# Sequoia Middle

10621666057335

Principal's Name: Allyson Burns

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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## District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

| | | |
|---|---|---|
| Academic Achievement<br>The Whole Child (Engagement/SEL)<br>Operational Excellence | **DISTRICT GOALS:**<br>**Early Literacy**<br>**Literacy Intervention**<br>**College & Career Readiness**<br>**Life Skills** | **DISTRICT GUARDAILS:**<br>**Community Engagement**<br>**Equitable Access**<br>**Effective Staff**<br>**Health & Wellness** |

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

## Consolidated Program Assurances

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|---|
| 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<br>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. Heidi Braswell** | | X | | | |
| **4. Jacquie Cutruzzula** | | X | | | |
| **5. Karen Rodriguez** | | | X | | |
| **7. Margarita Villasenor** | | | | X | |
| **8. Lorena Anguino Lopez** | | | | X | |
| **10. Makenzy Hawkins** | | | | | X |
| **11. Jewel Rodriguez** | | | | | X |

| Check the appropriate box below: |
|---|
| **X 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** | Allyson Burns | 3-11-2026 |
| **SSC Chairperson** | **Hannah Bornmann** | Hannah Rose Bornmann | 3-11-2026 |

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

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

FY 2026/27

# Sequoia - 0417

## ON-SITE ALLOCATION

| | | | |
|---|---|---|---|
| 3010 | Title I | $90,282 | * |
| 7090 | LCFF Supplemental & Concentration | $237,760 | |
| 7091 | LCFF for English Learners | $92,868 | |
| | **TOTAL 2026/27 ON-SITE ALLOCATION** | **$420,910** | |

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

| | |
|---|---|
| Parent Involvement Budget - Minimum | $2,936 |
| Program Budget | $87,346 |
| Total Title I Allocation | $90,282 |

**ESSA Assistance Status: Not Identified for Assistance**

January 30, 2026

# Sequoia Middle 2026-2027 - SPSA Draft Edits

## Needs Assessment

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

### School Quality Review

**School Level Dashboard**

| Goal | Selected Metrics | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Goal 1 | ELPAC - percentage of students who scored 4 | | 12.3 % | 2024-2025 | **13.4 %** ↑ |
| Goal 1 | ELPI - percentage of students who improved at least one ELPI level (English Learner) | 50.4 % | 41.9 % | 2024-2025 | **43 %** ↑ |
| Goal 1 | ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner) | 50.3 % | 43.2 % | 2024-2025 | **44.3 %** ↑ |
| Goal 1 | SBAC ELA - Average distance from standard (ALL) | -52.8 pts | -62.4 pts | 2024-2025 | **-47.4 pts** ↑ |
| Goal 1 | SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | | 29.5 % | 2024-2025 | **34.5 %** ↑ |
| Goal 1 | SBAC Math - Average distance from standard (ALL) | -75.5 pts | -95.2 pts | 2024-2025 | **-80.2 pts** ↑ |
| Goal 1 | SBAC Math - Average distance from standard (Hispanic) | | -101.8 pts | 2024-2025 | **-86.8 pts** ↑ |
| Goal 1 | SBAC Math - Average distance from standard (Socioeconomically Disadvantaged) | | -95.5 pts | 2024-2025 | **-80.5 pts** ↑ |
| Goal 1 | SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | | 19.1 % | 2024-2025 | **24.1 %** ↑ |
| Goal 2 | Chronic Absenteeism - (African American) | | 54.5 % | 2024-2025 | **53.9 %** ↓ |
| Goal 2 | Chronic Absenteeism - (Hispanic) | 37.7 % | 39.1 % | 2024-2025 | **38.5 %** ↓ |
| Goal 2 | Chronic Absenteeism - (Long-Term English Learner) | 32.6 % | 36.7 % | 2024-2025 | **36.1 %** ↓ |
| Goal 2 | Chronic Absenteeism - (Socioeconomically Disadvantaged) | 35.8 % | 37.9 % | 2024-2025 | **37.3 %** ↓ |
| Goal 2 | Chronic Absenteeism (ALL) Semester 1 | 35.8 % | 25.8 % | 2025-2026 | **25.1 %** ↓ |
| Goal 2 | Fall Climate & Culture family survey - percent favorable in family engagement domain | 99.6 % | 97 % | 2025-2026 | **98.1 %** ↑ |
| Goal 2 | Fall Climate & Culture staff survey - percent favorable in staff culture domain | 92.4 % | 98 % | 2025-2026 | **99.1 %** ↑ |
| Goal 2 | Fall Climate & Culture student survey- percent favorable in student health & wellness domain | | 81 % | 2025-2026 | **83 %** ↑ |

| | | | | | |
|---|---|---|---|---|---|
| Goal 2 | Suspension Rate - (African American) | | 25 % | 2024-2025 | **24.67 %** ↓ |
| Goal 2 | Suspension Rate (ALL) Semester 1 | 6.77 % | 5.1 % | 2025-2026 | **4.67 %** ↓ |

## Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

### PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

1. Low Academic Performance in ELA and Math

ELA: –62.4 pts below standard; Math: –95.2 pts below standard.

### PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

2. Chronic Absenteeism

ALL: 25.8%; African American: 54.5%; Hispanic: 39.1%.

### PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

3. Disproportionalte Suspensions

African American suspensions at 24.67%.

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

1. Low Academic Performance in ELA and Math

- Inconsistent Tier 1 instructional practices.
- Insufficient targeted interventions.
- long term subs
- Limited extended learning.
- Gaps in EL/LTEL support.

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

2. Chronic Absenteeism

- ◦ Historically, site attendance efforts were primarily focused on Tier 2 or 3 responses after students had already become chronically absent, with fewer preventative Tier 1 or early Tier 2 supports in place.
  ◦ Limited Tier 1 education for students and families regarding attendance expectations, chronic absenteeism thresholds, and the cumulative impact of missed instructional time.
  ◦ Families may not fully understand that missing just two days per month places students at risk for chronic absenteeism and significant loss of instructional minutes.
  ◦ Limited cross-department collaboration in attendance efforts; attendance initiatives were not consistently integrated with counselors, MTSS teams, or schoolwide climate teams.
  ◦ Attendance awareness messaging and incentives were previously limited, reducing opportunities to promote attendance as a shared schoolwide expectation.
  ◦ Midway through the current school year, the site began pivoting toward a proactive MTSS attendance model, implementing Tier 1 initiatives such as awareness campaigns, attendance messaging, and incentives to increase engagement and prevent absenteeism.

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

3. Disproportionate Suspensions

- Inconsistent PBIS.
- inconsistent staffing,
- inconsistent implementation of behavioral framework

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.

1. Low Academic Performance in ELA and Math

- Strong Tier 1 framework through refined implementation of the PLC+ process and collective efficacy cycles
- More interventions
- Expanded EL supports.

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.

2. Chronic Absenteeism

- ◦ Expand Tier 1 family and student education regarding attendance expectations, thresholds for chronic absenteeism, and the academic impact of missed school.
  ◦ Increase schoolwide attendance engagement strategies, including incentives, competitions, recognition programs, and consistent messaging that reinforces the importance of daily attendance.
  ◦ Establish a structured Tier 2 early intervention process to identify students showing emerging attendance concerns before patterns become chronic.
  ◦ Implement data-informed root cause analysis conversations with students and families to identify barriers to attendance (transportation, health, motivation, family needs, etc.).
  ◦ Develop attendance goal setting and success planning for students needing additional support.
  ◦ Strengthen collaboration among key stakeholders including administrators, counselors, teachers, MTSS teams, and family engagement staff to support attendance improvement efforts.
  ◦ Utilize ongoing attendance data monitoring to inform interventions and guide decision-making.

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.

3. Disproportionalte Suspensions

- Restorative practices
- SEL
- PBIS strengthening.

## Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

### ELA/History

**Partially Implemented**

- Teams used RACE, CERS, PLC+ but inconsistently.
- Partially implemented due to PLCs developing their skill set with the PLC+ model and use of the data analysis protocol to effectively identfy 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 alighment 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 learning 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

## Math/Science

Partially Implemented

- Common routines used inconsistently
- Partially implemented due to PLCs developing their skill set with the PLC+ model and use of the data analysis protocol to effectively identfy 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 alighment 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

## English Learners

Partially Implemented

- Implementation: Designated/Integrated ELD inconsistent; LTEL monitoring limited.
- Partially implemented due to PLCs developing their skill set with the PLC+ model and use of the data analysis protocol to effectively identfy 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 alighment 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

## Academic Support and Counseling

Fully Implemented

- Implementation: Counseling provided but high needs exceeded capacity.
- Effectiveness: Partially effective.
- WHY: High caseloads, SEL gaps, need for Resource Assistant Counselor.

## Choose to Get Involved in Something Positive

Fully Implemented

- Implementation: Clubs offered; participation uneven.
- Effectiveness: Partially effective.
- WHY: Chronically absent students not engaged; family awareness limited.

## Attendance

Partially Implemented

- Implementation: Attendance Team active; inconsistent follow-up.
- Effectiveness: Partially effective — slight improvement.
- WHY: System gaps, family barriers, inconsistent incentives.

### Behavior Support

Partially Implemented

- Implementation: PBIS present but inconsistent; restorative practices sporadic.
- Effectiveness: Partially effective.
- WHY: Inconsistent expectations, limited staff training, SEL gaps.

### Staff Culture and Climate

Fully Implemented

- Implementation: Strong climate, collaboration high.
- Effectiveness: Effective.
- WHY: Staff alignment and readiness for deeper implementation.

