

Sequoia Middle

10621666057335

Principal's Name: Allyson Burns

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Allyson Burns	X				
2. Chairperson - Hannah Bornmann		X			
3. Abby Cabrales		X			
4. Heidi Braswell		X			
5. Jacquie Cutruzzula		X			
6. Karen Rodriguez			X		
7. Christina Martinez				X	
8. Patricia Gonzalez				X	
9. Elia Santiago				X	
10. Pajhli Lee					X
11. Mylo Thao					X
12. Jayden Hernandez					X

Check the appropriate box below:

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

Required Signatures**School Name: Sequoia Middle**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Allyson Burns		3/12/25
SSC Chairperson	Hannah Bornmann		3/12/25

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

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

FY 2025/26

Sequoia - 0417

ON-SITE ALLOCATION

3010	Title I	\$97,293 *
7090	LCFF Supplemental & Concentration	\$284,970
7091	LCFF for English Learners	\$99,426

TOTAL 2025/26 ON-SITE ALLOCATION	\$481,689
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$3,164
Program Budget	\$94,129
Total Title I Allocation	\$97,293

ESSA Assistance Status: Not Identified for Assistance

Sequoia Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		47.3 %	2023-2024	50.4 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		48.2 %	2023-2024	50.3 %
SBAC ELA- Average distance from standard	✓	-57.5 pts	-67.8 pts	2023-2024	-52.8 pts
SBAC ELA- Average distance from standard (English Learner)	✓	-91.3 pts	-111.8 pts	2023-2024	-96.8 pts
SBAC ELA- Average distance from standard (Long-Term English Learner)	✓		-126.5 pts	2023-2024	-111.5 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓	-165.2 pts	-161.2 pts	2023-2024	-146.2 pts
SBAC ELA- percentage of students met/exceeded standard	✓	38.3 %	29.6 %	2023-2024	30.7 %
SBAC Math - Average distance from standard	✓	-89.2 pts	-90.5 pts	2023-2024	-75.5 pts
SBAC Math - percentage of students met/exceeded standard	✓	26.6 %	19.3 %	2023-2024	26.6 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students are not performing at grade level in ELA or Math.

ELA Data:

- 7th grade ELADFS 2024 as measured by SBAC is -74 which is a decrease of 11 points from 2023.
- 8th grade ELADFS 2024 as measured by SBAC is -63 which is an increase of 12 points from 2023.

Student Groups ELA

- EL Students ELADFS 2024 as measured by SBAC is -131 which is a decrease of 3.1 points from 2023
- AA Students ELADFS 2024 as measured by SBAC is -109 which is a decrease of 27.4 points from 2023
- Foster/Homeless not a significant student group
- SWD ELADFS 2024 as measured by SBAC is -172 which is a decrease of 10 points from 2023
- Reclassified ELADFS 2024 as measured by SBAC is -23 which is a decrease of 10.5 points from 2023

Math Data

- 7th grade Math DFS 2024 as measured by SBAC is -90 which is a decrease of 5 points from 2023.
- 8th grade Math DFS 2024 as measured by SBAC is -97 which is an increase of 27 points from 2023

Student Groups Math

- EL Students Math DFS 2024 as measured by SBAC is -148 which is an increase of 11.5 points from 2023
- AA Students Math DFS 2024 as measured by SBAC is -145 which is a decrease of 18 points from 2023
- Foster/Homeless not a significant student group
- SWD Math DFS 2024 as measured by SBAC is -185 which is an increase of 9.7 points from 2023
- Reclassified ELA Math 2024 as measured by SBAC is -49 which is a decrease of 4.5 points from 2023

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1 ELA/History

1. Majority of students enter middle school with gaps in literacy skills
2. Limited academic interventions- prevents students, especially those with disabilities, English Learners and socioeconomic disadvantaged students, from receiving targeted support to close reading gaps.
3. Chronic absenteeism disrupts learning, especially for our English Learner students and at-risk students, leading to inconsistent skill development in ELA and History
4. PLCs are learning and growing in their implementation of PLC+, which includes data analysis protocol
5. The change to the PLC model and a decrease in the amount of professional learning time allocated to sites went from 4-7 hours a month to one

Action 2 Math/Science

1. Majority of students enter middle school with gaps in foundational, procedural, and conceptual math skills
2. Limited academic interventions- prevents students, especially those with disabilities, English Learners and socioeconomic disadvantaged students, from receiving targeted support to close reading gaps.
3. Chronic absenteeism disrupts learning, especially for our English Learner students and at-risk students, leading to inconsistent skill development in Math and Science
4. PLCs are learning and growing in their implementation of PLC+, which includes data analysis protocol
5. The change to the PLC model and a decrease in the amount of professional learning time allocated to sites went from 4-7 hours a month to one

Action 3 English Learners

1. Significant increase in newcomer students
2. Inconsistent scaffolding of academic language to support EL Students' access to grade level, rigorous instruction and tasks
3. Lack of clear and agreed upon integrated and designated instructional model

4. The change to the PLC model and a decrease in the amount of professional learning time allocated to sites went from 4-7 hours a month to one

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Actions 1 and 2

- Strengthen targeted interventions through PLC collaboration, data driven instruction and progress monitoring to support all students with an emphasis on identified student groups (EL, SWD, Foster Youth, Homeless, AA)
- Provide Interact Fellows to support student learning
- Intervention Specialist/TSA to implement and monitor targeted interventions (Success Period and Reading Intervention)
- Intervention Specialist/TSA to coordinate Interact Fellow scheduling and support.
- Address chronic absenteeism with proactive attendance initiatives, family outreach, and goal setting strategies to improve student engagement and consistency in learning
- Continue to deepen our understanding and implementation of PLC+ including refinement of data analysis protocol and selection of research based strategies to address common challenge
- Further refinement of our assessment calendar and use of data to answer the PLC+ question: How do we move learning forward?
- Provide PLC retreat days to engage in professional learning and planning through the PLC+ model working towards consistency with content, collaboration and reinforcement
- Consistency with school wide agreed upon practices
- How to leverage existing structures to mitigate the decrease in professional learning time
- Collaborative academic conversations, discourse, abundant writing and explicit language instruction continue to be a focus and area of need.

Action 3

- Provide Interact Fellows/BIA to support the needs of English Learners and LTELs
- Strengthen targeted interventions through PLC collaboration, data driven instruction and progress monitoring
- Quarterly data review of EL student
- Increase frequency of Tier II EL Success Period
- Intervention Specialist/TSA to review data, oversees individual EL student progress, provides data chats and lessons to support English Learner students understanding of what it means to be an English Learner and how to demonstrate progress
- Enhance language support for English Learners and newcomers by integrating ELD strategies into PLC planning, providing professional development, and fostering structured academic discourse
- How to leverage existing structures to mitigate the decrease in professional learning time
- Collaborative academic conversations, discourse, abundant writing and explicit language instruction continue to be a focus and area of need.
- Provide PLC retreat days to engage in professional learning and planning through the PLC+ model working towards consistency with content, collaboration and reinforcement

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA/History

Partially Implemented

- Partially implemented due to PLCs developing their skill set with the new PLC+ model and use of the data analysis protocol to effectively identify areas of need for targeted students.
- Implementation of the PLC+ model varied among teams.
- Interact Fellows were strategically placed to support students in accessing rigorous content.
- Interdisciplinary alignment was a challenge to implement due to the change in meeting hours.
- Being more consistent to the professional learning of BIAs and support staff.

- Collaborative academic conversations, discourse, abundant writing and explicit language instruction continue to be a focus and area of need.
- With newer staff, professional development was a challenge to implement with less hours available.
- Use of ELD standards/framework development was only partially implemented.
- With new team member joining and the decrease in meeting time, sustaining knowledge was inconsistent

Action 2: Math/Science

Partially Implemented

- Partially implemented due to PLCs developing their skill set with the new PLC+ model and use of the data analysis protocol to effectively identify areas of need for targeted students.
- Implementation of the PLC+ model varied among teams.
- Interact Fellows were strategically placed to support students in accessing rigorous content.
- Interdisciplinary alignment was a challenge to implement due to the change in meeting hours.
- Being more consistent to the professional learning of BIAs and support staff.
- Use of ELD standards/framework development was only partially implemented.
- Collaborative academic conversations, discourse, abundant writing and explicit language instruction continue to be a focus and area of need.

Action 3: English Learners

Partially Implemented

- Partially implemented due to PLCs developing their skill set with the new PLC+ model and use of the data analysis protocol to effectively identify areas of need for targeted students.
- Implementation of the PLC+ model varied among teams.
- Interact Fellows were strategically placed to support students in accessing rigorous content.
- Interdisciplinary alignment was a challenge to implement due to the change in meeting hours.
- Being more consistent to the professional learning of BIAs and support staff.
- Use of ELD standards/framework development was only partially implemented.
- Collaborative academic conversations, discourse, abundant writing and explicit language instruction continue to be a focus and area of need.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA/History

Partially Effective

The actions were partially effective. ELA 8 had an increase of 11 points. 7th grade is a new team and received extra support in their implementation of PLC+. 8th grade is a more established PLC and are farther along in implementation of PLC+ which resulted in their SBAC gain.

