

**Sequoia Middle**

10621666057335

Principal's Name: Matt Ward

Principal's Signature:

A handwritten signature in black ink that reads "Matt Ward". The signature is written in a cursive style with a large, prominent "M" and "W".

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

**Consolidated Program Assurances**


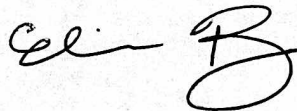
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Matt Ward</b>	X				
2. <b>Chairperson - Elizenda Garza</b>		X			
3. <b>Nancy Pellegrini</b>		X			
4. <b>Pangkau Vang</b>		X			
5. <b>Vince Guadiana</b>		X			
6. <b>Bianca Rangel</b>			X		
7. <b>Gao Lor</b>				X	
8. <b>Bee Lee</b>				X	
9. <b>Allen Lor</b>					X
10. <b>Kimberly Fernandez</b>					X
11. <b>Aliah Vang</b>					X
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	<b>Matt Ward</b>		3/29/2022
<b>SSC Chairperson</b>	<b>Elizenda Garza</b>		3/29/2022

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 2022/23

Sequoia - 0417

**ON-SITE ALLOCATION**

3010	Title I	\$84,013 *
7090	LCFF Supplemental & Concentration	\$264,915
7091	LCFF for English Learners	\$104,904
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$99,238
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$553,070</b>

* 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	\$3,212
Remaining Title I funds are at the discretion of the School Site Council	\$80,801
Total Title I Allocation	\$84,013

## Sequoia Middle 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		12.42 %	2021-2022	17.52 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		12.1 %	2021-2022	17.2 %

**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.

Sequoia implemented a 30-minute Success Period in all classes in the first semester devoted to iReady Personalized lessons with 2 days per week in Math and 2 days per week in Reading. Our SPED students completed Success Period each day with their case managers.

iReady Reading: 7th grade On Grade Level Placement decreased from 11% to 10% from D1 to D2 while 8th grade decreased from 16% to 14%.

iReady Math: 7th grade On Grade Level Placement grew from 5% to 10% from D1 to D2. 8th grade grew from 8% to 15%.

SPED Students

Reading: Ave Scale Score D1: 485, D2: 478

Math: Ave Scale Score D1: 430, D2: 426

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

Our SPED and AA students scored below the school average however both AA and SPED have shown growth on SBAC that was above average the last time the assessment was taken.

**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.

**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 MyPath, 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 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 2022-23 SPSA.

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- Continue to develop ways to effectively use i-Ready. This includes additional training on using diagnostic data as well as how to best utilize MyPath, Standards Mastery and teacher assigned lessons.
- Implement Success Period to virtually "deploy" students through Teams to support MTSS academic and social emotional needs.
- Develop systematic ways to include all core content use of Edcite and SBAC Interim Assessments (IAB, FIAB) to determine student strengths and weaknesses on targets as well as providing additional exposure to the testing platform and accessibility supports. This may include budget changes to support the costs of subs for planning days and on-site observations.
- Continue to tell the story of student learning through the use of Edcite Data Hub. This tool tracks student, class, and PLC data to quickly analyze learning trends to determine next steps.
- Continue to increase awareness of English Learner proficiency and use of Ellevation data to inform planning of integrated and designated language development.
- Continue to increase use and understanding of ELD standards during planning to integrate language features and skills with content learning. This may include budget changes to support the costs of subs for planning days and on-site observations.
- Utilize Teaching Fellows to support student learning, social emotional needs, and English Learners

**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.

<p><b>1</b> SSC:</p> <p>Members reviewed the current plan and worked in small teams to discuss possible revisions during our February 16 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<sup>th</sup> grade bilingual peer tutors, 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 text messaging to increase communication with parents, share QR codes or links, consider expanding newsletter to a "newslink" to include video updates, and increase use of Edutext.</p>	<p><b>2</b> ELAC:</p> <p>ELAC reviewed our school plan on February 17th 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 and science, Teaching Fellows, technology, bilingual assistant, and materials and supplies.</p>	<p><b>3</b> Staff:</p> <p>Our staff reviewed our data and provided feedback on our school plan on February 24th. 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, renew campus culture activities that were postponed due to covid, incentives, parent learning and participation, clarify and communicate roles and responsibilities of lead teacher, co-lead teacher, and teaching fellows to staff.</p>
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**Action 1**

**Title:** ELA/History

**Action Details:**

Sequoia will implement a comprehensive literacy program focusing on English Language Learners with an emphasis on students showing growth on the ELA SBAC, as well as on Smarter Balanced interim assessments, teacher created common formative assessments 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 including use of 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, written and analyzed by PLCs
- 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 Counselor/Teachers  
 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 multiple contents at minimum 5 assessments given throughout the year. Progress Reports given to students and parents twice monthly.