### Parent Outreach and Communication

Partially Implemented

- Implementation: Communication strong; participation inconsistent.
- Effectiveness: Partially effective.
- WHY: Communication not translating to engagement; need for bilingual supports.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### ELA/History

Partially Effective

Effectiveness: Partially effective — ELA far below standard.

WHY: Inconsistent Tier 1, limited interventions, lack of extended learning, uneven PLC+ alignment.

### Math/Science

Partially Effective

Effectiveness: Ineffective to partially effective — Math severely below target.

WHY: High content demands, insufficient intervention, lack of vertical alignment.

## English Learners

**Ineffective**

Effectiveness: Ineffective — ELPI below targets.

WHY: Inconsistent ELD, limited bilingual assistant support, weak LTEL intervention.

## Academic Support and Counseling

**Partially Effective**

Effectiveness: Partially effective.

WHY: High caseloads, SEL gaps, need for Resource Assistant Counselor.

## Choose to Get Involved in Something Positive

**Partially Effective**

Effectiveness: Partially effective.

WHY: Chronically absent students not engaged; family awareness limited.

## Attendance

**Partially Effective**

Effectiveness: Partially effective — slight improvement.

WHY: System gaps, family barriers, inconsistent incentives.

## Behavior Support

**Partially Effective**

Effectiveness: Partially effective.

WHY: Inconsistent expectations, limited staff training, SEL gaps.

## Staff Culture and Climate

**Effective**

Effectiveness: Effective.

WHY: Staff alignment and readiness for deeper implementation.

## Parent Outreach and Communication

**Partially Effective**

Effectiveness: Partially effective.

WHY: Communication not translating to engagement; need for bilingual supports.

## 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.

- Strengthen Tier 1 instruction.
  - PLC+
    - Planning days and articulation time
  - Collective Efficacy Cycle
    - Quarterly
    - Standards
    - Goal setting
    - Interdisciplinary
  - Data collection, goal setting, and use of data to inform instruction and intervention (informs success period and literacy intervention)
  - Tutoring
  - additional support in classroom through college ELF tutors
- MTSS
  - Expand interventions & extended learning.
    - Success Period
    - Literacy Intervention
  - Behavior
    - Expand restorative practices.
    - Framework
    - Transition
- Increase CE with structures and processes to increase leadership and voice
  - Leadership - staff, students, families (ties to community schools)
- Implement Community Schools model.
  - Real world experiences
  - supports for tutoring programs
  - supports for classroom instruction
- TNTP Toolkits
  - Belonging
  - Consistency
  - Coherence
- Improve attendance systems.

- ◦ Fully implement a tiered MTSS attendance framework that prioritizes prevention, early intervention, and coordinated support across Tier 1, Tier 2, and Tier 3 levels.
  ◦ Expand Tier 1 schoolwide attendance campaigns and family communication efforts to increase awareness of attendance expectations and impacts.
  ◦ Continue and scale attendance incentive and recognition programs that promote consistent attendance and student engagement.
  ◦ Formalize a Tier 2 early intervention protocol, including regular attendance data reviews, root cause analysis conversations, and attendance goal-setting meetings with students.
  ◦ Implement Attendance Success Plans for students requiring individualized support to identify barriers and outline strategies for improvement.
  ◦ Increase intentional collaboration between counselors, MTSS teams, administrators, and teachers in monitoring and supporting attendance.
  ◦ Maintain a data-driven approach by reviewing attendance patterns regularly and adjusting supports based on student needs.

• Increase parent engagement.

## 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 25th  meeting. The council feels that Sequoia has a solid school plan and would like to keep the current actions with some proposed additions including: improving MTSS structures, 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, and expanding ways to increase attendance. SSC also recommends behavior and intervention supports for students.

### ELAC:

ELAC reviewed our school plan on December 12th and completed a survey with feedback and suggestions. Their recommendations to address interventions, college and career readiness, and life skills include: Resource Assistant Counselor to support student needs, social emotional supports, extended learning in English, math, history, and science, college tutors, technology, bilingual assistant, learning around life skills and jobs of the future including business.

### Staff:

Our staff reviewed our data and provided feedback on our school plan at our staff meeting on January 27th. 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 Success Days and expanding our Intervention program along with continued support of Interact Fellows and continuing with some site licenses to support student learning.

# Action

## Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## ELA/History

## Action Details

**Literacy Intervention**

- Sequoia will implement a comprehensive literacy program focusing on English Language Learners with an emphasis on students showing growth on the ELA SBAC, as well as on Smarter Balanced interim assessments, teacher created common formative assessments, district benchmark assessment and growth on the iReady diagnostic assessments.
- Sequoia implements interdisciplinary teaming in ELA and History supporting teaching practices and alignment of instruction, rubrics and common school-wide literacy strategies (RACE, CERS) 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, Literacy Intervention), Education and Leadership Foundation (ELF) tutors and classroom aides, explore after school tutoring done by teachers/contracted personnel through Community Schools, Co-teaching, and technology supports.