Action 2: Math/Science

Partially Effective

The actions were partially effective. Math 8 had an increase of 11 points. 7th grade math PLC is at the earlier stages of developing as an effective PLC while math 8 was a more established PLC and are farther along in their implementation which resulted in their SBAC gain.

Action 3: English Learners

Ineffective

Ineffective implementation of integrated and designated ELD as program model and design are being determined. Additionally with less meeting time, data review and professional development were less frequent.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Actions 1 and 2

- Strengthen targeted interventions through PLC collaboration, data driven instruction and progress monitoring to support all students with an emphasis on identified student groups (EL, SWD, Foster Youth, Homeless, AA)
- Provide Interact Fellows to support student learning
- Intervention Specialist/TSA to coordinate and monitor targeted interventions and Interact Fellow scheduling and support.
- Address chronic absenteeism with proactive attendance initiatives, family outreach, and goal setting strategies to improve student engagement and consistency in learning
- Continue to deepen our understanding and implementation of PLC+ including refinement of data analysis protocol and selection of research based strategies to address common challenge
- Further refinement of our assessment calendar and use of data to answer the PLC+ question: How do we move learning forward?
- Provide PLC retreat days to engage in professional learning and planning through the PLC+ model
- Consistency with school wide agreed upon practices
- How to leverage existing structures to mitigate the decrease in professional learning time
- Collaborative academic conversations, discourse, abundant writing and explicit language instruction continue to be a focus and area of need.
- Leverage Community School model to support academic growth in areas such as: real world skill building and learning opportunities
- Provide opportunities for staff to observe teaching practices

Action 3

- Provide Interact Fellows/BIA to support the needs of English Learners and LTELs
- Strengthen targeted interventions through PLC collaboration, data driven instruction and progress monitoring
- Quarterly data review of EL student
- Increase frequency of Tier II EL Success Period
- Intervention Specialist/TSA to review data, oversees individual EL student progress, provides data chats and lessons to support English Learner students understanding of what it means to be an English Learner and how to demonstrate progress
- Enhance language support for English Learners and newcomers by integrating ELD strategies into PLC planning, providing professional development, and fostering structured academic discourse
- How to leverage existing structures to mitigate the decrease in professional learning time
- Collaborative academic conversations, discourse, abundant writing and explicit language instruction continue to be a focus and area of need.
- Leverage Community School model to support academic growth in areas such as: real world skill building and learning opportunities
- Provide opportunities for staff to observe teaching practices

Section D: 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.

SSC:

Members reviewed the current plan and discussed possible

ELAC:

ELAC reviewed our school plan on February 26th and completed a

Staff:

Our staff reviewed our data and provided feedback on our school

revisions during our February 26th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, ways to leverage staff time together with less meeting time, continue working on student achievement through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to possibly utilize the incentive feature. SSC also recommends behavior supports for students and parent learning opportunities.

survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

plan on February 25th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. Utilizing the Community Schools model to support learning, projects, and connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days for professional learning and deeper implementation of PLC+ planning, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends revisiting KPs and ways to increase student talk to support language acquisition and content learning.

Action 1 :

ELA/History

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- All SWD will be enrolled in a course in which they will receive math and/or ELA support, progress monitoring as well as SEL instruction. This will focus on two student groups that are significantly under performing-Students with Disabilities and English Learners, as many students in our SPED program are long-term EL students
- Differentiation/Flexible grouping to deepen and extend learning of targeted literacy standards with focus on significantly under performing students groups: English Learners and Students with Disabilities
- Intervention Specialist/TSA to implement and monitor targeted interventions (Success Period and Reading Intervention)
- Intervention Specialist/TSA to coordinate Interact Fellow scheduling and support.
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement with focus on significantly under performing student groups: English Learners and Students with Disabilities
- Explore vertical alignment and learning progressions in Achieve the Core and Leadership Foundation tutors to assist one on one reading intervention and small group instruction at the direction of the teacher
- GATE training as it becomes available. Site will seek to find time for GATE teachers to collaborate and align practices and potential projects
- Lessons with emphasis on interdisciplinary instructional strategies
- Access to equipment, materials and software to further opportunities to engage in complex texts/tasks
- All students will be instructed in specific reading strategies to increase reading across history and ELA classes
- Reading of complex text in history and ELA courses will occur on a daily basis in conjunction with complex literary tasks. Tasks will be calibrated through ILT and through sharing of student work at PLC and common planning

time.

- All students will have access to MTSS with support from staff to receive differentiated instruction based on identified needs
- Success periods utilized on a regular and consistent basis to provide differentiated support in all core academic areas
- Supplemental contracts for extra time or work during non-duty hours including on site coaching, enrichment and extension before, during, or after school
- PLC Teams/teachers release time and extra pay for collaboration, analysis, scope and sequence, assessment planning and rubric development
- Professional books and resources for staff book study on topics to support PLC needs based on data and conversations with lead teachers and administrators
- Software/site licenses to support student literacy and assessment program
- Classroom materials supplies, and incentives to support literacy program
- Computers, equipment including tablets, printers, carts, and accessories as needed to support literacy, blended learning, and MTSS
- Extra pay and release time for teachers to plan and facilitate professional learning, lead professional books for staff book study on reading/literacy across curriculum.
- Extra pay for teachers to work with students to expand literacy during non-instructional time
- As available, provide study trips for outside of school learning opportunities
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Planned actions to support English learner students:

- High quality first time instruction to meet the needs of EL students focusing on text oriented talk about language in complex texts and fostering collaborative academic conversations, abundant writing, and interactive reading around complex texts
- Access and supports within the Standard Instructional Program
- Intervention Specialist/TSA to implement and monitor targeted interventions (Success Period and Reading Intervention)
- Intervention Specialist/TSA to coordinate Interact Fellow scheduling and support.
- 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
- Education and Leadership Foundation tutors to assist as bilingual aide to support English Learners
- Goal setting and data chats with academic counselors, teachers and other staff.
- Planning for language demands to support student accessing complex texts both receptively and productively
- Access to equipment and software (i.e. Nearpod, Microsoft Teams, Flowcabulary, etc)
- Provide integrated and designated ELD
- Incorporate approaches from Culturally Responsive Instruction

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED):

African American (AA)

English Learner (EL):

Students with Disabilities (SWD):

- Materials and supplies
- Direct Graphics
- Supplemental contracts/Staff Development
- Parent Involvement

- ELF Interact

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED):

African American (AA):

English Learner (EL):

Students with Disabilities (SWD):

- Resource Counseling Assistant
- .4375 BIA
- Materials and supplies
- Equipment
- Copy machine lease
- Direct Graphics
- Substitutes
- HSL mileage
- Study Trips
- Classified Supplemental
- Babysitting/Translating
- ELF Interact
- ELPAC Assessors
- Street Saints
- Parent Involvement
- Direct Maintenance
- Incentives

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

English Learner (EL):

African American (AA):

Students with Disabilities (SWD):

- Focus on students with disabilities as they are the student group most under performing in this area
- Increase use of differentiation by teachers (small group instruction)
- Data tracking through DataHub and provide targeted support through Success Period, and Reading Intervention
- Meet with SPED teacher quarterly to discuss student progress on assessments (District Interim, IAB/FlAB)
- Training with general education teachers to ensure that SWDs are receiving required services and supports
- Effective use of additional adults (Co teachers, ELF, Aides) to support differentiation and small group instruction
- Training for paraprofessionals in best practice for academic, behavioral, social emotional support
- Tier II Academic Intervention (Success Period) with consistent implementation plan utilizing assessment data to prioritize instructional focus

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning: - Teachers will deepen their understanding of differentiation strategies, small group instruction, and targeted intervention techniques. - Teachers will increase their knowledge of required services and supports for students with disabilities (SWDs), EL Students, African American Students and foster youth and homeless student groups. - Paraprofessionals will gain knowledge of best practices in academic, behavioral, and social-emotional support. Measurement & Monitoring: - Training attendance logs and feedback surveys will be reviewed by instructional leaders and administrators. - Teacher planning will be focused on PLC+ and proven effective strategies - Classroom observations will be conducted by admin. - Knowledge checks or pre/post-assessments will be administered, and each PLC will have a data protocol tracking sheet and by student groups-students with disabilities (SWDs), EL Students, African American Students and foster youth and homeless student groups.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Teachers will consistently implement differentiation strategies, including small group instruction, within their classrooms. - Special education and general education teachers will collaborate regularly to align instruction and interventions. - Paraprofessionals will actively engage in providing targeted support based on student needs. - Data tracking through DataHub will be regularly updated and used to guide intervention decisions during Success Period and Reading Intervention. Measurement & Monitoring: - Classroom walkthroughs and observations will assess the implementation of differentiation strategies, conducted by administrators. - Collaboration logs and meeting notes from quarterly SPED meetings will be reviewed by special education coordinators. - Data from DataHub will be analyzed monthly by intervention teams to track student progress. - Paraprofessional support effectiveness will be assessed through teacher feedback and student progress data	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Increased academic performance of SWDs, as measured by improved scores on District Interim Assessments, IAB/FIAB, and common assessments. - More equitable access to high-quality instruction and interventions for SWDs. - A sustained culture of collaboration between general education and special education teachers, leading to better academic and social-emotional outcomes for students. - Greater student engagement and confidence in learning due to personalized and differentiated instruction. Measurement & Monitoring: - Longitudinal data analysis of students with disabilities (SWDs), EL Students, African American Students and foster youth and homeless student groups. performance will be conducted by the school leadership team - Student engagement and confidence will be measured through surveys, focus groups, and classroom participation tracking, overseen by instructional coaches and counselors. - Annual review of the effectiveness of interventions and differentiation strategies will be conducted through data reports and teacher reflections

Action 2 :

Math/Science

Action Details:

- Sequoia will implement a comprehensive program focusing on English Language Learners with an emphasis on students showing growth on Interim Assessments, Common Assessments, district benchmarks and growth on iReady diagnostic assessments.