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

- Teaching Fellows to provide one on one reading intervention and small group instruction
- All SPED students 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
- Small group instruction provided on Monday by teachers to provide support based on data
- Lessons with emphasis on school wide instructional strategies (listed in teacher section)
- 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 (lunch and after school)

**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
- Designated ELD class with reading support class
- 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
- Small group instruction for LTEL students at targeted intervals of the school year.
- 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)

**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
- Meet with SPED teachers quarterly to discuss student progress on assessments such as district interim and CAASPP IABs. Focus on average percent correct on assessments to track growth.
- Training with general education teachers to ensure that SWD students 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

- Provide integrated and designated ELD
- Incorporate approaches from Culturally Responsive Instruction
- 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.

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

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

- iReady diagnostic Math assessments, CAST, CAASPP
- Common formative assessments that utilize the item descriptors from SBAC, written and analyzed by PLCs
- 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 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
- 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
- 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

**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 as needed to deepen and extend learning
- BIA support in math 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.
- Training with general education teachers to ensure that SWD students 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 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 .2 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.

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

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

- 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)
- 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 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 resignation 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 for on campus/hybrid/simultaneous instruction
- 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 during on campus/hybrid/simultaneous instruction
- 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.

**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

# 2022-2023 SPSA Budget Goal Subtotal

## State/Federal Dept 0417 Sequoia Middle School

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Sup. Contracts/Staff Devel: G1A1-3, G3A1-3 **No IEPs**	36,055.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : ELA/Math Teaching Fellows: G1A1-3	36,630.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Direct Graphics: G1A1-3, G3A1-3, G5A1-2	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supp Contracts/Staff Devel: G1A1-3, G3A1-3	66,930.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: G1A1-3 Site Licenses and Software	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3, G4A1	8,416.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference: G1A1-3, G3A1-3	8,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G3A1-3, G5A1-2 **No food or incentives**	6,616.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes G1A1-3, G3A1	38,565.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance G1A1-3	2,000.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : ELA/Math and SEL Teaching Fellows: G1A1-3, G2A1,G3A1-2	80,948.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors: G1A3	4,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		15,238.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3	5,353.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A1-3	4,301.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows: G1A1-3	61,077.00

**\$383,129.00**

**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	✓		82.64 %	2021-2022	85 %

**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.

**Achieving Academic Success via staff and Student Advocacy**

Q1 GPA was 2.82, Q2 2.79, and currently we are at \_\_\_ in the 3rd quarter. Our previous two years were as follows:

2.81, 2.72, 2.66, and 2.79 (2019-20)

1.9, 1.85, 1.74. 1.98 (2020-21)

In looking at our trends, our first and 4th quarters are typically our highest GPA's, and 2nd and 3rd our lowest. This trend has continued this year.

At the end of the 2019-2020 school year, we had 50.7% of students with one D or F, a decrease of 8.3%. Currently, we have 66.5% of students in this group, an increase of 7.5% from 18-19 and 15.8% from 19-20.

Students meeting High School Readiness Standards: Q1: 33.1%, Q2: 29.8%

Two areas to consider from the fall survey:

"My school teaches lessons in ways that connect to my life" - 72%

"My school prepares me for life with real-world experiences" - 78%

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

**Update** All subgroups decreased in the percentages of students with at least one D or F from 2018-19 to 2019-2020. The difference ranged from 6.6% to 16.7%. Currently, all subgroups have increased in percentages of students with at least one D or F. Our AA subgroup and Special Education groups had the largest decreases last school year, but currently have two of the highest increases this year. With the introduction of cohorts, and small group in-person learning, with highlighted focus on these subgroups, 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.

**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 2022-23 SPSA.

Minute meetings with all students gives one-on-one time to discuss, encourage and offer support to all students.  
Students attending Student Success Periods and SAC(Student Achievement Center) via teacher invite or drop in  
PLCs have continued to refine and implement 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

**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 worked in small teams to discuss possible revisions during our February 16 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<sup>th</sup> grade bilingual peer tutors, 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 text messaging to increase communication with parents, share QR codes or links, consider expanding newsletter to a "newslink" to include video updates, and increase use of Edutext.

**2** ELAC:

ELAC reviewed our school plan on February 17<sup>th</sup> 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 and science, Teaching Fellows, technology, bilingual assistant, and materials and supplies.

