

Sequoia Middle

10621666057335

Principal's Name: Matt Ward

Principal's Signature:

A handwritten signature in black ink, appearing to read "M Ward", written over the printed text "Principal's Signature:".

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
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.	
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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
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.
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.
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.

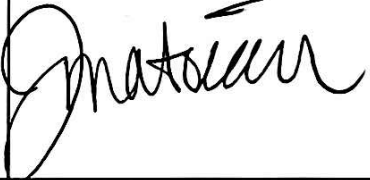
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Matt Ward	X				
2. Chairperson – Jessica Matoian		X			
3. Angela Horton		X			
4. Ninon Castillo		X			
5. Nancy Witherow			X		
6. John Harris		X			
7. Margarita Villasenor				X	
8. Cindy Vargas				X	
9. Israel Galvan					X
10. Miranda Macias					X
11. Mariah Weldon					X
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
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	Matt Ward		3/29/2023
SSC Chairperson	Jessica Matoian		3/29/2023

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 2023/24

Sequoia - 0417

ON-SITE ALLOCATION

3010	Title I	\$99,720 *
7090	LCFF Supplemental & Concentration	\$291,764
7091	LCFF for English Learners	\$110,976
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$20,064</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$522,524

* 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	\$3,324
Remaining Title I funds are at the discretion of the School Site Council	<u>\$96,396</u>
Total Title I Allocation	<u>\$99,720</u>

Sequoia Middle 2023-2024 - 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			10.04 %	2021-2022	13 %
SBAC ELA - Average distance from standard	✓		-65 pts	2021-2022	-55 pts
SBAC ELA - percentage of students met/exceeded standard	✓		28.26 %	2021-2022	31 %
SBAC Math - Average distance from standard	✓		-100 pts	2021-2022	-85 pts
SBAC Math - percentage of students met/exceeded standard	✓		18.8 %	2021-2022	22 %

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 starting with our 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. These needs are addressed through small group instruction utilizing additional adults (Aides, BIAs, Teaching Fellows, Coteachers) and during Success Periods. This year, we expanded our Success Periods to weekly with each content area having a priority week. All other contents are encouraged to invite students for virtual Intervention through Teams. Each week of Tier 2 Success Periods serve approximately 150 targeted students. SPED teachers have an opportunity to meet with caseload students not targeted for intervention and teach executive function lessons during this time while all other students receive literacy-based 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 been unable to fill the bilingual Teaching Fellows position to support our English Learner students in the afternoon. Also, some of our Teaching Fellows moved to the elementary level or quit the program leaving some gaps in student support. We have not had consistent staff supporting students in our Student Responsibility Center.

There was a -17 distance from standard decrease in students meeting or exceeding standards on SBAC ELA7 and a -6 distance from standard decrease in ELA8 between 2018-19 and 2021-22. In SBAC Math 7, there was a -40 distance from standard decrease and SBAC Math 8 had a -4 distance from standard decrease. According to the California Dashboard, 49.8% of students are making progress toward English language proficiency. We have reclassified 25 students so far this year.

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).

While all actions are working, there are areas needing further development. We are working through ILT to make improvements to our Tier 2 Success Periods to increase opportunities to address more students in multiple 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. This year, we have consistently addressed the needs of our English Learners from identification and proficiency levels to integrated and particularly designated ELD. We were unable to fill the bilingual Teaching Fellows position to support English Learners in afternoon classes. 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 2023/24 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 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 Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize MyPath, Standards Mastery and teacher assigned lessons
- Continue designated ELD in all content areas to address the needs of EL students as identified by assessment
- 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 (Teaching Fellows, Co-teachers, Aides) to support individualized instruction
- 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
- GLA to target identified students for attendance intervention and academic support.
- Continue Saturday Academy
- 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)

Tier 2:Goal 3 Actions 1-3

- Develop ways to utilize Success Periods to support at risk behavior students
- GLA to target identified students for attendance intervention and behavior support.
- Continue Saturday Academy

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

Step 4: Educational Partner Involvement. Share the data 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:

Members reviewed the current plan and discussed possible revisions during our February15 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, 8 grade bilingual peer tutors, reevaluate iReady use, purchase orders for science lab, art supplies, and hands on manipulatives, incentives for GPA team building activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders, keep interdisciplinary teams , expand use of Parent Square and text messaging to increase communication with parents.

