from teachers
- Teachers/Parent conferences
- Increase positive calls home
- Activities for parents to engage with students through - band, color guard, mariachi choir, folklorico, sports, tournaments, competitions

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Members reviewed the current plan and discussed possible revisions during our February 7th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, utilizing the Prop 28 Art funds using the multi-year plan developed by arts teachers, team building activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to effectively monitor students when they need to leave the classroom.

2 ELAC:

ELAC reviewed our school plan on February 6th and completed a survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Our staff reviewed our data and provided feedback on our school plan on January 25th.. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. These include additional support for EL students, behavior supports through Transition and SRC, community mentors and projects, connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days and to clarify and support coteaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends additional training on designated ELD and ways to increase student talk to support language acquisition and content learning.

Action 1

Title: Parent Outreach and Communication

[Action Details:](#)

Implement a comprehensive parent communication and outreach program to develop greater parent/ guardian attendance at school sponsored events resulting in increased parent involvement. Work with parents/guardians to support

their understanding of the middle school system and support them as their students transition to high school so they can better support their students social emotional and academic success. Involve various community member and organizations so they can provide resources and information on relevant topics to parents/guardians.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Parent attendance throughout the school year at parent meetings, parent teacher conferences, parent trainings and school events

Responses on the annual FUSD parent survey as well as site created surveys

Owner(s):

Principal, VP, GLA, Counselor

Timeline:

Events throughout the year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Salary and benefits for Resource Counseling Assistant (RCA) to assist parents with student attendance and behavior.
- District provided Home School Liaison (HSL) to assist parents in all aspects of school to home connection including translation and regular parent learning opportunities.
- Professional learning and account creation for Parent Square
- Promote and increase parent account creation opportunities for Parent Square
- Utilize Parent Square to increase communication of school events and announcements
- Awards and incentives to encourage participation, attendance, and foster school spirit
- Student agendas are used as a way to develop organization, track progress, set goals, and inform parents
- Distribute testing calendar to inform parents
- Interim Assessment, SBAC, and iReady results shared with students and parents
- Use of High School Readiness report cards to communicate progress on grades, attendance and District
- SSC/ELAC
- Parent Meetings – monthly to inform parents on high school readiness, Atlas use, supporting middle school students success
- Parent Conferences will be scheduled 3 times a year. All parents will be encouraged to attend. Teachers will target specific students and make individual home contacts requesting the importance of attending to increase academic performance
- Parents will monitor their child’s progress report and grades (Atlas, Progress Reports)
- Communication plan developed and implemented to provide parents on-going information about cocurricular and FUSD goal 2 activities
- Parent volunteers recruited and encouraged to participate in support of co-curricular activities
- Parents will also be invited to student celebrations and programs throughout the year; including showcase, music programs, awards assemblies, character recognition, Move Up day for elementary feeders and any other special events
- Title I Parent Meeting and Back-to-School Night will be scheduled in Aug/Sept with notification mailed home and sent home with students
- Parent University will offer at minimum two modules of instruction for parents. These modules will be coordinated with site efforts to provide and comprehensive parent education and empowerment efforts
- Translation/babysitting services as needed for school events and activities
- Food for parent meetings
- Supplies for parent meeting such as mailing stamps, paper envelopes, mileage and similar items for outreach and communication
- Materials and equipment including copy machine to support parent outreach
- Incentives and awards to encourage participation and school spirit
- Extra time, as needed, for classified staff to help parents with school engagement
- HSL mileage

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- English Learner Advisory Committee (ELAC) meets regularly to advise and offer direction to school staff on EL student programs and their progress.
 - Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.
 - HSL to create parent advocacy group and educate parents on how to strengthen the school community
 - Social emotional support through Clinical School Social Worker
 - Extra time contracts for babysitting and interpreting for school events and activities
 - Home visits will be conducted with participation of site admin, teachers, resource counseling assistance (RCA) and home school liaison (HSL)
- HSL outreach, home visits and related services to families to encourage academic improvement and participation in school offerings.
 - Case managers for SWD will maintain consistent communication with parents, including IEP meetings and other ongoing communication related to academic, attendance and behavior performance.
 - A4 mentor will work to include parents and families in all educational opportunities as well as on current academic, attendance and behavior performance
 - Parent conferences when students are suspended and Targeted Support Team (TST) to refine and improve practice and integration with teaching staff

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation materials and supplies, G5A1 *No Food No Incentives*	3,596.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copy machine: G3A1, G5A1	8,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies - Parent Participation	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating: G5A1	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies Parent Involvement: G5A1, G3A1	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileage			HSL Mileage: G3A2, G5A1	500.00

\$15,596.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0417 Sequoia Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development G1A1-3, G3A1-3 *No IEPs*	36,055.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors, G1A1-3	65,729.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development G1A1-3, G3A1-3	45,857.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G3A1-3	10,359.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies G1A1-3, G3A1-3, G5A1-2	6,616.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: G1A1-3	28,109.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference: G1A1-3, G3A1-3	11,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: G1A1-3	4,000.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Direct Graphics: G1A1-3, G3A1-3, G5A1-2	2,500.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes: G1A1-3, G3A1-3	38,565.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Equipment: G1A1-3	60,332.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Direct graphics: G1A1-3, G3A103, G5A1	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors:G3A1	8,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		23,520.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3	5,353.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A3	801.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors: G1A1-3	58,891.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study Trips	3,499.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips: G1A3, G2A1, G3A1	1,435.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sup			Classified Supplemental: G3A1-3	10,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Street Saints : Street Saints Mentoring SEL Support: G3A3	24,845.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		61,267.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation materials and supplies, G5A1 *No Food No Incentives*	3,596.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copy machine: G3A1, G5A1	8,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies - Parent Participation	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating: G5A1	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies Parent Involvement: G5A1, G3A1	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL Mileage: G3A2, G5A1	500.00

\$524,329.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$107,880.00
Sup & Conc	7090	\$314,449.00
LCFF: EL	7091	\$102,000.00
Grand Total		\$524,329.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$407,687.00
G2 - Expand student-centered and real-world learning experiences	\$4,934.00
G3 - Increase student engagement in their school and community	\$96,112.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$15,596.00
Grand Total	\$524,329.00