

Sequoia Middle

10621666057335

Principal's Name: Matt Ward

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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School Report Card	<i>Needs Assessment</i>
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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Matt Ward	X				
2. Chairperson - Michael Gasio		X			
3. Scott Fleming		X			
4. Gao Lor		X			
5. Nancy Pellegrini		X			
6. Nancy Witherow			X		
7. Evangelina Sandoval				X	
8. Esperanza Delgado				X	
9. Rafael Garcia					X
10. George Vang					X
11. Angel Martinez					X
12. Irene Reyes				X	
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Matt Ward		3/14/17
SSC Chairperson	Michael Gasio		3-14-17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Sequoia - 0417

ON-SITE ALLOCATION

3010	Title I	\$57,832 *
7090	LCFF Supplemental & Concentration	\$182,931
7091	LCFF for English Learners	\$85,344
		\$326,107
TOTAL 2017/18 ON-SITE ALLOCATION		\$326,107

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,347
Remaining Title I funds are at the discretion of the School Site Council	\$56,485
Total Title I Allocation	\$57,832

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	14/17	N/A ³	19.07%	18.47%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	10/17	N/A ³	11.04%	10.49%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	7/17	0.00% ⁴	53.68%	60.85%	54.13%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	11/17	N/A ⁷	N/A ⁷	16.37%	22.85%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	13.48%	•LCAP Dashboard - 4PupilAchievement

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English	10/16	9.19%	20.00%	17.65%	9.38%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement						
		Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	5/17*	36.00%	38.10%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	12/16	63.04%	61.27%	63.27%	47.78%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	13/17	94.00%	94.46%	94.23%	94.56%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	14/17	18.33%	16.60%	17.54%	16.53%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	10/17	N/A ¹⁰	N/A ¹⁰	51.65%	50.87%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	13/17	30.09%	5.74%	15.45%	0.35%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	5/17	24.53%	15.86%	16.27%	9.66%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	12/17	0.38%	0.75%	0.83%	0.12%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	11/17	0.51%	1.00%	1.77%	0.58%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	15/17	96.33%	88.64%	72.88%	89.64%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	6/17	N/A ¹³	N/A ¹³	62.07%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	10/17	N/A ¹³	N/A ¹³	68.40%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	11/17	N/A ¹³	N/A ¹³	57.03%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Sequoia Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	18.5	23	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	22.8	27	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

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 Common Assessments and District assessments. Sequoia will implement school-wide literacy strategies across all classes with a focus on ELA, history and science. Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning. Sequoia will continue our partnership with English Learner Services as well as outside providers such as WestEd 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, abundant writing and interactive reading around complex texts and content. Deepen implementation of MTSS by creating structures utilizing PLUS, Teaching Fellows, SAC (after school tutoring done by teachers), Coteaching, and technology supports

SMART Goals

By the end of 2017-18, 23% of all Sequoia students will score standard met or exceeded. Currently 18.5% of all students meet or exceed standards.

By the second administration of the district interim assessment, 27% of students will score standard met or exceeded. Currently 22.5% of all students meet or exceed standards.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District Interim Assessments, SBAC, PSAT
- Common formative assessments that utilize the item descriptors from SBAC, written and administered by ACs
- Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback.
- Admin will work alongside teachers in process of calibrating tasks and student work

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Distribute testing calendar to inform parents
- Interim Assessment, SBAC, and PSAT results shared with students and parents
- Use of High School Readiness report cards to communicate progress on grades, attendance and District Interim assessments
- Parents will monitor their child's progress report and grades (Atlas, Edutext, Progress Reports)
- Parent-teacher conferences held at least 3 times a year to increase parent teacher interaction and discussion
- Parent University classes for parents about supporting students as they transition to middle school and high school
- Translation/babysitting services as needed

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Teaching Fellows tutors to provide one on one reading intervention and small group instruction
- Flexible grouping to deepen and extend learning
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement
- Lessons with emphasis on school wide instructional strategies (listed above in teacher section)
- Access to equipment, materials and software to further access to reading
- All students will be instructed in specific reading strategies to increase reading across their science, history and ELA classes
- Reading of complex text in science, 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 AC and