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Planned actions to support English learner students:

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED):
African American (AA)
English Learner (EL):

Students with Disabilities (SWD):

- Materials and supplies
- Direct Graphics
- Supplemental contracts/Staff Development
- Parent Involvement
- ELF Interact

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED):

African American (AA):

English Learner (EL):

Students with Disabilities (SWD):

- Resource Counseling Assistant
- .4375 BIA
- Materials and supplies
- Equipment
- Copy machine lease
- Direct Graphics
- Substitutes
- HSL mileage
- Study Trips
- Classified Supplemental
- Babysitting/Translating
- ELF Interact
- ELPAC Assessors
- Street Saints
- Parent Involvement
- Direct Maintenance
- Incentives

As a site: What are the planned actions to support this student group?

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

English Learner (EL):

African American (AA):

- Meet with SPED teachers quarterly to discuss student progress on assessments such as iReady and CAASPP/IABs.
- Data tracking through DataHub and provide targeted support through Success Period, SAC, small group differentiation.
- Training with general education teachers to ensure that SWD students are receiving required services and attention in their classes.
- Include in data chats with student group focus
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

- School psychologist and Intervention Specialist/TSA to support teachers in training and implementation along with feedback and support from admin.
- Increased use of differentiation by teachers (more small group instruction) with training and support Blended learning/use of differentiated computer-based learning supports
- Effective use of additional adults (Education and Leadership Foundation tutors, Co Teachers, Aides) to support individualized instruction for English Learners, Students with Disabilities, African American and Homeless with training and support
- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus
- Psychologist to assist with MTSS planning, training, and implementation of supports

Progress Monitoring: Outcomes

Reasoning for using this action	☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
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Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- We will achieve these changes in knowledge and learning:
 - Teachers will deepen their understanding of differentiation strategies, small group instruction, and targeted intervention techniques.
 - Teachers will increase their knowledge of required services and supports for students with disabilities (SWDs), EL Students, African American Students and foster youth and homeless student groups.
 - Paraprofessionals will gain knowledge of best practices in academic, behavioral, and social-emotional support.

Measurement & Monitoring:

- Training attendance logs and feedback surveys will be reviewed by instructional leaders and administrators.
- Teacher planning will be focused on PLC+ and proven effective strategies
- Classroom observations will be conducted by admin.
- Knowledge checks or pre/post-assessments will be administered, and each PLC will have a data protocol tracking sheet and by student groups-students with disabilities (SWDs), EL Students, African American Students and foster youth and homeless student groups.

•

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **Teachers** will implement small-group instruction and differentiation strategies consistently in their classrooms.
- **General education and SPED teachers** will collaborate regularly to discuss student progress, review assessment data, and adjust instruction accordingly.
- **Data tracking through DataHub** will be consistently used to guide interventions, Success Period, SAC, and small-group differentiation.
- **Teachers and administrators** will integrate student group focus into data chats to better address the needs of SWDs, English Learners, African American, and homeless students.
- **Blended learning and computer-based supports** will be incorporated more effectively to personalize learning for students.
- **School psychologists and intervention specialists/TSA** will actively support teachers in training and implementation, providing ongoing feedback.
- **Success Periods and MTSS supports** will be implemented with fidelity, using assessment data to drive instructional decisions.

Measurement & Monitoring:

- Classroom walkthroughs and lesson observations will assess the use of small-group instruction and differentiation strategies.
- DataHub reports will be analyzed monthly to track how assessment data is being used to drive interventions.
- Student progress on assessments (iReady, CAASPP/IABs) will be reviewed to determine the effectiveness of instructional adjustments. student groups-students with disabilities (SWDs), EL Students, African American Students and foster youth and homeless student groups will be reviewed.
- Teacher planning will be focused on PLC+ and proven effective strategies
-

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **Sustained academic improvement** for SWDs, English Learners, African American, and homeless students as measured by iReady, CAASPP/IAB, and other assessment data.
- **Increased student engagement and confidence** due to the implementation of personalized and differentiated instruction.
- **More equitable access to high-quality instruction** through expanded and improved differentiation strategies.
- **Long-term improvement in data-driven instruction**, where teachers consistently analyze and act upon student data to inform teaching practices.
- **Stronger collaboration** between general education teachers, SPED teachers, intervention specialists, and support staff to provide cohesive support for students.
- **MTSS fully integrated** into school systems with school psychologists assisting in the planning, training, and implementation of multi-tiered supports.
- **Success Periods and SAC interventions** become a structured, effective system for closing learning gaps.
- **A long-term reduction in the achievement gap** for SWDs and other historically underserved student groups.

Measurement & Monitoring:

- Longitudinal analysis of student assessment performance to track progress.
- Annual reviews of IEP goals and intervention effectiveness.
- Student engagement surveys and focus groups to assess confidence and sense of support.
- Teacher and staff surveys to evaluate the effectiveness of training, collaboration, and instructional supports.
- Success Period and SAC intervention data to determine program impact on student growth.
- Review of MTSS implementation and adjustments needed for continued success.

Action 3 :

English Learners

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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
- Intervention Specialist/TSA to implement and monitor targeted interventions (Success Period and Reading Intervention)
- Intervention Specialist/TSA to coordinate Interact Fellow scheduling and support.
- Collaboration/Professional Learning opportunities on ways to include language instruction in elective and PE classes
- Target high priority EL students who have reached one of the redesignation criteria
- Education and Leadership Foundation tutors will be utilized to support LTEL students. Tutors will allow teachers to provide small group instruction as well as one on one and support differentiation
- Spanish for Native Speakers course for students who would benefit from developing literacy skills in Spanish to increase academic learning in other content areas to close the gap toward redesignation
- Utilize Ellevation for collaboration and monitoring of EL students' language development, progress toward redesignation, ELPAC Chats, and action planning
- PL on Ellevation platform for accessing data and monitoring EL performance and growth toward reclassification
- BIA support for EL students (Emerging, Expanding) in core content areas with an emphasis on language acquisition, expand to all core classes where possible. Education and Leadership Foundation tutors will support students in a similar manner.
- Supplemental pay contracts to implement programs to increase student achievement toward redesignation
- Designated ELD class with reading support class and integrated/designated ELD instruction in core content classes utilizing digital tools
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement
- Provide materials and supplies to support student growth in Reading, Writing, Listening, and Speaking
- Extra pay and release time for teachers to plan and facilitate professional learning for EL students
- Planning to scaffold language demands of text and task
- Data Chats
- Small group instruction
- Student Success Periods dedicated to EL student learning, ELPAC success, and EL monitoring
- Software/site licenses to support the individualized needs of students to improve language acquisition and resignation
- Computer equipment including tablets, printers, carts, and accessories as needed to support reading program
- Subs for professional development, lesson and unit planning, and conferences
- ELPAC Assessors to administer the one-on-one speaking assessment
- Supplemental pay contracts for extra time or work during non-duty hours including on site coaching, enrichment and interventions before, during and after school
- Professional books for staff book study on reading/literacy across curriculum

- Travel and conference fees for teachers to further their understanding of EL instruction and support.
- As available, provide study trips for outside of school learning opportunities
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Planned actions to support English learner students:

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED):
English Learner (EL):
Students with Disabilities (SWD):
Long Term English Learner (LTEL):

- Materials and supplies
- Direct Graphics
- Supplemental contracts/Staff Development
- Parent Involvement
- ELF Interact

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Long Term English Learner (LTEL):
Socio-economically Disadvantaged (SED):
English Learner (EL):
Students with Disabilities (SWD):

- Resource Counseling Assistant
- .4375 BIA
- Materials and supplies
- Equipment
- Copy machine lease
- Direct Graphics
- Substitutes
- HSL mileage
- Study Trips
- Classified Supplemental
- Babysitting/Translating
- ELF Interact
- ELPAC Assessors
- Street Saints
- Parent Involvement
- Direct Maintenance
- Incentives

As a site: What are the planned actions to support this student group?