**3** Staff:

Our staff reviewed our data and provided feedback on our school plan on February 24<sup>th</sup>. 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, renew campus culture activities that were postponed due to covid, incentives, parent learning and participation, clarify and communicate roles and responsibilities of lead teacher, co-lead teacher, and teaching fellows to staff.

**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, Pulse survey data, 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.
- 7<sup>th</sup> Grade Transition activities including Move Up Day or other materials supplies support for incoming students.
- Student incentives to support academic growth improvement and success.

#### Specify enhanced services for EL students:

- EL student Success Periods for specific language needs
- 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 .2 Psychologist.

- 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

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School

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

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

**\$3,435.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		46.1 %	2021-2022	40 %
Suspension Rate - Semester 1	✓		2.33 %	2021-2022	2 %

**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 increased from 19.6% in 2020-21.

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.

**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 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 2022-23 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 worked in small teams to

**2** ELAC:

ELAC reviewed our school plan on February 17th and completed a

**3** Staff:

Our staff reviewed our data and provided feedback on our school

discuss possible revisions during our February 16 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<sup>th</sup> grade bilingual peer tutors, 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 text messaging to increase communication with parents, share QR codes or links, consider expanding newsletter to a "newslink" to include video updates, and increase use of Edutext.

survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math and science, Teaching Fellows, technology, bilingual assistant, and materials and supplies.

plan on February 24th. 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, renew campus culture activities that were postponed due to covid, incentives, parent learning and participation, clarify and communicate roles and responsibilities of lead teacher, co-lead teacher, and teaching fellows to staff.

## 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 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/hybrid instruction
- 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
- 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. This could a "practice squad" or "B team" 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

**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 AA 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.

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

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

- Daily monitoring of absent students
- Weekly monitoring of ATLAS attendance reports, SQII indicators
- 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
- 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 African American and Homeless student groups as they are currently red and orange (respectively) on the CADashboard for the indicator of chronically absent. English Learners and SWD student groups will also be targeted for additional support.

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 .2 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.

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

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

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
- Resource Counseling Assistants and Teaching Fellow(s) 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 Teaching Fellow(s) 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 Teams to provide asynchronous coursework for assigned students. Continue with learning via simultaneous teaching, while in Transition classroom
- Supplemental contracts for Culture and Climate Committee to meet for planning and collaboration

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 Homeless, Foster Youth, and African American students who are currently red and orange (respectively) on the CADashboard for school accountability for suspension rate.

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.
- Use of mentoring, counseling, and social work services to focus on student groups-AA, Foster Youth, homeless, and SWD 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, Foster Youth, homeless, and SWD student groups.

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Equipment incl.Fitness Lab: G1A1-3, G3A1	65,532.00
G3A1	Sup & Conc	Instruction	Direct Trans			Study Trips: G1A1, G2A1, G3A1	3,499.00
G3A1	One-time School	Instruction	Nc-Equipment			: Equipment incl.Fitness Lab: G1A1-3, G3A1	18,290.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also G3A1,G3A3	52,972.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental: G3A2-3	3,501.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental: G3A2, G5A1	6,500.00

**\$150,294.00**

**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	✓		97.77 %	2021-2022	98.87 %

**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), and Technology Lead Teachers (TLT), 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.

**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.

**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."

**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 2022-23 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. This allows us to both help develop talented professionals for FUSD classrooms, but also to hire strong candidates that match the needs of the campus. In the past several years 3 Sequoia student teachers have been hired as full time teachers.

**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 worked in small teams to discuss possible revisions during our February 16 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<sup>th</sup> grade bilingual peer tutors, 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 text messaging to increase communication with parents, share QR codes or links, consider expanding newsletter to a "newslink" to include video updates, and increase use of Edutext.

**2** ELAC:

ELAC reviewed our school plan on February 17<sup>th</sup> 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 and science, Teaching Fellows, technology, bilingual assistant, and materials and supplies.

**3** Staff:

Our staff reviewed our data and provided feedback on our school plan on February 24<sup>th</sup>. 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, renew campus culture activities that were postponed due to covid, incentives, parent learning and participation, clarify and communicate roles and responsibilities of lead teacher, co-lead teacher, and teaching fellows to staff.

**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. In the past three years, three Sequoia student teachers have been hired as full time teachers. 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), and Technology Lead Teachers (TLT), 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 Sequoia Survey on Retention/Recruitment-site created

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

Culture and Climate Meetings held monthly when school is in full session

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 and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- 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

Specify Professional Development or Staff Services to support 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
- Include options to explore careers at Sequoia/Fresno Unified through Advisory, clubs, academic counseling, career fair, before/after school activities as available

Specify Professional Development or Staff Services 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 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 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	✓		89.77 %	2021-2022	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 continue to value and promote parent connectedness. We have over 90% of our parents reporting that they feel they are treated with respect and kindness, that they are part of their child's school and that they receive frequent updates about their child's progress.