Owner(s):

Principal/VP/GLA/Academic Counselor/ PLUS
Teachers/all Teachers

Timeline:

Fall PSAT administration, District interim Assessment twice a year, and Common Assessments given on a biweekly basis. Common Assessments will utilize Illuminate, and Springboard digital components. Progress Reports twice/month

Describe Related Professional Learning:

- Training will be planned and monitored throughout school year for effective literacy practices and strategies. Training will be led by admin, teachers and coordinated by Resource Reading Teacher .49.
- Deepen implementation of MTSS by creating structures utilizing PLUS, Teaching Fellows, SAC, Coteaching, and technology supports
- Continue school wide common instructional practices:
 - SMS Close Reading Steps
 - Class Discussion Norms
 - The Lumberjack Way Note Taking
 - Writing Process
 - KUD (Know, Understand, Do)
 - Text Deconstruction
 - Seven Step Vocabulary
 - WestEd Keystone Pedagogies (SPIRAL, Expert Jigsaw, Collaborative Text Reconstruction, etc)
- Writing formative/summative assessments that align with SBAC rigor
- Use ELA/ELD Framework and deconstructed standards to plan effective lessons to increase learning
- Accountable communities will regularly analyze results from common assessments with a focus on reading comprehension to calibrate for rigor, complex tasks and complex texts
- Professional learning on how to best use Teaching Fellows and SPED aides to differentiate instruction for struggling readers
- Professional learning around how to use blended learning and technology to aide in assessing student reading levels and also giving students on-going technology assisted learning
- Deconstructing and Reconstructing texts to increase comprehension of complex fiction and nonfiction texts

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster 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
- 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
- Small group instruction for LTEL students at targeted intervals of the school year.
- Access to equipment and software (i.e. Rosetta Stone)

iPL meetings. Utilizing adopted text-Springboard for ELA and Pilot history curriculum if available, and agreed upon performance tasks from FUSD science leads

- All students will have access to MTSS with support of PLUS teachers and other support staff to receive differentiated instruction based on identified needs.
- Supplemental contracts for extra time or work during non-duty hours including on site coaching, enrichment and extension before, during, or after school
- AC Teams/teachers release time and extra pay for collaboration, analysis, scope and sequence, assessment planning and rubric development
- Professional books for staff book study on literacy across curriculum
- 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
- Professional books for staff book study on reading/literacy across curriculum

Sequoia Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Will also support Actions 2 and 7	\$	3,884.00	
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Will also support Actions 2 and 7	\$	29,459.00	
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Will also support Actions 2 and 4	\$	1,760.00	
1	1	Title 1 Basic	Instruction	Materials & Supplies				Will also support Actions, 2, 3, 4, 5, 7, and 8	\$	1,795.00	
1	1	Sup & Conc	Instruction	Materials & Supplies				Will also support Actions 2, 3, 4, 5, 7, and 8	\$	9,000.00	
1	1	LCCF: EL	Parent Participation	Materials & Supplies				Will also support Actions 2, 3, 4, 5, 7, and 8	\$	4,932.00	
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Also supports Actions 2 and 3	\$	18,471.00	
1	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Also supports Actions 2 and 3	\$	38,529.00	
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Also supports Actions 2 and 4	\$	11,980.00	
								Total	\$	119,810.00	

Action # 2

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	10.5	13	California Teaching Fellows Foundation
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	13.5	17	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Sequoia will implement a comprehensive math program focusing on English Language Learners with an emphasis on students showing growth on the Math SBAC, as well as on Common Assessments and District assessments. Math 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 our partnership with English Learner Services as well as outside providers such as WestEd 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, abundant writing and interactive reading around complex texts and content. Deepen implementation of MTSS by creating structures utilizing PLUS, Teaching Fellows, SAC, Coteaching, and technology supports

SMART Goals

By the end of 2017-2018 school year, 13% of the students will score Standard Met or Standard Exceeded on the Math SBAC. Currently 10.5% of all students meet or exceed standards.

By the second administration of the district interim assessment, 17% of students will score standard met or exceeded. Currently 13.5% of all students meet or exceed standards.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- D and F grades by quarter
- District Interim Assessments, SBAC, PSAT
- Common formative assessments that utilize the item descriptors from SBAC, written and administered by ACs
- Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback.