## Direct Instructional Services

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.
- After school tutoring through Community Schools where students receive targeted assistance from their core content teacher/outside personnel 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 teachers quarterly to discuss student progress on assessments (District Interim, IAB/FIAB)
- 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

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

Increase inclusive family engagement by providing on site opportunities and resources that help families understand literacy expectations, ELD instruction, SBAC and interim assessment data, iReady growth, and the school's MTSS supports, including Success Period and literacy intervention. Clear communication about RACE and CERS strategies used across ELA and History, and targeted English Learner family sessions aligned to the ELD Standards and Teaching and Learning Cycle, families will be equipped with practical tools to support academic language, reading, and writing at home. Meetings will be offered in flexible formats with translation, childcare, and culturally responsive practices to ensure equitable access, strengthen trust, and promote shared responsibility for student literacy growth

## Professional Learning

### Describe Professional Learning related to this action.

Professional learning will support the development of systems and structures that sustain this action which includes:

- Strengthening PLCs to focus on literacy, EL progress, and interdisciplinary planning (PLCs self select PL to be delivered during our quarterly Retreat Days)
- Creating consistent routines for collaboration between ELA and History teams

- Establishing clear processes for utilizing tutors, aides, and intervention time effectively
- Building capacity for after-school and extended learning opportunities through Community Schools

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

---

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 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

### 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.

---

- 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

# Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## Math/Science

## Action Details

College & Career Readiness

- 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, after school tutoring supported through Community Schools with teachers/contracted personnel, and technology supports.

## Direct Instructional Services

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
- After school tutoring through Community Schools where students receive targeted assistance from their core content teacher/outside personnel 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 thatwill 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 byteachers (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

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

We will strengthen inclusive family engagement in Math by providing multilingual workshops and resources that help families understand Interim Assessments, common and district benchmarks, while explaining how math and science instruction integrates ELD Standards, the ELD Framework, and the Teaching and Learning Cycle to support English Learners. Families will receive clear guidance on how students engage in academic discourse—explaining reasoning, discussing open-ended solutions, and using evidence and justification—and how these practices connect across Math and Science classrooms. Communication will also include MTSS supports such as Success Period, co-teaching, Education and Leadership Foundation tutoring, and technology tools, families will be equipped with practical strategies to reinforce problem-solving, academic language, and mathematical reasoning at home. Meetings will be offered in flexible formats with translation and culturally responsive practices to ensure equitable access and shared responsibility for student growth.

## Professional Learning

### Describe Professional Learning related to this action.

Professional learning will support staff to:

- Deliver rigorous, language-rich math instruction aligned to ELD standards and the Teaching and Learning Cycle (PLCs self select PL to be delivered during our quarterly Retreat Days)
- Facilitate meaningful academic discourse and reasoning in math and science
- Align literacy and problem-solving strategies across disciplines
- Use multiple data sources to drive instruction and monitor growth
- Provide targeted intervention and extension within a strong MTSS framework
- Collaborate effectively with co-teachers, tutors, and support staff
- Create culturally responsive classrooms that promote engagement and achievement

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

---

- 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.

## 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.

- Teacher planning will be focused on PLC+ and proven effective strategies
-

- Review of MTSS implementation and adjustments needed for continued success.

# Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

## English Learners

## Action Details

**Literacy Intervention**

- 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, after school tutoring through Community Schools done by teachers/contracted personnel, Success Periods (Tier 2 MTSS structured support time) Coteaching, and technology supports.

## Direct Instructional Services

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

## Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

We will increase inclusive family engagement for English Learners by providing onsite opportunities and resources that explain the ELD Standards, ELA/ELD Framework, ELPAC proficiency levels, redesignation criteria, and how integrated and designated ELD support language and academic growth. Clear communication about ELPAC results and available MTSS supports such as Success Period, co-teaching, Education and Leadership Foundation (ELF) mentors, and Community Schools and learn practical strategies to reinforce academic language, reading, writing, and discourse at home. Meetings will be offered in flexible formats with translation, culturally responsive practices, and opportunities for family voice to ensure equitable access, strengthen partnerships, and promote shared responsibility for accelerating English Learner achievement.

## Professional Learning

### Describe Professional Learning related to this action.

Professional learning will support:

- Implementing an asset-based, culturally responsive instruction for English Learners
- Delivering strong integrated and designated ELD aligned to standards and the framework
- Aligning literacy and language practices across all content areas
- Using scaffolding and discourse strategies to support access to rigorous content
- Leverage MTSS structures to provide targeted intervention and extension
- Collaborate effectively with tutors, mentors, and co-teachers to maximize impact

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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, Flowcabulary, etc.) to enhance EL learning.

### 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.

### 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.

- **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

- **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.
- **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.

- **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 learning outcomes.