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, Teaching Fellows, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff:

Our staff reviewed our data and provided feedback on our school plan on February 6th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth as a School to Watch. 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, clarify and support co-teaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming. 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 ELASBAC, as well as on Smarter Balanced interim assessments, teacher created common formative assessments and growth on the iReady diagnostic assessments. Sequoia implements interdisciplinary teaming in ELA and History supporting common school-wide literacy strategies across all classes. This will include 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. 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), Teaching Fellow 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

- 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

Owner(s):

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

Timeline:

iReady diagnostic assessments in reading and common formative assessments (CFAs) given on a biweekly basis. 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.

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
- Teaching Fellows to assist one on one reading intervention and small group instruction at the direction of the teacher
- Expand Teaching Fellows to support literacy in History and Science
- 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. Utilizing adopted text-Springboard for ELA and Impact for history
- 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

Specify enhanced services for EL 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

Specify enhanced services for low-performing 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) with training and support from school psychologist and TSA
- To support AA, EL and SWD, data tracking through DataHub and provide targeted support through Success

- 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
- Additional Teaching Fellow to assist as bilingual aide to support English Learners in History
- 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

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 (Teaching Fellows, Co Teachers, Aides) to support individualized instruction for English Learners, Students with Disabilities and English Learner students with training and support from Psychologist
- Training for paraprofessionals in best practice for academic, behavioral, social emotional support.
- Expand Success Periods 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 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, Teaching Fellows, 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

- 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

Owner(s):

Principal/VP/GLA/Academic Counselor
Math/Science Interdisciplinary Team
-

Timeline:

iReady diagnostic assessments in math and common formative assessments (CFAs) given on a biweekly basis. CFAs will utilize iReady, Edcite and Math digital components. SBAC IAB/FIAB assessments given in math and science multiple times per year to benchmark and monitor student progress

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.

- Teaching Fellows 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
- Expand Teaching Fellows to support literacy in History and Science
- 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

Specify enhanced services for EL 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 Teaching Fellows, 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
- Additional bilingual Teaching Fellow to support EL students in math

Specify enhanced services for low-performing 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 from school psychologist and TSA
- Blended learning/use of differentiated computer-based learning supports
- Effective use of additional adults (Teaching Fellows, Co Teachers, Aides) to support individualized instruction for English Learners, Students with Disabilities, African American and Homeless with training and support from Psychologist
- 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. 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 Teaching Fellows, 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, Teaching Fellows, 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
- 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

Owner(s):

Principal/VP/GLA
PLC/TSA

Timeline:

iReady diagnostic assessments in reading and common formative assessments (CFAs) given on a biweekly basis. CFAs will utilize iReady, Edcite, and Springboard digital components. SBAC IAB/FIAB assessments will be given in multiple content areas and utilized to benchmark student progress in mastering the literacy and math content standards.

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
- Teaching Fellows tutors will be utilized to support LTEL students in math and ELA classes. 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
- Teacher on Special Assignment will 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. Teaching Fellows will support students in a similar manner.
- Additional bilingual Teaching Fellow to support core content outside of ELD classroom
- 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

Specify enhanced services for EL students:

See "Direct Instructional Services to Students"

Specify enhanced services for low-performing 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 (Teaching Fellows, 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