Owner(s):

Principal/VP/GLA/Academic Counselor

Math Teachers

Timeline:

Fall PSAT administration,

District Interim assessment twice a year

Bi-weekly common formative assessments will utilize Illuminate and GoMath digital components

Progress Reports twice/month

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will monitor their child's progress report and grades (Atlas, Edutext, Progress Reports)
- Parent-teacher conferences held at least 3 times a year to increase parent teacher interaction and

Describe Related Professional Learning:

Math teachers will continue to attend professional learning on and off site. They will continue to implement CCSS and best practices that will help students excel mathematically.

discussion

- Parent University classes for parents about supporting students as they transition to middle school and high school

- Deepen implementation of MTSS by creating structures utilizing PLUS, Teaching Fellows, SAC, Coteaching, and technology supports
- Extra pay and release time for teachers to plan and facilitate professional learning for math teachers
- Teachers will use the HMH Go Math! Curriculum to plan for the highest quality first time instruction
- Teachers will continue to learn and implement the 8 mathematical practices with a focus on the CA Standards for math
- Writing formative/summative assessments that align with SBAC rigor
- Use deconstructed standards to plan effective lessons to increase learning
- Accountable communities will regularly analyze results from common assessments to inform instruction
- Professional learning on how to best use Teaching Fellows and SPED aides to differentiate instruction for struggling readers
- Learning on best uses of blended learning in the math classroom and how to provide differentiation for all learners, especially those that are in need of intervention
- Admin will work alongside teachers in process of calibrating tasks and student work
- Extra pay and release time for teachers to plan and facilitate professional learning
- Professional books for staff book study on reading/literacy across curriculum

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Academically challenging and relevant lessons for all students that align with CCSS, Scope and Sequence and with appropriate rigor.
- Teaching Fellows tutors to provide one on one and small group instruction
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement
- SpEd/General Ed teacher co-teaching in math to assist with differentiation and access to academic content.
- All students will have access to MTSS with support of PLUS teachers and other support staff to receive differentiated instruction based on identified needs.
- Supplemental contracts for extra time or work during non-duty hours including on site coaching, enrichment and extension before, during, or after school
- AC Teams/teachers release time and extra pay for collaboration, analysis, scope and sequence, assessment planning and rubric development
- Professional books for staff book study on literacy across curriculum
- Software/site licenses to support student math and assessment program
- Classroom materials supplies, and incentives to support math program
- Computers, equipment including tablets, printers, carts, and accessories as needed to support math program

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- High quality first time instruction to meet the needs of EL students focusing on opportunities to engage students in extended academic discourse (explaining thinking and reasoning, discussing open ended solutions, using evidence and justification)
- Flexible EL grouping as needed to deepen and extend learning
- BIA support in math classrooms
- Small group instruction for LTEL students at targeted intervals of the school year.

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	17.6	21	
2358 - EL's not advancing at least one proficiency level in Re-designation	63.27	55	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sequoia will provide a comprehensive program 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 school-wide literacy strategies across all classes with a focus on ELA, history and science. Supports will also be implemented to intervene when students struggle as well as to deepen and extend learning. Sequoia will continue our partnership with English Learner Services as well as outside providers, such as WestEd, 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, abundant writing and interactive reading around complex texts and content.

SMART Goals

By the end of 2017-2018, 21% of English Learners will be redesignated to Fluent English Proficient. Currently, 17.6% of students have been redesignated.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Accountable communities will regularly analyze results from CELDT/ELPAC and common assessments targeting English Learners for interventions through MTSS by creating structures utilizing PLUS, Teaching Fellows, SAC, Coteaching, and technology supports
- Formative/Summative assessments developed around the four domains including data analysis and action planning.
- Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback.
- Accountable communities will regularly analyze results from common assessments with a focus on English Learners to inform instruction
- Admin will work alongside teachers in process of calibrating tasks and student work

Owner(s):

Principal/VP/PLUS Teachers/Teachers

Timeline:

Fall PSAT administration, District interim Assessment twice a year, ELPAC, and Common Assessments given on a biweekly basis. Common Assessments will utilize Illuminate, and Springboard digital components. Progress Reports twice/month

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Notification of student CELDT/ELPAC, PSAT, SBAC Scores
- Use of High School Readiness report cards to communicate progress on grades, attendance and District Interim assessments
- Parents will monitor their child's progress report and grades (Atlas, Edutext, Progress Reports)
- Parent-teacher conferences held at least 3 times a year to increase parent teacher interaction and discussion
- Parent University classes for parents about supporting students as they transition to middle school and high school
- Parent notification of SAC participation
- SSC/ELAC
- Parent Meetings – monthly
- Translation/babysitting services as needed

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Use ELA/ELD Framework and deconstructed standards to plan and deliver high quality, first time instruction to increase culturally responsive teaching, providing just-in-time scaffolding, academic conversations, abundant writing and text-oriented talk about language
- Target high priority EL students who have reached one of the redesignation criteria
- 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
- Resource Teacher (0.49 FTE) will utilize EL Redesignation Goal Setting for collaboration and monitoring of EL students' language development, progress toward redesignation, and action planning
- BIA support for EL students (Emerging, Expanding) in core content areas with an emphasis on language acquisition
- Supplemental pay contracts to implement programs to increase student achievement toward redesignation
- Designated ELD class with reading support class and integrated ELD instruction in core content classes
- Small group instruction for LTEL students at targeted intervals of the school year.
- 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
- Software/site licenses to support the individualized needs of students to improve language acquisition and redesignation (i.e. Rosetta Stone)
- Computers, equipment including tablets, printers, carts, and accessories as needed to support reading program
- Subs for professional development and conferences
- Extra pay and release time for teachers to plan and facilitate professional learning

Describe Related Professional Learning:

- Training will be planned and monitored throughout school year on Reading, Writing, Listening, and Speaking.
- Training will be planned and monitored throughout school year for effective literacy practices and strategies. Training will be led by admin, teachers and coordinated by Resource Reading Teacher .49
- Continue school wide common instructional practices:
 - SMS Close Reading Steps
 - Class Discussion Norms
 - The Lumberjack Way Note Taking
 - Writing Process
 - KUD (Know, Understand, Do)
 - Text Deconstruction
 - Seven Step Vocabulary
 - WestEd Keystone Pedagogies (SPIRAL, Expert Jigsaw, Collaborative Text Reconstruction, etc)
- Professional learning on how to best use Teaching Fellows and SPED aides to differentiate instruction for English Learners
- Professional learning around how to use blended learning and technology to aide in assessing student reading levels and also giving English Learners on-going technology assisted learning
- Professional Learning around ways to increase language production (speaking, writing)
- Continue trainings on ELA/ELD Framework and ELD Standards implementation with a focus on integrated ELD in core content areas

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

See all "Direct Instructional Services to Students"

- 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

Sequoia Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375			\$ 12,769.00
3	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Resource, Reading	0.1100		Also supports Actions 1 and 2	\$ 11,806.00
3	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Resource, Reading	0.3800		Also supports Actions 1 and 2	\$ 40,787.00
Total									\$ 65,362.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	60.85	55	
7137 - Secondary students growth mindset survey results for questions 10-13	62.07	67	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Sequoia will implement a system of academic support and counseling that will maximize the number of students that meet all criteria for high school readiness per the CORE district waiver metric. Sequoia will implement a comprehensive academic program to reduce the number of D or F grades in ELA and Math through academically challenging and relevant lessons and modules focusing on CCSS content and literacy skills through Sequoia's Common Practices.

SMART Goals

- By the end of 2017-18, no more than 55% of students will have a D or F on their report card.
- By the end of 2017-18, 67% of students will respond "Agree" or "Strongly Agree" to the growth mindset questions 10-13

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

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

Owner(s):

Academic Counselor
Advisory Teachers

Timeline:

First check will be done at the initial release of SQI data by CORE. At minimum, monthly checks to monitor progress of students in reaching all four criteria.