# 2026-2027 SPSA Budget Goal Subtotal

## State/Federal Dept 0417 Sequoia Middle School (Locked)

### G1 - Academic Growth and Achievement

| 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 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 28,056.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | Education and Leadership Foundation : ELF Tutors G1A1-3 | 46,290.00 |
| G1A1 | Title 1 Basic | Instruction | Cons Svc/Oth | | | TBD : Direct Graphics G1A1-2, G2A1-4. Graphics Dept closing, moved from object 5725 to 5899. | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher Subs **Budget lines for personnel include salaries and related benefits | 39,427.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies G1A1-3, G2A1-4 | 10,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | Education and Leadership Foundation : ELF Tutors G1A1-3 | 4,427.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Travel/Conference G1A1-3 | 5,000.00 |
| G1A2 | Title 1 Basic | Instruction | Mat & Supp | | | Materials, supplies, agendas G1A1-3, G2A1-4 **No Food or Incentives** | 8,000.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Supp | | | Teacher Supplemental G1A1-3, G2A1-4 **Budget lines for personnel include salaries and related benefits | 22,646.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Equipment G1A1-3 | 19,622.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Maint | | | Direct Maintenance G1A1-3 | 4,000.00 |
| G1A3 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors **Budget lines for personnel include salaries and related benefits | 8,500.00 |
| G1A3 | LCFF: EL | Instruction | Ins Aide-Reg | Paraprof, Bilingual Spanish | 0.4375 | | 24,031.00 |
| 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 | 54,683.00 |
| G1A3 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Babysitting/Translating G1A3, G2A4 **Budget lines for personnel include salaries and related benefits | 801.00 |
| G1A3 | LCFF: EL | Parent Participation | Mat & Supp | | | Materials and supplies, parent involvement G2A1, G2A1-3 | 1,000.00 |

**$285,136.00**

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Choose to Get Involved in Something Positive

## Action Details

Equitable Access

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.

## Direct Instructional Services

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 (SPSA Actions 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/refresher for new or existing staff
- Promote the various opportunities available for students to be more engaged

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

We will expand inclusive family engagement by creating meaningful opportunities for families to participate in and celebrate students' involvement in arts, activities, clubs, and athletics aligned to Sequoia's Guidelines for Success: choosing respect, growth, positive involvement, and perseverance. Families will be invited to attend showcases, performances, games, exhibitions, club fairs, and recognition events that highlight student achievement and character development. The school will provide multilingual communication, flexible event times, and culturally responsive outreach to ensure all families can access information about extracurricular opportunities and pathways for involvement. Additionally, family information sessions will explain how participation in enrichment activities supports academic success, social-emotional growth, and leadership development, strengthening the partnership between school and home in fostering well-rounded student success.

## Professional Learning

### Describe Professional Learning related to this action.

Professional learning to support:

- Student voice, engagement, and belonging. Teachers, advisors, and coaches should be trained in strategies that actively invite and sustain participation, especially for students who are not already connected. This includes learning how to build inclusive environments that reinforce "Choose to get involved in something positive" and "Choose to be a better person every day." Training might include relationship-centered practices, culturally responsive engagement, and methods like student interest surveys, advisory structures, and student-led clubs. Staff should also learn how to explicitly teach and reinforce the Guidelines for Success within extracurricular contexts—not just in classrooms.
- Equity and access in extracurricular programming. Staff need support in identifying and removing barriers that prevent students from participating (transportation, fees, confidence, academic eligibility, or lack of awareness). Training in equity-centered practices will help staff ensure all student groups—especially English learners, students with disabilities, and historically underrepresented students—are encouraged and supported to join activities. This aligns strongly with "Choose to give respect to get respect" by ensuring all students feel valued and included. Staff should also learn how to monitor participation data and use it to adjust outreach and programming.

- Integration of academic and enrichment opportunities. This includes designing clubs, arts programs, and athletics that reinforce skills like collaboration, perseverance, and goal-setting—directly tied to "Choose to challenge yourself to work harder for success." Professional learning can include project-based learning, enrichment integration, and coaching strategies that emphasize growth mindset and student reflection. Teachers and activity leaders should be supported in connecting extracurricular involvement to academic success and identity development.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

### 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.

### 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.

- **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

**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.

- **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.

# The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Attendance

## Action Details

Life Skills

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.

## Direct Instructional Services

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.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

We will strengthen inclusive family engagement by implementing a schoolwide attendance support and monitoring program that educates students and families about the importance of daily attendance and its connection to academic success. Through on site opportunities, multilingual communication, and outreach led by the attendance team and administration, families will receive clear information about attendance expectations, incentives for strong and improving attendance, and available supports for students experiencing attendance challenges. Community Schools will serve as a hub for personalized assistance, helping families address barriers, access community resources, and help with attendance improvement plans. Flexible meeting options, culturally responsive practices, and proactive communication will ensure equitable access and foster collaborative partnerships to reduce chronic absenteeism and promote consistent student engagement.