2023-2024 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	Subagreements			California Teaching Fellows Foundation : Teaching Fellows: G1A1-3	51,225.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Direct Graphics: G1A1-3, G3A1-3, G5A1-2	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes G1A1-3, G3A1-3	38,565.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supp Contracts/Staff Development G1A1-3, G3A1-3	45,856.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G3A1-3	8,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows History/Science: G1A1-3	27,951.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference: G1A1-3, G3A1-3	13,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			Study Trips:G1A1-3	3,499.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: G1A1-3	4,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			Study Trips: G1A3, G2A1, G3A1	3,435.00
G1A1	One-time School	Instruction	Nc-Equipment			Equipment:G1A1-3, G3A1	5,064.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Also supports G1A1-3	15,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supp Contracts/Staff Development G1A1-3, G3A1-3 **No IEPs**	36,055.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Tech Equipment - Also supports G1A1-3	6,616.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3, G4A1 **No incentives or food**	15,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G3A1-3, G5A1-2	6,616.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Equipment G1A1-3	28,384.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Direct Graphics: G1A1-3, G3A1-3, G5A1	1,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Equipment: G1A1-3	10,801.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows: G1A1-3	58,052.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors G1A3	8,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		20,335.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3	5,353.00

\$414,807.00

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	✓	85 %	83.32 %	2022-2023	86 %

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.

Q1 schoolwide GPA was 3.05. In Quarter 2, we finished with a GPA of 2.9. In looking at our trends, our first and 4th quarters are typically our highest GPAs, and 2nd and 3rd our lowest. This trend has continued this year.

Minute meetings with all students gives on-on-one time to discuss, encourage and offer support to all students. PLCs have implemented common practices regarding the relative weighting of grades common assessment practices and agreed upon criteria for success.

Data on GPA and attendance is updated weekly, so staff can respond in a timely manner as needed.

Students meeting High School Readiness Standards: Q1: 43.1%, Q2: 35%

2

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

SWD, EL and AA students' GPAs were lower than the school average for Q1 2.8, 2.8, and 2.9 respectively. The difference was minimal however. For Q2, AA students' GPA equaled the schoolwide average. With our A4 specialist, increased focus on designated ELD, Tier 2 intervention for SWD students, we expect to see progress in this area by the end of the year.

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. As a School to Watch, we will deepen implementation supports including EL students, Transition and SRC, community mentors and projects and connectedness with elementary and high schools.

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 2023/24 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 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 Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize MyPath, Standards Mastery and teacher assigned lessons
- Continue designated ELD in all content areas to address the needs of EL students as identified by assessment
- 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 (Teaching Fellows, Co-teachers, Aides) to support individualized instruction
- 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
- GLA to target identified students for attendance intervention and academic support.
- Continue Saturday Academy
- 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)

Tier 2:Goal 3 Actions 1-3

- Develop ways to utilize Success Periods to support at risk behavior students
- GLA to target identified students for attendance intervention and behavior support.
- Continue Saturday Academy

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

Step 4: Educational Partner Involvement. Share the data 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:

Members reviewed the current plan and discussed possible revisions during our February 15 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, reevaluate iReady use, purchase orders for science lab, art supplies, and hands on manipulatives, incentives for GPA, team building activities within departments,

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, Teaching Fellows, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff:

Our staff reviewed our data and provided feedback on our school plan on February 6th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth as a School to Watch. 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,

expand/define ILT role with staff to include team building and develop leaders/coleaders, keep interdisciplinary teams, expand use of Parent Square and text messaging to increase communication with parents.

incentives, parent learning and participation, clarify and support co-teaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming. 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:

Sequoia will implement a system of academic support and counseling that will maximize the number of students that meet all criteria for high school readiness per the CORE district waiver metric. Sequoia will implement a comprehensive academic program to reduce the number of D or F grades in ELA and Math. 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 instruction of language.

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

Biweekly data checks of attendance, GPA and student grades. Weekly admin monitoring of suspensions. Biweekly progress reports to students and parents that also include data on attendance and grades. Quarterly school wide CCI with HSR as a key indicator, Quarterly Deficiency notices mailed to parents for students with D/F grades.