Long Term English Learner (LTEL):

Socio-economically Disadvantaged (SED):

English Learner (EL):

Students with Disabilities (SWD):

- 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
- Intervention Specialist/TSA to implement and monitor targeted interventions (Success Period and Reading Intervention)
- Intervention Specialist/TSA to coordinate Interact Fellow scheduling and support.
- Flexible EL grouping as needed to deepen and extend learning
- Expand Tier II Success Period to include EL focus
- BIA to support students in core classes with an emphasis on language acquisition
- Education and Leadership Foundation tutors to assist as bilingual aide to support English Learners
- Goal setting and data chats with academic counselors, teachers and other staff.
- Planning for language demands to support student accessing complex texts both receptively and productively
- Access to equipment and software (i.e. Nearpod, Microsoft Teams, Flowcabulary, etc)
- Provide integrated and designated ELD
- Incorporate approaches from Culturally Responsive Instruction

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence☐ Moderate Evidence☐ Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- **Teachers** will develop a deeper understanding of instructional strategies that support English Learners (ELs), including fostering academic conversations, interactive reading, and abundant writing with complex texts.
- **Educators** will increase their knowledge of how to integrate supports for ELs within the **Standard Instructional Program** and how to effectively implement **Designated and Integrated ELD**.
- **Intervention Specialists/TSA** will gain expertise in implementing and monitoring **Success Period and Reading Intervention** with a targeted EL focus.
- **Teachers and support staff** will become proficient in using **educational technology tools** (Nearpod, Microsoft Teams, Flowcubulary, etc.) to enhance EL learning.
- **Bilingual Instructional Aides (BIAs) and ELF tutors** will be trained to effectively support EL students in core classes with a focus on language acquisition.
- **Teachers and counselors** will learn how to facilitate **goal setting and data chats** with EL students to track progress.

Measurement & Monitoring:

- **Training attendance logs and feedback surveys** will be collected by administrators and instructional leads.
- **Classroom observations and lesson plan reviews** will assess the use of high-quality first-time instruction and text-based academic conversations.
- **Intervention Specialist/TSA monitoring logs** will track intervention effectiveness and EL student progress.
- **Pre/post-training knowledge checks** will measure teacher and support staff understanding of EL strategies.
- **Technology usage reports** will be reviewed to ensure effective integration of instructional tools

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **Teachers** will consistently implement strategies that support ELs, including text-based discussions, structured academic conversations, interactive reading, and writing.
- **Teachers** will plan for language demands in lessons to help EL students engage with complex texts both receptively (listening and reading) and productively (speaking and writing).
- **BIA and ELF tutors** will provide consistent, targeted language acquisition support in core classes.
- **Flexible EL grouping** will be used to deepen and extend learning based on student progress data.
- **Goal setting and data chats** will be a regular practice between EL students, teachers, academic counselors, and support staff.
- **The Tier II Success Period** will expand to include targeted EL interventions with structured implementation and data-driven focus.
- **Intervention Specialists/TSA** will effectively coordinate **Interact Fellow schedules** to maximize EL student support.
- **Teachers will integrate culturally responsive instructional approaches** to make learning more meaningful and engaging for EL students.

Measurement & Monitoring:

- **Classroom walkthroughs and observations** will track the use of academic conversations, writing, and interactive reading strategies.
- **Student work samples and writing portfolios** will be reviewed to measure improvement in language production.
- **Data tracking through assessments (iReady, CAASPP, ELPAC)** will be used to measure EL progress, reviewed by teachers, intervention specialists, and counselors.
- **EL group placement and flexible grouping adjustments** will be monitored through student performance data and teacher input.
- **Intervention Specialist reports** will track participation and impact of EL-targeted interventions.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **Improved English proficiency** as measured by higher scores on the **ELPAC, iReady, and CAASPP assessments**.
- **Increased EL reclassification rates**, allowing more students to transition successfully out of designated ELD support.
- **More equitable access to rigorous, high-quality instruction** through effective supports within both the Standard Instructional Program and Designated ELD classes.
- **Sustained student engagement and confidence** in using academic language across all subject areas.
- **Stronger collaboration between general education and EL support staff**, ensuring EL students receive the best instructional approaches.
- **Long-term reduction in achievement gaps** for EL students by providing targeted language development, academic support, and intervention.
- **Institutionalized data-driven practices**, where teachers, counselors, and intervention specialists continuously monitor and adjust strategies to support EL success.
- **The expansion of culturally responsive teaching** to enhance EL student engagement and foster a more inclusive learning environment.

Measurement & Monitoring:

- **Longitudinal data analysis** of EL academic performance and language acquisition progress.
- **Annual review of EL student growth and reclassification rates** conducted by school leadership and district assessment teams.
- **Student engagement surveys and focus groups** to assess their confidence and sense of support in language learning.
- **Teacher and staff surveys** to evaluate the impact of training, instructional strategies, and intervention supports.
- **Intervention effectiveness reports** to assess the impact of **Success Period, Reading Intervention, and flexible EL groupings**.
- **Culturally responsive instruction implementation reviews** to measure its impact on EL student engagement and

- **BIA and ELF tutor support logs** will ensure consistent, meaningful assistance to EL students.
- **Goal-setting documentation** will be reviewed to assess student engagement in their learning progress.

learning outcomes.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development G1A1-3, G3A1-3 **No IEPs**	28,056.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors, G1A1-3 ELA/History/Math/Science	64,077.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development G1A1-3, G3A1-3	35,857.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies G1A1-3, G3A1-3	10,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment G1A3	41,822.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance G1A3	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics: G1A1-3, G3A1-3	5,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies, G1A1-3. G3A1-3 **No food or incentives**	1,996.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes, G1A1-3, G3A1-3	40,307.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies, G1A1-3. G3A1-3	6,003.00
G1A2	Sup & Conc	Instruction	Travel			Travel/Conference G1A1-3, G3A1-3	11,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		24,545.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies G1A1-3, G2A1, G3A1-3	2,852.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A3	801.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors, G1A3	58,891.00

\$335,707.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80.5 %	75 %	2024-2025	80.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the above metrics, the percent favorable in student-centered real world experiences of the Fall Climate & Culture survey increased 3% from Spring 2024 from 72% to 75%.
Fall 2023 to Fall 2024 decreased from 78% to 75%
Based on our high-school readiness criteria of 2.5 GPA, 95% Attendance, and No D/F grades, we have ____% of students high school ready at Q2

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Absenteeism
- Not enough opportunities for student participation for college and career experiences such as recruitment, field trips, professional guest speakers, and college-career fairs
- Relevance of curriculum and courses

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- HSL for attendance monitoring and communication
- Encourage/Increase sponsors/coaches for student engagements - clubs, mentors
- Increase opportunities for college-career exposures - field trips, guest speakers, mentors, fairs, etc

- Zero period PE for additional elective opportunities
- Increase student voice sessions
- Exposure to more high school pathways
- A-G presentations during class for all 8th grade students
- Elective ranking for all students
- CTE courses available for students
- Move Up Day
- Data Chats for all students
- College and Career exposure for 7th and 8th grade students
- Utilize Community Schools model
- Advisory time for all students

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Academic Support and Counseling

Partially Implemented

Fall 2023 to Fall 2024 decreased from 78% to 75%. Less meeting time to review data, however students received data chats, minute meetings, advisory lessons

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Academic Support and Counseling

Partially Effective

Actions were implemented however there was still a decline in favorable responses to this metric.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- HSL for attendance monitoring and communication
- Encourage/Increase sponsors/coaches for student engagements - clubs, mentors
- Increase opportunities for college-career exposures - field trips, guest speakers, mentors, fairs, etc
- Zero period PE for additional elective opportunities
- Increase student voice sessions

- Exposure to more high school pathways
- A-G presentations during class for all 8th grade students
- Elective ranking for all students
- CTE courses available for students
- Move Up Day
- Data Chats for all students
- College and Career exposure for 7th and 8th grade students
- Utilize Community Schools model
- Advisory time for all students
 - Career Fair Event
 - College field trips
 - CA Colleges
 - College Month
 - High School Readiness
 - Middle School Success
 - Guidelines for Success

Section D: 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.

SSC:

Members reviewed the current plan and discussed possible revisions during our February 26th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, ways to leverage staff time together with less meeting time, continue working on student achievement through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to possibly utilize the incentive feature. SSC also recommends behavior supports for students and parent learning opportunities.

ELAC:

ELAC reviewed our school plan on February 26th and completed a survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

Staff:

Our staff reviewed our data and provided feedback on our school plan on February 25th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. Utilizing the Community Schools model to support learning, projects, and connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days for professional learning and deeper implementation of PLC+ planning, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends revisiting KPs and ways to increase student talk to support language acquisition and content learning.

Action 1 :

Academic Support and Counseling

Action Details:

Tier 1:

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

Tier :

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

Tier 3:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Planned actions to support English learner students:

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Hispanic (HI):
Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

African American (AA):

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

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

African American (AA):

- Materials and supplies
- Equipment, supplemental contracts
- Study trips, parent involvement
- Babysitting
- Translating
- Street Saints Mentors
- Substitutes
- Incentives

As a site: What are the planned actions to support this student group?

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

African American (AA):

- Continuing to implement real-world problems and culturally responsive teaching practices that align with the Target Specs from CAASPP in an ongoing basis through all contents.
 - This will help students see the inclusion of Real-World experiences embedded into lessons.
 - Teachers will develop this lesson design work through the PLC+ process and the four planning days for each core content.
- Experiences for college and career exploration
 - Career fair community event
 - College field trips
 - CA Colleges career exploration
 - College Month advisory and lunchtime lessons/activities
 - School Choice Expo
 - JDA
 - CPR training for students
 - Visits from professionals such as Vets, partnership with UCSF, etc.