## Professional Learning

### Describe Professional Learning related to this action.

Professional learning around:

- Understanding and communicating the importance of attendance to students and families
- Use of data to monitor attendance and intervene early
- Implementing tiered supports within an MTSS framework
- Building strong, culturally responsive partnerships with families through the Family Learning Center
- Designing effective incentives and engagement strategies to improve attendance
- Collaborating within clear systems to ensure consistent, schoolwide implementation

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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 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.

### 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.

- **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.

### 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 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:**

- **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.**

- **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.**
-

- **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.

# The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Behavior Support

## Action Details

Health & Wellness

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.

## Direct Instructional Services

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.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

Families will receive clear, multilingual communication about behavior expectations, schoolwide norms, and available supports, along with opportunities to participate in onsite opportunities that explain restorative approaches and alternatives to suspension. When concerns arise, families will engage in collaborative problem-solving meetings with staff to develop individualized support plans that keep students on campus and learning while addressing underlying needs. Through culturally responsive practices, flexible meeting options, and consistent partnership between home and school, Sequoia will foster shared responsibility for maintaining a positive educational environment that supports student growth, accountability, and success.

## Professional Learning

### Describe Professional Learning related to this action.

Sequoia willfocus on prevention, early intervention, and restorative, instructional responses to behavior. The goal is to build staff capacity to keep students in class, engaged, and learning, while addressing the root causes of behavior.

- Tier 1 behavior systems and positive school culture. Staff support on establishing and consistently reinforcing clear expectations aligned to Sequoia's Guidelines for Success. This includes explicit teaching of behavioral expectations, routines, and social skills, as well as strategies for recognizing and reinforcing positive behavior.
- Early identification and data use. Teachers and staff need tools to recognize early warning signs of disengagement or escalating behavior and respond before issues lead to suspension. This includes training on tracking behavior data (referrals, classroom incidents, patterns over time) and using it to guide decisions.
- Classroom management strategies like CHAMPS to respond to behaviors in the moment—calmly, consistently, and without removing students from instruction unnecessarily. Training should include proactive classroom structures, relationship-building, and strategies to maintain student dignity while redirecting behavior.

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

### 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).

### 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.

- 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.

- 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.

- 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.

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Academic Support and Counseling

## Action Details

Life Skills

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.

## Direct Instructional Services

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.
- 7$^{th}$ 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

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

We will provide families with clear, multilingual information about students' college and career exploration, the annual career fair, helping ways to support students in identifying interests, strengths, and future pathways. Families will a infolso receive information about high school pathways and career training options to ensure informed decision-making during the transition to high school. Through onsite opportunities and culturally responsive outreach, Sequoia will foster strong school-family partnerships that support every student's middle school success and high school readiness.

## Professional Learning

### Describe Professional Learning related to this action.

Professional learning to support staff to:

- Integrate career awareness and self-exploration into everyday instruction (Tier 1)
- Guide students and families through high school pathways and future planning (Tier 2)
- Provide personalized advising based on individual student needs and goals (Tier 3)
- Ensure equitable access to meaningful career exploration experiences across all student groups

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

### 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.

### 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**.

- **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**.

- **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.

- **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.

## The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

## Prop 28

## Action Details

Life Skills

Prop 28 funds will driectly support high-quality, standards-aligned music, art, drama, dance, and folklorico instruction for all students to boost academic achievement, improve attendance, foster critical thinking, creativity and social emotional development.

- Zero period PE to allow for students to enroll in an additional VAPA elective
- Comprehensive arts program to build foundational skills in support of Roosevelt School of the Arts

## Direct Instructional Services

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

Students will have access to visual and performing arts and direct services will address program and teacher identified needs such as but not limited to:

- Music: Instruments, sheet music, music stands, equipment, entry fees and travel, incentives
- Art: Paints, brushes, sketchbooks, clay, tools, easels, mixed media materials, incentives
- Drama:  Costumes, props, scripts, equipment, incentives
- Dance/Folklorico: Equipment, dance attire, incentives

## 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 EL students - newcomers, LTELS, and reclassified students will have access to VAPA electives.

- Students will receive language scaffolds (visual aids, sentence frames, dual-language glossaries)
- Small-group instruction to reinforce vocabulary and comprehension related to projects
- Integration of academic language objectives within creative projects

## Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

## Family Engagement

### Describe inclusive opportunities to increase family engagement related to this action.

- Showcases for performances, art shows, with translation support for EL families.
- Communicating ongoing projects and ways families can support creativity at home
- Parent communication to support music practice and art activities to support student learning
- Regular communication with families about student progress and celebration of student achievements in visual and performing arts

## Professional Learning

### Describe Professional Learning related to this action.

Professional learning to support elective staff to:

- Deliver rigorous, standards-aligned VAPA instruction across all art forms
- Integrate arts into core instruction to enhance learning and engagement when possible
- Create culturally responsive, inclusive arts experiences that build belonging

- Expand equitable access to arts opportunities, including through zero period structures
- Align middle school arts programming with high school pathways like Roosevelt School of the Arts when possible
- Monitor and communicate the impact of arts programming on attendance, achievement, and student development

## Progress Monitoring: Outcomes

**Reasoning for using this action:** ☑ Strong 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.

---

Outcomes will be measured by VAPA teachers and monitored by the Electives Administrator.