Owner(s):

Academic Counselors
Advisory Teachers

Timeline:

At minimum, monthly checks to monitor progress of students in reaching all four criteria, with admin and counseling staff creating reports on grades, attendance and behavior for distribution to students.

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
- Use of Student Achievement Center (SAC) after school to provide additional support for students that are struggling
- Specialized courses such as Young Men's and Young Women's Alliance to act as additional support for at risk students
- 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
- Alternative to suspension options used in discipline and behavior support process, including lunch and after school detentions, community service/meaningful work and restorative justice practices to the extent possible
- Prioritize students during Success Periods to review academic data and counsel students to "Choose to work harder for success"
- Utilize Pulse surveys to gauge and respond to students on key metrics prior to annual survey
- Resource Counseling Assistants to assist students in modifying behavior before it leads to suspension
- 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
- A third academic counselor added to staff 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
- Raise the Grade Challenge as incentive to improve GPA
- All counselors are spending additional time in the elementary classroom meeting with students one-on-one

Specify enhanced services for EL students:

- EL student Success Periods for specific language needs
- HSL to assist with translating, parent communication and connectedness to school
- Spanish BIA to support the language needs of English learners
- Software purchases for reading and language acquisition software
- Materials, supplies, and equipment purchased to further support EL students proficiency gain

Specify enhanced services for low-performing student groups:

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

- A4 specialist, increased focus on designated ELD, Tier 2 intervention for SWD students
- Use of the Targeted Support Team (TST) to support all identified students through teacher referral process
- All students will meet with counseling staff at least twice yearly and more regularly if identified as underperforming. Conference with counselors will include grade, assessment, engagement and attendance data.
- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus
- SWD will receive additional instruction on social emotional learning and social skills during Success Periods.
- Use of Saturday Academy to target identified students

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	✓	40 %	32.18 %	2022-2023	30 %
Suspension Rate - Semester 1	✓	2 %	2.97 %	2022-2023	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.

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 Achievement Center and encourage students to Choose to Get 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 Achievement Center and encourage students to Choose to Get 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

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 2023/24 SPSA.

MTSS Academic:

Tier1: Goal 1 Actions 1-3

- 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 Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize My Path, Standards Mastery and teacher assigned lessons
- 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 (Teaching Fellows, Co-teachers, Aides) to support individualized instruction

Tier 2: Goal 1 Actions 1-3

- Continue Success Period with consistent implementation utilizing assessment data to prioritize instructional focus
- GLA to target identified students for attendance intervention and academic support.
- If available, reinstitute Saturday Academy
- 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)

Tier 2: Goal 3 Actions 1-3

- Develop ways to utilize Success Periods to support at risk behavior students
- GLA to target identified for attendance intervention and behavior support.
- If available, reinstitute Saturday Academy

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

Step 4: Educational Partner Involvement. Share the data 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:

Members reviewed the current plan and discussed possible revisions during our February 15 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, reevaluate iReady use, purchase orders for science lab, art supplies, and hands on manipulatives, incentives for GPA, team building activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders, keep interdisciplinary teams, expand use of Parent Square and text messaging to increase

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, Teaching Fellows, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff:

Our staff reviewed our data and provided feedback on our school plan on February 6th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth as a School to Watch. 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, clarify and support co-teaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our

communication with parents.

interdisciplinary teaming. 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 California Teaching Fellows 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 Ideafest
- Increase student opportunities to contribute to and lead advisory lessons

Specify enhanced services for EL 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,

Specify enhanced services for low-performing 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:



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

- 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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Focus on AA, SWD and EL students identified in the Very High indicator on the CA Dashboard for chronically absent.