- Guest speakers
- Advisory lessons to inform and prepare
 - High school readiness
 - Steps to Middle School Success
 - Guidelines for Success
 - Move Up Day to promote Sequoia's program to elementary feeder schools
 - Move Up Day to Roosevelt to bring awareness to the high school experience

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- **Teachers** will develop a deeper understanding of how to integrate **real-world problem-solving and culturally responsive teaching** aligned with CAASPP Target Specs.
- **Educators** will learn how to design and refine **real-world, career-connected lessons** through **PLC+ and core content planning days**.
- **Students** will gain knowledge about **college and career pathways** through advisory lessons, guest speakers, career exploration activities, and field trips.
- **Students** will understand the importance of **high school readiness**, middle school success, and post-secondary opportunities.
- **Students and families** will become familiar with school programs and pathways through the **School Choice Expo, Move Up Days, and informational advisory lessons**.
- **Staff** will develop structured advisory lessons and activities for **College Month, career exploration, and school transitions**.

Measurement & Monitoring:

- **PLC+ and planning day agendas** will be reviewed to ensure alignment with CAASPP Target Specs and real-world learning integration.
- **Classroom observations and lesson plan reviews** will track the implementation of culturally responsive and real-world learning experiences.
- **Student reflections and surveys** will assess engagement in career exploration, guest speaker visits, and college activities.
- **Participation records** will track student involvement in career fairs, field trips, guest speaker events, and Move Up Days.
- **Advisory lesson materials and attendance logs** will document student participation in **high school and middle school readiness programs**.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **Teachers** will consistently implement real-world applications, problem-solving strategies, and culturally responsive teaching in their classrooms.
- **PLC+ meetings** will focus on ongoing lesson design improvements and best practices for integrating real-world experiences.
- **Students** will actively engage in college and career exploration activities, demonstrating increased awareness of future opportunities.
- **Students** will participate in goal setting and planning for their high school and college pathways through advisory and counseling sessions.
- **Family and community engagement** will increase through participation in **Career Fairs, School Choice Expo, and Move Up Days**.
- **Students will demonstrate improved confidence and preparedness** for high school transition, college exploration, and career readiness.

Measurement & Monitoring:

- **Lesson observations and PLC+ meeting notes** will track consistent use of real-world applications and culturally responsive strategies.
- **Student work samples and project-based assessments** will reflect their ability to apply real-world problem-solving.
- **Surveys and student interviews** will measure changes in their awareness and understanding of college and career options.
- **Tracking of student participation** in career fairs, field trips, guest speaker events, and College Month activities.
- **Advisory lesson assessments and goal-setting data** will show student engagement in planning for high school and post-secondary paths.
- **Family participation data** will be reviewed to assess engagement in school events related to academic and career planning.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **Students will graduate middle school with a strong understanding of high school pathways, career options, and college opportunities.**
- **Sustained improvement in problem-solving skills and real-world application of knowledge**, as reflected in CAASPP scores and classroom assessments.
- **Increased student participation in advanced coursework and college-preparatory programs** in high school.
- **Stronger school-community partnerships** with professionals, universities, and businesses to support ongoing career exploration opportunities.
- **Higher rates of high school readiness and academic success**, as students enter with greater self-efficacy and preparedness.
- **More equitable access to post-secondary opportunities**, ensuring all students, including underrepresented groups, have clear paths to college and career success.
- **Institutionalized career and college exploration programs**, ensuring future students continue to benefit from these initiatives.

Measurement & Monitoring:

- **Longitudinal student achievement data** (CAASPP, coursework progress, high school success rates) will be analyzed.
- **Post-middle school tracking** of student enrollment in college-prep, CTE, and dual-enrollment programs.
- **Annual review of career and college exploration initiatives** to assess impact and identify areas for expansion.
- **Student and alumni surveys** will evaluate long-term effectiveness of advisory lessons, college exploration activities, and career readiness programs.
- **Community partnership engagement tracking** to ensure sustained collaboration with universities, businesses, and professionals.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Study Trips G2A1	3,499.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips, G1A3, G2A1, G3A1	1,336.00

\$4,835.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		36.4 %	2023-2024	35.8 %
Chronic Absenteeism - (English Learner)	✓		33.5 %	2023-2024	32.9 %
Chronic Absenteeism - (Hispanic)	✓		38.3 %	2023-2024	37.7 %
Chronic Absenteeism - (Long-Term English Learner)	✓		33.2 %	2023-2024	32.6 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		36.4 %	2023-2024	35.8 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		49 %	2023-2024	48.4 %
Suspension Rate	✓	3.37 %	7.1 %	2023-2024	6.77 %
Suspension Rate - (Students w/ Disabilities)	✓		12.4 %	2023-2024	12.07 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Chronic absenteeism is high and contributes to loss of learning time and achievement.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Health Issues - Chronic illnesses, mental health conditions can contribute to frequent absences
- Family Challenges - Economic hardship, unstable housing and the need to care for siblings can
- Decreased Engagement - can lead to increased attendance
- Poor Academic Performance - struggling with schoolwork can lead to avoidance
- Social Media - increase in distraction and anxiety can lead to increased conflict, sleep disruption, avoidance, and irritability

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- HSL for home visits and communication
- Aligned behavioral supports
- Resource Counseling Assistant to support student behavioral needs
- Transition teacher for consistency of intervention alignment
- MTSS
- TST to address student needs
- Street Saints to support student behavior
- Continue to refine SRC process
- Promote opportunities available for students to be more engaged
- More consistent practice and process for identified at risk behavior students
- Supplemental contracts for teachers and support staff to respond to student needs to support increased engagement
- Community Schools model integration
- Increase opportunities to contribute to and lead advisory lessons
- Professional learning to support MTSS model as funds allow

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Choose to Get Involved in Something Positive Partially Implemented

Due to chronic absenteeism, there is decreased engagement
Need to ensure staff is accurately accounting for students' participation
decrease time with staff to develop shared ownership with campus culture

Action 2: Attendance Partially Implemented

The actions were partially implemented as our RCA position was not filled
attendance team is new and developing consistency with effective practices and data review
decreased time with staff to build effective practices schoolwide practices

Action 3: Behavior Support Partially Implemented

The actions were partially implemented as our RCA position was not filled

decreased time with staff to build effective practices schoolwide practices to support all students

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Choose to Get Involved in Something Positive

Ineffective

Due to chronic absenteeism, there is decreased engagement
Need to ensure staff is accurately accounting for students' participation
decrease time with staff to develop shared ownership with campus culture

Action 2: Attendance

Ineffective

The actions were partially implemented as our RCA position was not filled
attendance team is new and developing consistency with effective practices and data review
decreased time with staff to build effective practices schoolwide practices

Action 3: Behavior Support

Ineffective

The actions were partially implemented as our RCA position was not filled
decreased time with staff to build effective practices schoolwide practices to support all students
TST was developing this year with a new Tier II specialist and that process is developing

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- HSL for home visits and communication
- Aligned behavioral supports
- Resource Counseling Assistant to support student behavioral needs
- Transition teacher for consistency of intervention alignment
- MTSS
- TST to address student needs

- Street Saints to support student behavior
- Continue to refine SRC process
- Promote opportunities available for students to be more engaged
- More consistent practice and process for identified at risk behavior students
- Supplemental contracts for teachers and support staff to respond to student needs to support increased engagement
- Community Schools model integration
- Increase opportunities to contribute to and lead advisory lessons
- Professional learning to support MTSS model as funds allow

Section D: 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.

SSC:

Members reviewed the current plan and discussed possible revisions during our February 26th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, ways to leverage staff time together with less meeting time, continue working on student achievement through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to possibly utilize the incentive feature. SSC also recommends behavior supports for students and parent learning opportunities.

ELAC:

ELAC reviewed our school plan on February 26th and completed a survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

Staff:

Our staff reviewed our data and provided feedback on our school plan on February 25th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. Utilizing the Community Schools model to support learning, projects, and connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days for professional learning and deeper implementation of PLC+ planning, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends revisiting KPs and ways to increase student talk to support language acquisition and content learning.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

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

3. 7090/7091 to support English Learners:

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

4. Planned actions to support English learner students:

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

Students with Disabilities (SWD):

Hispanic (HI):

African American (AA):

English Learner (EL):

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

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

Students with Disabilities (SWD):

Hispanic (HI):

African American (AA):

English Learner (EL):

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

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Students with Disabilities (SWD):

Hispanic (HI):

African American (AA):

English Learner (EL):

- Sequoia will increase student engagement in school and community through the following (SPSAActions 1-3)
- Explain the Progress Monitoring and data used for this Action
- Develop ways to utilize Success Periods to support at risk behavior students

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

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- **Staff will develop a deeper understanding** of how to implement Tier II supports, refine the Targeted Support Team (TST) process, and integrate student intervention strategies into daily practice.
- **Teachers and support staff** will become familiar with the Success Period structure and how it can be used to support at-risk students.
- **Attendance Team members** will learn best practices for identifying and supporting students with attendance challenges.
- **Mentors and intervention staff** will be trained to effectively implement **one-on-one and group mentoring** for students demonstrating social-emotional and academic needs.
- **Students will gain awareness** of engagement opportunities available to them, leading to increased participation in school and community activities.
- **Staff will receive training or refresher sessions** on the Student Responsibility Center (SRC) process, TST integration, and intervention strategies.