1. **Music:**
    - Students will demonstrate increased understanding of rhythm, melody, and basic music theory.
    - Students will identify and perform simple pieces on instruments or through singing.
2. **Art:**
    - Students will be able to use a variety of media (paint, clay, digital tools) to express ideas.
    - Students will apply basic art techniques and vocabulary to create visual projects.

### 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.

---

Outocomes will be measured by

**Observation & Participation Records:**

- Teachers track attendance, engagement, and participation in rehearsals, projects, and classes.
- Checklists for collaboration, persistence, and following instructions.

**Project & Performance Evaluations:**

- Rubrics measuring collaboration, creativity, effort, and application of skills.
- Pre- and post-project or performance assessments to document growth.

### 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.

---

**Ultimate Impacts:**

1. **Student Academic and Creative Growth:**
    - Students demonstrate sustained engagement and achievement in arts, music, drama, dance, and technology.
    - Increased integration of creative thinking, problem-solving, and collaboration into core academic subjects.
    - Higher confidence and self-efficacy in both academic and expressive pursuits.

3. **Drama:**
    - Students will demonstrate understanding of character, plot, and dialogue through performance.
    - Students will participate in small group scenes or monologues with appropriate expression and collaboration.
4. **Dance/Folklorico:**
    - Students will learn basic movement patterns, rhythm, and choreography.
    - Students will perform short sequences or group routines

1. **Music:**
    - Students will consistently participate in rehearsals and performances.
    - Students will demonstrate improved collaboration and listening skills in ensemble settings.
    - Students will apply learned musical concepts to new pieces independently.
2. **Art:**
    - Students will engage in sustained, independent or group art projects.
    - Students will demonstrate reflection on their work and provide constructive feedback to peers.
    - Students will choose materials and techniques purposefully to achieve desired effects.
3. **Drama:**
    - Students will actively contribute to group performances and rehearsals.
    - Students will demonstrate increased confidence and self-expression in public presentations.
    - Students will integrate character analysis and storytelling in performances.

- **Dance:**
    - Students will participate in rehearsals and performances, demonstrating improved coordination and timing.
    - Students will collaborate in creating or interpreting choreography.
    - Students will show increased physical confidence and body awareness.

2. **Equitable Access and Inclusion for EL Students:**
    - EL students (including newcomers, LTELs, and reclassified students) consistently participate and succeed in creative and technology programs.
    - EL students' language proficiency improves in meaningful, applied contexts through arts and technology projects.
    - All students benefit from inclusive, culturally responsive practices that support diverse learning needs.
3. **School Culture and Family Engagement:**
    - Families engage regularly in school performances, exhibitions, and technology showcases.
    - Stronger school-community partnerships foster support for arts, technology, and innovative learning.
    - Positive student behaviors, collaboration, and perseverance become embedded in school culture.
4. **Program Sustainability and Growth:**
    - Evidence-based arts and technology programs become a sustained part of the middle school curriculum.
    - Teachers adopt best practices for integrating arts and technology with core academic instruction

# 2026-2027 SPSA Budget Goal Subtotal

## State/Federal Dept 0417 Sequoia Middle School (Locked)

### G2 - The Whole Child (SEL and Engagement)

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G2A1 | Sup & Conc | Instruction | Direct Trans | | | Study Trips G2A1 | 5,000.00 |
| G2A2 | LCFF: EL | Attendance & Social Work Servic | Local Mileag | | | : Local Mileage G2A2-4 | 200.00 |
| G2A3 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Fresno Street Saints : | 52,901.00 |
| G2A3 | Sup & Conc | Attendance & Social Work Servic | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.7500 | | 65,037.00 |
| G2A4 | Title 1 Basic | Parent Participation | Mat & Supp | | | Parent Participation materials and supplies G2A4 **No Food or Incentives** | 2,936.00 |
| G2A4 | Sup & Conc | Instruction | Off Eq Lease | | | Copier Lease G1A1-3, G2A1-5 | 9,200.00 |
| G2A4 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent participation materials and supplies | 500.00 |