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
- Use of Saturday Academy to target identified students and encourage attendance on Saturdays
- 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 whos 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:

☒ 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

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 detentions, 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 Hand in Hand Mentoring 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 Hand in Hand Mentoring to assist students with mediation for successful conflict management. Train and utilize peer mediators when approach for the situation.
- 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

Specify enhanced services for EL students:

HSL and counseling resource assistant will work with families of EL students that exhibit at risk behaviors to reduce those behaviors that lead to suspension and expulsion.

Specify enhanced services for low-performing student groups:

Focus on supporting all students with an emphasis on African American and Students with Disabilities as identified on the California Dashboard. These students are currently suspended at a higher rate than other groups on campus. Utilizing the MTSS process and teams such as CCT and TST, utilize interventions and proactive measures applied individually to students to decrease suspension with these particular 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 School Psychologist.

- 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.
- Use of Saturday Academy to target identified students for engagement in school
- 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.

2023-2024 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-Ext			HSL - Classified Extra time - Also supports G3A1-3	10,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Hand in Hand Mentoring SEL Support	23,000.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		58,393.00

\$91,393.00

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	✓	98.87 %	99.25 %	2022-2023	100 %

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.

Staff Survey—Overall Positive in Belonging Domain Sequoia has a high percentage of positive organizational culture. The staff at Sequoia are intentional about building and maintaining positive relationships with each other which is developed, implemented and supported through our Culture and Climate Team. The 2022-23 school year saw 12 new teachers and 1 new counselor join the Sequoia staff. Of those hired 9 represent minority groups in our community with the majority (6) are Hispanic. This brings the composition of our staff to more closely align to our student body.

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—100% 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. 100% 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. We have a rally planned for March 2023 that will highlight cultures from around the world with performances from groups throughout the community.

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 2023/24 SPSA.

Sequoia will continue to strive to meet our mission of "Developing creative and critical thinkers who are challenged to reach their highest potential - students and teachers alike." We 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, universities/Teaching Fellows, and providing opportunities for our students to learn about and pursue a career at 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. We are focused on cultivating new ideas while creating an environment that embraces equitable practices and relationship building with all staff which is developed, implemented and supported by our Culture and Climate Team. Involving multiple leadership teams to increase teacher and staff participation. These groups include ILT,CCT, TST, TLT, and SSC. 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). Another key to recruiting qualified and diverse staff has been to welcome a large number of student teachers onto our campus to work with our many qualified master teachers. We have been able to hire multiple student teachers from our site as full time teachers, 4 in the last few years alone.

Step 4: Educational Partner Involvement. Share the data 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:

Members reviewed the current plan and discussed possible revisions during our February 15 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, reevaluate iReady use, purchase orders for science lab, art supplies, and hands on manipulatives, incentives for GPA, team building activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders, keep interdisciplinary teams, expand use of Parent Square and text messaging to increase communication with parents.

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, Teaching Fellows, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff:

Our staff reviewed our data and provided feedback on our school plan on February 6th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth as a School to Watch. 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, clarify and support co-teaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming. 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, universities/Teaching Fellows, 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

Annual Staff Culture and Climate Survey-FUSD created and administered at site

Annual 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 annually

Revisited before and after Cultural Proficiency Trainings and Culture and Climate meetings

Describe Direct Services to Staff in support of 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 on campus and/or hybrid instruction
- Provide follow up with diverse Teaching Fellows, 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 Staff in support of EL students:

- 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 Staff to support low-performing student groups:

- 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 %	88.72 %	2022-2023	92 %

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 nearly 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. While we had been holding virtual meetings in the past two years, this year we have returned to entirely in person. 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 May 2023 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).

This year has seen our parent participation increase significantly as the worries and concerns of the pandemic have subsided. This year, we have offered a morning and evening session for parent meetings. Our meetings when virtual would draw small numbers, sometimes as few as 3-5 parents. This year our meetings have regularly drawn more than 30 parents. 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 or support from our Home School Liaison. Supporting our most at-risk students continues to

need growth.

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 2023/24 SPSA.