Measurement & Monitoring:

- **Training attendance logs and feedback surveys** from staff on intervention strategies and attendance support.
- **Documentation of professional learning sessions** for refining Tier II supports and the TST process.
- **Lesson plans and intervention tracking logs** will monitor how Success Periods are being used to support at-risk students.
- **Mentoring session logs** to track student participation in early intervention programs.
- **Student engagement surveys and activity participation records** to assess increased involvement in school and community programs

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **Teachers and staff will consistently implement intervention strategies** through the **TST process, Tier II supports, and Success Periods**.
- **Attendance Team will actively track and intervene with chronically absent students**, leading to improved attendance rates.
- **Mentoring programs will be fully implemented**, with students receiving structured support for social-emotional and academic needs.
- **Refined SRC process will be consistently followed**, ensuring clear communication and intervention steps for at-risk behavior students.
- **At-risk students will demonstrate increased engagement** in school through Success Period supports, mentoring, and structured intervention.
- **Staff will regularly collaborate on intervention strategies**, refining processes based on student progress monitoring data.
- **Students will participate more actively in school and community engagement opportunities**, showing a greater sense of belonging.

Measurement & Monitoring:

- **Review of Success Period utilization data** to measure effectiveness in supporting at-risk students.
- **Analysis of attendance intervention effectiveness**, tracking changes in student attendance rates.
- **Mentoring program participation records and student self-reports** to assess impact on behavior and academic success.
- **Behavior referral and SRC data** to monitor effectiveness of interventions for at-risk students.
- **TST meeting notes and intervention records** to track support provided to identified students.
- **Student engagement participation records** to measure increased involvement in school and community activities.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **A sustained reduction in chronic absenteeism**, as more students remain consistently engaged in school.
- **A decrease in behavioral incidents and referrals**, as at-risk students receive early intervention and support.
- **Improved student academic performance**, with at-risk students showing progress through targeted interventions.
- **Stronger integration of Tier II supports and the TST process**, leading to a more responsive intervention system.
- **Increased student connection to school**, resulting in higher participation in extracurricular activities, leadership opportunities, and community events.
- **A school-wide culture of support and engagement**, where staff, students, and families collaborate to ensure student success.
- **Sustained mentoring and intervention programs**, leading to long-term social-emotional and academic growth.

Measurement & Monitoring:

- **Longitudinal attendance data** to track improvements over time.
- **Behavioral data analysis** to measure reductions in office referrals, suspensions, and SRC placements.
- **Academic performance reports** for at-risk students, showing growth in coursework and assessment scores.
- **Annual student and staff surveys** to assess perceptions of engagement and support systems.
- **Participation tracking in school and community programs** to ensure continued growth in student involvement.
- **Regular review of intervention effectiveness** through staff feedback, student progress monitoring, and refinement of processes.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Attendance report card given to students monthly with learning around the importance of attendance
- A2A Parent conferences every two weeks
- Support provided from A4 site mentor
- Coffee hour for attendance families
- Regular communication with parents including phone calls, letters, etc.
- Staff will meet, at minimum, once a month with all chronically absent students
- VP, GLA, Resource Counseling Assistant, and Teaching Fellow(s) will meet one-on-one on an ongoing basis with students who are not showing improvement
- Incentives and recognition for students with high attendance and improving attendance
- Spanish HSL for parent outreach and home visits
- Materials and supplies for incentives, recognition for attendance purposes
- Student agendas
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.
- Create Attendance team to develop and implement a MTSS model for support with attendance to include:
 - Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action
 - Utilization of evidence-based strategies aligned to state identification.
 - Satisfactory students and students with improved attendance will receive incentives
 - Attendance conferences with parents and students
 - All incoming 6th grade students to 7th grade will be counseled on immunization requirements and provided resources so they can start day one of school.

Tier 1:

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

Tier 2:

1. Satisfactory students and students with improved attendance will receive incentives
2. Students that are manageable will be counseled by CWA Specialist on how to improve with attendance contracts

- 3. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by CWA Specialist
 - 4. CWA and HSL will monitor students being targeted for attendance.
 - 5. If students are absent Full time CWA will call or visit the home.
 - 6. Attendance conferences with parents and students
 - 7. Partner with DPI for supports and interventions
 - 8. Attendance groups
 - 9. Providing parents with necessary resources
 - 10. Tier II Intervention Specialist work with students on caseload.
- Tier 3:
- 1. T2 parent meeting with Attendance Clerk & CWA, SART process with social worker, SARB referrals

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Planned actions to support English learner students:

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Students with Disabilities (SWD):
Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):
- Materials and supplies
 - Supplemental contracts
 - Parent involvement
 - College tutors

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Students with Disabilities (SWD):
Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):
- Materials and supplies

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

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

- Attendance report card given to students monthly with learning around the importance of attendance
- A2A Parent conferences every two weeks
- Support provided from A4 site mentor
- Coffee hour for attendance families
- Regular communication with parents including phone calls, letters, etc.
- Staff will meet, at minimum, once a month with all chronically absent students
- VP, GLA, Resource Counseling Assistant, and Teaching Fellow(s) will meet one-on-one on an ongoing basis with students who are not showing improvement
- Incentives and recognition for students with high attendance and improving attendance
- Spanish HSL for parent outreach and home visits
- Materials and supplies for incentives, recognition for attendance purposes
- Student agendas
- Provide professional learning opportunities through conferences (in person and virtual) to support MTSS model as funds are available.
- Create Attendance team to develop and implement a MTSS model for support with attendance to include:
 - Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action
 - Utilization of evidence-based strategies aligned to state identification.
 - Satisfactory students and students with improved attendance will receive incentives
 - Attendance conferences with parents and students
 - All incoming 6th grade students to 7th grade will be counseled on immunization requirements and provided resources so they can start day one of school.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Students will develop an understanding of the importance of attendance through monthly attendance report cards and discussions. • Parents will receive regular communication (phone calls, letters, A2A conferences) about their child's attendance, leading to increased awareness. • Staff will be trained in evidence-based attendance intervention strategies through professional learning opportunities. • The Attendance Team will establish a Multi-Tiered System of Supports (MTSS) model for improving attendance, including data monitoring and targeted actions. • Staff will learn how to effectively categorize attendance trends (Satisfactory, Manageable, Chronic, Severe) and apply targeted interventions accordingly. Measurement & Monitoring: • Tracking student attendance report card distribution and student participation in learning activities. • Documentation of A2A parent conferences and communication records (phone calls, letters, home visits). • Attendance Team meeting minutes detailing MTSS development and implementation plans. • Participation records from professional learning opportunities. • Records of attendance incentives and recognition efforts.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Students will show increased attendance and engagement as a result of consistent communication, mentoring, and recognition. • Parents will become more proactive in addressing attendance issues through conferences, home visits, and ongoing communication. • Staff will consistently implement attendance interventions, including monthly meetings with chronically absent students and one-on-one support from VP, GLA, RCA, and Teaching Fellows. • Attendance Team will regularly monitor and analyze attendance trends, using data-driven interventions to target at-risk students. • Satisfactory and improving attendance students will be consistently recognized and incentivized to maintain progress. Measurement & Monitoring: • Attendance data analysis to track trends and improvements in attendance rates. • Records of staff meetings with chronically absent students and intervention plans. • Parent engagement tracking through A2A conferences, phone logs, and home visit documentation. • Records of attendance incentives and student participation. •	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • A significant reduction in chronic absenteeism, as students consistently attend school and understand the importance of regular attendance. • Stronger school-home partnerships, where parents play an active role in supporting attendance. • Sustained implementation of an effective MTSS model, ensuring attendance is systematically monitored and improved. • A cultural shift where attendance is valued, leading to improved academic performance and student engagement. • More students transitioning successfully to the next grade level with fewer disruptions due to attendance issues. Measurement & Monitoring: • Year-over-year attendance data trends showing decreased chronic absenteeism rates. • Student academic performance data to measure correlation between attendance improvements and academic success. • Parent participation rates in attendance-related meetings and events. • Longitudinal analysis of incentive program effectiveness in sustaining attendance improvements. • Annual review and refinement of MTSS model for ongoing effectiveness.