**$135,774.00**

# 2026-2027 Budget Detail for Schools

## State/Federal Dept 0417 Sequoia Middle School (Locked)

| Fund | Unit | Dept | Actv | Func | Obj | Obj Name | Personnel | Jobcode | Employeename | Fte | Action | Vendor / Purpose Of Expenditure | Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 060 | 3010 | 0417 | 1110 | 1000 | 1160 | Teacher-Supp | | | | | G1A1 | Supplemental Contracts/Staff Development G1A1-3 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits | 28,056.00 |
| 060 | 3010 | 0417 | 1110 | 1000 | 4300 | Mat & Supp | | | | | G1A2 | Materials, supplies, agendas G1A1-3, G2A1-4 **No Food or Incentives** | 8,000.00 |
| 060 | 3010 | 0417 | 1110 | 1000 | 5110 | Subagreements | | | | | G1A1 | Education and Leadership Foundation : ELF Tutors G1A1-3 | 46,290.00 |
| 060 | 3010 | 0417 | 1110 | 1000 | 5899 | Cons Svc/Oth | | | | | G1A1 | TBD : Direct Graphics G1A1-2, G2A1-4. Graphics Dept closing, moved from object 5725 to 5899. | 5,000.00 |
| 060 | 3010 | 0417 | 1110 | 2495 | 4300 | Mat & Supp | | | | | G2A4 | Parent Participation materials and supplies G2A4 **No Food or Incentives** | 2,936.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 1120 | Teacher-Subs | | | | | G1A1 | Teacher Subs **Budget lines for personnel include salaries and related benefits | 39,427.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 1160 | Teacher-Supp | | | | | G1A2 | Teacher Supplemental G1A1-3, G2A1-4 **Budget lines for personnel include salaries and related benefits | 22,646.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 4300 | Mat & Supp | | | | | G1A1 | Materials and supplies G1A1-3, G2A1-4 | 10,000.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 4400 | Nc-Equipment | | | | | G1A2 | Equipment G1A1-3 | 19,622.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 5110 | Subagreements | | | | | G1A1 | Education and Leadership Foundation : ELF Tutors G1A1-3 | 4,427.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 5221 | Travel | | | | | G1A1 | Travel/Conference G1A1-3 | 5,000.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 5631 | Off Eq Lease | | | | | G2A4 | Copier Lease G1A1-3, G2A1-5 | 9,200.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 5721 | Direct Trans | | | | | G2A1 | Study Trips G2A1 | 5,000.00 |
| 030 | 7090 | 0417 | 1110 | 1000 | 5723 | Direct-Maint | | | | | G1A2 | Direct Maintenance G1A1-3 | 4,000.00 |
| 030 | 7090 | 0417 | 1110 | 2495 | 4300 | Mat & Supp | | | | | G2A4 | Parent participation materials and supplies | 500.00 |
| 030 | 7090 | 0417 | 1110 | 3110 | 5110 | Subagreements | | | | | G2A3 | Fresno Street Saints : | 52,901.00 |
| 030 | 7090 | 0417 | 1110 | 3130 | 2210 | Cls Sup-Reg | Assistant, Resrce Cnslg | W018 | Diaz, Trini | 0.7500 | G2A3 | | 65,037.00 |
| 030 | 7091 | 0417 | 4760 | 1000 | 1160 | Teacher-Supp | | | | | G1A3 | ELPAC Assessors **Budget lines for personnel include salaries and related benefits | 8,500.00 |
| 030 | 7091 | 0417 | 4760 | 1000 | 2110 | Ins Aide-Reg | Paraprof, Bilingual Spanish | W030 | Vidrio, Antonia | 0.4375 | G1A3 | | 24,031.00 |
| 030 | 7091 | 0417 | 4760 | 1000 | 4300 | Mat & Supp | | | | | G1A3 | Materials and supplies G1A1-3, G2A1, G3A1-3 | 2,852.00 |
| 030 | 7091 | 0417 | 4760 | 1000 | 4400 | Nc-Equipment | | | | | G1A3 | Equipment G1A3 | 801.00 |
| 030 | 7091 | 0417 | 4760 | 1000 | 5110 | Subagreements | | | | | G1A3 | Education and Leadership Foundation : ELF Tutors, G1A3 | 54,683.00 |
| 030 | 7091 | 0417 | 4760 | 2495 | 2960 | Oth Cls-Supp | | | | | G1A3 | Babysitting/Translating G1A3, G2A4 **Budget lines for personnel include salaries and related benefits | 801.00 |
| 030 | 7091 | 0417 | 4760 | 2495 | 4300 | Mat & Supp | | | | | G1A3 | Materials and supplies, parent involvement G2A1, G2A1-3 | 1,000.00 |
| 030 | 7091 | 0417 | 4760 | 3130 | 5211 | Local Mileag | | | | | G2A2 | : Local Mileage G2A2-4 | 200.00 |

$420,910.00

| Funding Source Totals | Unit # | Budget Totals |
|---|---|---|
| Title 1 Basic | 3010 | $90,282.00 |
| Sup & Conc | 7090 | $237,760.00 |
| LCFF: EL | 7091 | $92,868.00 |
| **Grand Total** | | **$420,910.00** |

| Goal Totals | Budget Totals |
|---|---|
| G1 - Academic Growth and Achievement | $285,136.00 |
| G2 - The Whole Child (SEL and Engagement) | $135,774.00 |
| **Grand Total** | **$420,910.00** |