We have worked this year to improve, refine and develop stronger interventions for our most at risk students. This is done through the MTSS process. It is our focus on improving all aspects of the MTSS process at Sequoia. This includes how students are identified, how interventions and interventionist and case managers are assigned, how students are monitored and how students are recognized for their growth. We have been refining this process with the support of out TST team that our school psychologist has lead. The 2022-23 school year was the first that we have had one full time pysch on our campus every day of the week. This has been a huge help in supporting our growth in MTSS.

Step 4: Educational Partner Involvement. Share the data 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:

Members reviewed the current plan and discussed possible revisions during our February15 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, reevaluate iReady use, purchase orders for science lab, art supplies, and hands on manipulatives, incentives for GPA, team building activities within departments, expand/define ILT role with staff to include team building and develop leaders/coleaders, keep interdisciplinary teams, expand use of Parent Square and text messaging to increase communication with parents.

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, Teaching Fellows, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

3 Staff:

Our staff reviewed our data and provided feedback on our school plan on February 6th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth as a School to Watch. 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, clarify and support co-teaching roles and responsibilities, students with special education needs, and vertical articulation in addition to continuing our interdisciplinary teaming. 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 Services to Families in support of 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 Families of EL students:

- 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.

Specify enhanced services for Families of low-performing student groups:

HSL outreach, home visits and related services to families of Homeless, Students with Disabilities and African American and Foster Youth students to encourage academic improvement and participation in school offerings. African American Academic Acceleration (A4) services for AA students supported by counselor Bianca Rangel along with staff members to provide counseling, goal setting and college and career experiences. Case managers

- 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)

for SWD will maintain consistent communication with parents, including IEP meetings and other ongoing communication related to academic, attendance and behavior performance. AA 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

2023-2024 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 & Supplies G5A1 **No incentives or food**	3,324.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease: G3A1, G5A1	8,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies Parent Participation G5A1	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating: G5A1	3,000.00
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

\$16,324.00

2023-2024 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	Subagreements			California Teaching Fellows Foundation : Teaching Fellows: G1A1-3	51,225.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Direct Graphics: G1A1-3, G3A1-3, G5A1-2	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes G1A1-3, G3A1-3	38,565.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supp Contracts/Staff Development G1A1-3, G3A1-3	45,856.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G3A1-3	8,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows History/Science: G1A1-3	27,951.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference: G1A1-3, G3A1-3	13,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			Study Trips:G1A1-3	3,499.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance: G1A1-3	4,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			Study Trips: G1A3, G2A1, G3A1	3,435.00
G1A1	One-time School	Instruction	Nc-Equipment			Equipment:G1A1-3, G3A1	5,064.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - Also supports G1A1-3	15,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supp Contracts/Staff Development G1A1-3, G3A1-3 **No IEPs**	36,055.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Tech Equipment - Also supports G1A1-3	6,616.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3, G4A1 **No incentives or food**	15,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G3A1-3, G5A1-2	6,616.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Equipment G1A1-3	28,384.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Direct Graphics: G1A1-3, G3A1-3, G5A1	1,000.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Equipment: G1A1-3	10,801.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows: G1A1-3	58,052.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors G1A3	8,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		20,335.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3	5,353.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			HSL - Classified Extra time - Also supports G3A1-3	10,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Hand in Hand Mentoring SEL Support	23,000.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		58,393.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Materials & Supplies G5A1 **No incentives or food**	3,324.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease: G3A1, G5A1	8,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies Parent Participation G5A1	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating: G5A1	3,000.00

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
					\$522,524.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$99,720.00
Sup & Conc	7090	\$291,764.00
LCFF: EL	7091	\$110,976.00
One-time School	7099	\$20,064.00
Grand Total		\$522,524.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$414,807.00
G3 - Increase student engagement in their school and community	\$91,393.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$16,324.00
Grand Total	\$522,524.00