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. EL Red areas: ELA and Math

2. Title I funds to support English Learners:

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

3. 7090/7091 to support English Learners:

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

4. Planned actions to support English learner students:

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Students with Disabilities (SWD):**
Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):
African American (AA):
- Materials and supplies
 - Supplemental contracts
 - Parent involvement
 - College tutors

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Students with Disabilities (SWD):**
Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):
African American (AA):
- Materials and supplies
 - Equipment, supplemental contracts
 - Study trips, parent involvement
 - Babysitting
 - Translating
 - ELPAC assessors
 - Mentors/Street Saints
 - College tutors
 - BIA
 - Incentives

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):**
Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):

African American (AA):

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

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- **Students will understand behavior expectations and alternative responses to conflict** through transition classes, restorative justice practices, and class meetings led by administration.
- **Staff will gain knowledge of behavior intervention strategies** through professional learning opportunities and collaboration within the Climate and Culture Committee.
- **Students will learn coping skills, self-control strategies, and conflict resolution** through counseling, mentoring, and mediation support.
- **Parents and students will be informed about alternative discipline practices** as a replacement for traditional suspensions.
- **Students will recognize the benefits of engaging in extracurricular activities** such as clubs, athletics, and school-wide events to foster a sense of belonging.

Measurement & Monitoring:

- Attendance records for transition classes and class meetings.
- Documentation of restorative justice participation and alternative-to-suspension assignments.
- Behavior intervention plans, contracts, and counseling session records.
- Professional learning session participation logs.
- Club and extracurricular activity enrollment numbers.
- Tracking of incentives, behavior celebrations, and student engagement data.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **A reduction in behavior referrals and suspensions** as students successfully utilize conflict resolution strategies.
- **Increased student participation in positive behavior incentives and recognition programs** (e.g., Student of the Quarter, Positive Behavior Celebrations).
- **More students engaging in extracurricular activities** (clubs, athletics, after-school events) as a way to connect with peers and develop leadership skills.
- **Teachers and staff consistently implementing behavior support strategies** through the MTSS model and Tier II interventions.
- **Improved school climate and student relationships** as seen through an increase in positive peer interactions and a decline in conflicts requiring mediation.

Measurement & Monitoring:

- Referral and suspension data analysis (weekly, monthly, quarterly).
- Participation records for student engagement activities (rallies, clubs, athletics, lunchtime activities).
- Behavior contract and check-in completion rates.
- Attendance and participation in restorative justice and mediation sessions.
- TST team intervention tracking and implementation reviews.
- Feedback from student and staff surveys on school climate.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **A sustained decrease in suspension and behavior referral rates**, with alternative discipline methods fully integrated into school culture.
- **A school-wide culture that prioritizes restorative justice and positive behavior supports** over punitive measures.
- **Increased student success academically and socially** due to improved self-regulation, coping skills, and engagement in school activities.
- **A structured and effective MTSS model for behavior intervention** that is continuously reviewed and refined.
- **A thriving, inclusive school community where students feel connected** through participation in clubs, athletics, and leadership opportunities.

Measurement & Monitoring:

- Longitudinal suspension and referral data comparisons over multiple years.
- Analysis of student engagement trends in extracurricular activities.
- Survey results indicating improved perceptions of school climate and belonging.
- Data from Tier II interventions and individual student progress monitoring.
- Sustained implementation of behavior intervention strategies and adjustments as needed.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Extra Time G3A1-3	10,000.00
G3A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,500.00
G3A3	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Street Saints : Mentoring SEL Support G3A3	45,237.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		62,245.00

\$125,982.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	97.3 %	91.3 %	2024-2025	92.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

While still high, our staff response to this metric decreased from 96% to 91%
Limited opportunities for peer to peer observations
This school values understanding different races, ethnicities and cultures, however there is a need to hire staff that reflect the diversity of our community

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Challenges with teacher coverage to support classroom observations
- Change in schedule with less meeting time or opportunities for differentiation

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Continue to provide opportunities for all staff to voice input through committees, surveys, feedback forms and open discussion meetings.
- Continue to leverage leadership decisions utilizing our Climate and Culture Team, ILT, and SSC to identify areas where growth can occur
- Increase opportunities to improve staff climate and connectedness
- Weekly updates sent to entire staff by the principal to keep staff informed
- Continue to recruit and attract strong candidates that match the student body we serve
- Continue with explicit learnings and celebrations around Hispanic heritage, Native American, Women in Sports, World Religions, African American History, Asian History

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Culture and Climate

Partially Implemented

The actions were partially implemented due to a decrease in professional learning hours.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Culture and Climate

Partially Effective

Sequoia continues with established structures to increase staff participation in leadership and decision making processes on campus including ILT, CCT, SSC, TST and PLC+. All teachers have the opportunity to be involved and contribute to our program

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Continue to provide opportunities for all staff to voice input through committees, surveys, feedback forms and open discussion meetings.
- Continue to leverage leadership decisions utilizing our Climate and Culture Team, ILT, and SSC to identify areas where growth can occur
- Increase opportunities to improve staff climate and connectedness
- Weekly updates sent to entire staff by the principal to keep staff informed
- Continue to recruit and attract strong candidates that match the student body we serve
- Continue with explicit learnings and celebrations around Hispanic heritage, Native American, Women in Sports, World Religions, African American History, Asian History

Section D: 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.

SSC:

Members reviewed the current plan and discussed possible

ELAC:

ELAC reviewed our school plan on February 26th and completed a

Staff:

Our staff reviewed our data and provided feedback on our school

revisions during our February 26th meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, ways to leverage staff time together with less meeting time, continue working on student achievement through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to possibly utilize the incentive feature. SSC also recommends behavior supports for students and parent learning opportunities.

survey with feedback and suggestions. Their recommendations include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

plan on February 25th. They recommended keeping our current actions and deepening implementation in some areas in support of our continued growth. Utilizing the Community Schools model to support learning, projects, and connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days for professional learning and deeper implementation of PLC+ planning, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends revisiting KPs and ways to increase student talk to support language acquisition and content learning.

Action 1 :

Staff Culture and Climate

Action Details:

Sequoia will continue to explore culturally proficient practices to recruit and retain staff that reflect the diversity of the community we serve. This includes learning about the diverse cultures of our staff, seeking out diverse candidates from our community and local high school, colleges, ELF/Mentors, and providing opportunities for our students to learn about and pursue a career with Sequoia/Fresno Unified. It is important for students to participate in a diverse middle school experience to see and know that individuals from varied racial and ethnic backgrounds can and do have the potential and desire to excel in the workplace. A key to recruiting qualified and diverse staff at Sequoia has been to welcome a large number of student teachers onto our campus to work with our many qualified master teachers. This allows us to both help develop talented professionals for FUSD classrooms, but also to hire strong candidates that match the needs of the Sequoia student body. A key to retaining staff has been efforts to establish structures to increase staff participation in the leadership and decision making processes on the campus. These structures include Instructional Leadership Team (ILT), Climate and Culture Team (CCT), School Site Council (SSC) and Targeted Support Team (TST). In total more than half of all teachers are involved in at least one of these leadership groups, thus involving more in the campus leadership structures. All teachers are engaged in the decision making and implementation process through their Professional Learning Communities (PLC+). Lastly, we help to retain teachers and staff as we promote self care and social emotional supports for staff through site and district resources.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 Climate and Culture 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 Climate and Culture actions during instruction
- Provide follow up with diverse mentors, student teachers regarding their experiences at Sequoia and potential job openings
- Schedule guest speakers, online conferences on recruiting and retaining diverse staff
- Increase number of staff that are involved and contributing to school leadership

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Teachers trained and supported in use of ELD standards and framework to increase planning of effective language acquisition lessons and strategies to address the needs of EL students
- Continued work with FUSD EL Services for coaching, professional learning and support of teachers and admin in developing a strong EL instructional program
- Use of Targeted Support Team (TST) to support all identified students through teacher referral process

- School Psychologist will provide guidance in MTSS structures
- If possible, invite Roosevelt students interested in education to provide guided interventions with identified students such as peer counseling
- Include options to explore careers at Sequoia/Fresno Unified through Advisory, clubs, academic counseling, community/career fair, before/after school activities as available

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

No funds were allocated for Title I.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

No funds were allocated for 7090/7091.

As a site: What are the planned actions to support this student group?

- Continue to provide opportunities for all staff to voice input through committees, surveys, feedback forms and open discussion meetings.
- Continue to leverage leadership decisions utilizing our Climate and Culture Team, ILT, and SSC to identify areas where growth can occur
- Increase opportunities to improve staff climate and connectedness
- Weekly updates sent to entire staff by the principal to keep staff informed
- Continue to recruit and attract strong candidates that match the student body we serve

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- **Staff will become more aware of the various platforms available to share input** (committees, surveys, feedback forms, and open discussion meetings).
- **Leaders will gain a deeper understanding of staff concerns and areas for growth** through input gathered from the Climate and Culture Team, ILT, and SSC.
- **Staff will recognize the importance of collaboration in decision-making** and see how their feedback is used to inform leadership decisions.
- **All staff will stay informed about school initiatives and key updates** through weekly principal communications.
- **Hiring teams will refine strategies to recruit candidates who align with the school's mission and student needs.**

Measurement & Monitoring:

- Participation rates in surveys, committees, and feedback sessions.
- Meeting minutes and action plans from Climate and Culture Team, ILT, and SSC.
- Principal's weekly updates distributed consistently with staff engagement metrics (e.g., responses, acknowledgments).
- Tracking of applicant pools and new hire demographics compared to student body composition.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- **Increased participation in decision-making processes** as staff feel valued and heard.
- **More collaborative problem-solving and proactive leadership engagement** in identifying and addressing schoolwide concerns.
- **Improved staff morale and workplace satisfaction** as a result of increased transparency and communication.
- **Stronger sense of community and connection among staff** through intentional efforts to improve staff climate.
- **More targeted and effective recruitment practices** resulting in hiring strong candidates who align with student and school needs.