We have shifted how we work with parents since March 2020. We are holding virtual meetings at different times of day in support of working families, more phone calls and home visits to families, and increased communication between teachers and parents.

**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 SPED students 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. Efforts continue to be challenging since 2020.

**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).

With the return to in person learning this year, we hoped that parent involvement would also have a stronger in person component as well. This year, we have offered a morning and evening session for parent meetings. We have had as many as 65 parents attend a meeting, but average between 15-20. We are also connecting 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.

**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 2022-23 SPSA.

We know that parent involvement will look different for the foreseeable future. We plan to continue to utilize virtual means for facilitating parent involvement. We are hopeful that parent involvement will have a stronger in person component as schools more closely resemble pre-pandemic levels. We will continue to hold meetings at different times of day to accommodate working parents. We also want to better track parent attendance to see how our

actions are effecting parent attendance and engagement.

**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 worked in small teams to discuss possible revisions during our February 16th 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<sup>th</sup> grade bilingual peer tutors, 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 text messaging to increase communication with parents, share QR codes or links, consider expanding newsletter to a "newslink" to include video updates, and increase use of Edutext.

**2 ELAC:**

ELAC reviewed our school plan on February 17th 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 and science, Teaching Fellows, technology, bilingual assistant, and materials and supplies.

**3 Staff:**

Our staff reviewed our data and provided feedback on our school plan on February 24th. 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, renew campus culture activities that were postponed due to covid, incentives, parent learning and participation, clarify and communicate roles and responsibilities of lead teacher, co-lead teacher, and teaching fellows to staff.

**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 and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

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- Salary and benefits for (HSL) and (RCA)
- 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, Edutext, 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 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 Direct Service and Opportunities for parents and families to support EL students:**

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- Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.
- HSL to create parent advocacy group and educate parents on how to strengthen the school community
- Social emotional support through Clinical School Social Worker
- Extra time contracts for babysitting and interpreting for school events and activities
- Home visits will be conducted with participation of site admin, teachers, resource counseling assistance (RCA) and home school liaison (HSL)

**Specify Direct Service and Opportunities for parents and families to support low-performing student groups:**

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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. Case managers 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

# 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School

## 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: G5A1 **No food or incentives**	3,212.00
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 Mileag			HSL Mileage: G3A3, G5A1	500.00

**\$16,212.00**

# 2022-2023 Budget for SPSA/School Site Council

## State/Federal Dept 0417 Sequoia Middle School

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Sup. Contracts/Staff Devel: G1A1-3, G3A1-3 **No IEPs**	36,055.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : ELA/Math Teaching Fellows: G1A1-3	36,630.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Direct Graphics: G1A1-3, G3A1-3, G5A1-2	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supp Contracts/Staff Devel: G1A1-3, G3A1-3	66,930.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: G1A1-3 Site Licenses and Software	7,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3, G4A1	8,416.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference: G1A1-3, G3A1-3	8,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G3A1-3, G5A1-2 **No food or incentives**	6,616.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes G1A1-3, G3A1	38,565.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance G1A1-3	2,000.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : ELA/Math and SEL Teaching Fellows: G1A1-3, G2A1,G3A1-2	80,948.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors: G1A3	4,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		15,238.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies: G1A1-3, G2A1, G3A1-3	5,353.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A1-3	4,301.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows: G1A1-3	61,077.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips: G1A3, G2A1, G3A1	3,435.00
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Equipment incl.Fitness Lab: G1A1-3, G3A1	65,532.00
G3A1	Sup & Conc	Instruction	Direct Trans			Study Trips: G1A1, G2A1, G3A1	3,499.00
G3A1	One-time School	Instruction	Nc-Equipment			: Equipment incl.Fitness Lab: G1A1-3, G3A1	18,290.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also G3A1,G3A3	52,972.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental: G3A2-3	3,501.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental: G3A2, G5A1	6,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: G5A1 **No food or incentives**	3,212.00
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 Mileag			HSL Mileage: G3A3, G5A1	500.00

\$553,070.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$84,013.00
Sup & Conc	7090	\$264,915.00
LCFF: EL	7091	\$104,904.00
One-time School	7099	\$99,238.00
<b>Grand Total</b>		<b>\$553,070.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$383,129.00
G2 - Expand student-centered and real-world learning experiences	\$3,435.00
G3 - Increase student engagement in their school and community	\$150,294.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$16,212.00
<b>Grand Total</b>	<b>\$553,070.00</b>