Measurement & Monitoring:

- Survey results reflecting increased staff satisfaction and engagement.
- Meeting attendance and participation in leadership committees.
- Retention rates and feedback from exit interviews.
- Tracking of new hires and their alignment with school diversity and student needs.
- Observations and informal feedback on school climate and communication effectiveness.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- **A school culture where staff consistently feel valued, heard, and engaged in decision-making.**
- **An effective and sustainable leadership structure that continuously leverages staff input for growth.**
- **A highly connected and collaborative staff community** that fosters a positive work environment.
- **Sustained improvements in staff retention and job satisfaction.**
- **A hiring process that consistently recruits and retains educators who are reflective of and responsive to the student population.**

Measurement & Monitoring:

- Longitudinal staff satisfaction and climate survey trends.
- Sustained participation in leadership committees and decision-making processes.
- Staff retention data over multiple years.
- Analysis of hiring trends and long-term impact on student success.
- Overall school culture and climate as measured through student and staff feedback.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95.8 %	98.5 %	2024-2025	99.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We have challenges getting parents to participate and attend meetings to support their student's achievement.
We have a low percentage of parents completing the Culture and Climate surveys

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Work commitments and conflicting schedule of school meetings
- Communication Issues - not all parents have phones or digital platforms such as Parent Square to communicate with the school or complete surveys
- Cultural and language barriers
- Some parents may perceive middle school functions/surveys with a lack of importance

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Provide incentives for parents to attend and/or participate in school events
- Increase positive contact with home
- Increase communication and marketing of school activities on various platforms
- Utilize HSL for family communication and outreach

Section B: Investigation

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Outreach and Communication

Fully Implemented

While we do not have as much participation as we want, we have implemented everything that was planned.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Outreach and Communication

Effective

While our metric has increased, we have a small percentage of families completing the Climate and Culture surveys

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Continue with earlyBack to School Night which has consistently had large attendance
- Parent engagement hour - Parent university aligned presentations regionally
- Increase outreach to parents regarding Parent Square
- Provide incentives for parents to attend and/or participate in school events
- Increase positive contact with home
- Increase communication and marketing of school activities on various platforms
- Utilize HSL for family communication and outreach

Section D: 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.

SSC:

Members reviewed the current plan and discussed possible revisions during our February26th meeting. The council feels that

ELAC:

ELAC reviewed our school plan on February 26th and completed a survey with feedback and suggestions. Their recommendations

Staff:

Our staff reviewed our data and provided feedback on our school plan on February 25th. They recommended keeping our current

Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: additional language support for EL students, ways to increase student motivation including incentives, ways to leverage staff time together with less meeting time, continue working on student achievement through the PLC+ model, continue interdisciplinary teams, expand use of 5 Star to possibly utilize the incentive feature. SSC also recommends behavior supports for students and parent learning opportunities.

include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, incentives, materials and supplies, and field trips and assemblies.

actions and deepening implementation in some areas in support of our continued growth. Utilizing the Community Schools model to support learning, projects, and connectedness with elementary and high schools, continue campus culture activities, incentives, parent learning and participation, planning days for professional learning and deeper implementation of PLC+ planning, and vertical articulation in addition to continuing our interdisciplinary teaming to align on key instructional practices (RACE, TLQC, CERS). The staff also recommends revisiting KPs and ways to increase student talk to support language acquisition and content learning.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- Food for parent meetings
- Supplies for parent meeting such as mailing stamps, paper envelopes, mileage and similar items for outreach and communication
- Materials and equipment including copy machine to support parent outreach
- Incentives and awards to encourage participation and school spirit
- Extra time, as needed, for classified staff to help parents with school engagement
- HSL mileage

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- English Learner Advisory Committee (ELAC) meets regularly to advise and offer direction to school staff on EL student programs and their progress.
- Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.
- HSL to create parent advocacy group and educate parents on how to strengthen the school community
- Social emotional support through Clinical School Social Worker
- Extra time contracts for babysitting and interpreting for school events and activities
- Home visits will be conducted with participation of site admin, teachers, resource counseling assistance (RCA) and home school liaison (HSL)

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

African American (AA):

- Parent Involvement
- Direct Graphics
- Materials and supplies

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

African American (AA):

- Materials and supplies
- Babysitting
- Parent involvement

- HSL mileage
- RCA position

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Hispanic (HI):

Long Term English Learner (LTE):

English Learner (EL):

African American (AA):

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

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased awareness among parents about school events, student progress, and available resources through Parent Square, High School Readiness report cards, and parent meetings.
- Parents gain knowledge on how to access and use Parent Square, Atlas, and other school platforms to monitor student progress.
- Students learn to track their goals, organization, and academic progress using student agendas.
- School staff, including the Resource Counseling Assistant (RCA) and Home School Liaison (HSL), will be trained in best practices for parent engagement.
- Parents will receive information on key assessments (Interim, SBAC, iReady) and testing schedules.

Measurement & Monitoring:

- Tracking the number of parents who create Parent Square accounts.
- Monitoring attendance at parent meetings, Parent University sessions, and conferences.
- Documenting the distribution and use of student agendas.
- Surveying parents on their awareness of school resources and communication tools.
- Tracking participation in SSC/ELAC/Parent Engagement Hour meetings.
- Parents engaged in school events such as sports, showcases, open house, parent teacher conferences, events (band, art hop, dance performances, TOT,)

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- More parents actively engaging in their child's education by monitoring Atlas, attending parent conferences, and utilizing school resources.
- Increased parental participation in school events, celebrations, and volunteer opportunities.
- Parents regularly using Parent Square and other communication tools to stay informed.
- Teachers and staff using Parent Square to share consistent updates on student progress.
- More targeted support for students from parents based on progress reports and intervention meetings.
- Students demonstrating better organization and goal setting through consistent use of agendas.

Measurement & Monitoring:

- Tracking parent logins and usage of Parent Square and Atlas.
- Comparing attendance rates at parent meetings, workshops, and school events.
- Monitoring the number of parents volunteering and engaging in co-curricular activities.
- Reviewing student progress and behavior trends based on parent involvement.
- Assessing the impact of student agenda usage on goal setting and academic performance.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A school culture where parents are consistently engaged and actively support their child's education.
- Improved student academic performance, behavior, and attendance due to strong home-school communication and support.
- A sustainable communication plan that ensures all parents receive timely and accessible information.
- Higher attendance and participation in school events, parent meetings, and academic planning sessions.
- A well-established parent support network that fosters a strong partnership between families and the school.

Measurement & Monitoring:

- Year-over-year trends in parent participation and engagement.
- Longitudinal data on student academic improvement, attendance, and behavior.
- Sustained use of Parent Square, Atlas, and other communication tools.
- Retention and expansion of parent involvement programs, such as Parent University and SSC/ELAC.
- Overall improvement in school climate and parent satisfaction survey results.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation, materials and supplies G5A1 **No food or incentives**	3,164.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copy machine, G5A1, G3A1	9,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Materials and supplies G5A1	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating G5A1	1,001.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies, parent involvement G5A1, G3A1	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileage			HSL Mileage, G3A1, G5A1	500.00

\$15,165.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0417 Sequoia Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development G1A1-3, G3A1-3 **No IEPs**	28,056.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors, G1A1-3 ELA/History/Math/Science	64,077.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development G1A1-3, G3A1-3	35,857.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies G1A1-3, G3A1-3	10,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment G1A3	41,822.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance G1A3	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics: G1A1-3, G3A1-3	5,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies, G1A1-3. G3A1-3 **No food or incentives**	1,996.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes, G1A1-3, G3A1-3	40,307.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies, G1A1-3. G3A1-3	6,003.00
G1A2	Sup & Conc	Instruction	Travel			Travel/Conference G1A1-3, G3A1-3	11,500.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		24,545.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and supplies G1A1-3, G2A1, G3A1-3	2,852.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A3	801.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors, G1A3	58,891.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study Trips G2A1	3,499.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips, G1A3, G2A1, G3A1	1,336.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Classified Extra Time G3A1-3	10,000.00
G3A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,500.00
G3A3	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Street Saints : Mentoring SEL Support G3A3	45,237.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.7500		62,245.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation, materials and supplies G5A1 **No food or incentives**	3,164.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copy machine, G5A1, G3A1	9,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation Materials and supplies G5A1	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating G5A1	1,001.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies, parent involvement G5A1, G3A1	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL Mileage, G3A1, G5A1	500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$97,293.00
Sup & Conc	7090	\$284,970.00
LCFF: EL	7091	\$99,426.00
Grand Total		\$481,689.00

\$481,689.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$335,707.00
G2 - Expand student-centered and real-world learning experiences	\$4,835.00
G3 - Increase student engagement in their school and community	\$125,982.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$15,165.00
Grand Total	\$481,689.00