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Biweekly progress reports will be given to students to share with parents
- Communication plan for parents to know when these will be distributed, use of Edutext and parent use of ATLAS
- Parent meetings to focus on high school readiness criteria to educate parents about minimum benchmarks
- Parent-Teacher conferences will be held three times per year to allow opportunity for parents to learn about

Describe Related Professional Learning:

- Training and feedback to teachers around implementing the Sequoia grading philosophy, practices and policies. To include study of current grading theory and creating a system that is standards based and communicates learning to students and their guardians.
- Teachers trained by academic counselor on how to hold successful parent conferences as well as maintain contact with parents through phone and digital media
- Training for HSL to work with parents and effectively educate parents on the HSR criteria

current status of students with relation to HSR criteria

- Parent Edutext and ATLAS use will be encouraged through all school-home communication (mail, phone, marquee, parent face to face meetings)
- Training offered to parents on how to use/log-in

- Training for teaching staff in effective intervention strategies both during first time instruction and following formative assessment
- Training and collaboration for ACs to plan effective intervention strategies for students failing and at risk of failing classes
- Collaboration for ACs and PLUS teachers
- ACs create and implement common practices with regards to assessment and the relative weighting of grades, common assessment practices, and agreed upon criteria for proficiency

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Use of Student Achievement Center (SAC) after school to provide additional support for students that are struggling
- Use of PLUS, agendas, tutoring time to increase student positive academic habits
- Specialized courses such as Young Men’s and Young Women’s Alliance to act as additional support for most at risk students
- Provide study trips to colleges and universities so students can envision a different future for themselves, learn about the academic and extracurricular options and demystify misconceptions about college
- Alternative to suspension options used in discipline and behavior support process, including lunch and after school detentions, community service/meaningful work and restorative justice practices to the extent possible
- Resource counseling assistant as well social emotional para educators to assist students in modifying behavior before it leads to suspension

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL student tutorial for specific language needs
- Software purchases for reading and language acquisition software
- Materials, supplies, and equipment purchased to further support EL students proficiency gain

Sequoia Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500		Also supports Actions 6 and 8	\$	40,301.00
4	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)					\$	5,000.00
Total									\$	45,301.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	17.54	15	
48 - Attendance rate	94.23	95	
4849 - Truancy rate	51.65	48	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

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, sponsored by EBAYC, will continue to assist families with the severely chronic and chronic attendance students. Outreach and trainings will be implemented through the Family Learning Center.

SMART Goals

By the end of the 2017-2018 school year, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will be less than 15%, as observed by attendance data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Daily monitoring of absent students
- Weekly monitoring of ATLAS attendance reports, SQI indicators
- Bi-Weekly use of A2A attendance system and conferences to monitor chronically absent students
- Biweekly attendance report cards given to students and parents.

Owner(s):

EBAYC staff,
Vice Principal, GLA, Attendance Clerk, Teachers

Timeline:

On-going all year

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Attendance information will be presented at all parent informational meetings, orientations, Title 1 parent meeting, and throughout the school year in parent coffee hours.
- EBAYC staff will engage parents through the Family Learning Center with specific focus on chronically absent students
- Extra time for classified staff to communicate with parents around attendance concerns/needs

Describe Related Professional Learning:

Attendance will be addressed through weekly staff emails, advisory lessons, and reviewing attendance data on a biweekly basis for targeted students in their respective first periods. VP will meet with EBAYC staff bi-weekly to discuss case managed students.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Attendance report card given to students bi-weekly with learning around the importance of attendance
- Staff will meet, at minimum, once a month with all chronically absent students
- SESS, VP and counseling resource assistant 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, recognitions for attendance purposes
- Student agendas

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

Sequoia Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		Also supports Actions 6 and 8	\$	15,805.00
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Extra Time					\$	5,238.00
5	2	LCFF: EL	Attendance & Social Work Services	Local Mileage					\$	1,000.00
5	2	Sup & Conc	Instruction	Direct-Graphics (Dr)					\$	458.00
Total									\$	22,501.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
528 - Expulsion rate	0.83	0.5	
843 - Out of school suspension rate	16.27	13	
7136 - Self-Management construct of the secondary survey results for questions 19-26	68.4	73	
7139 - Secondary students social awareness survey results for questions 21-28	57.03	62	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

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.

SMART Goals

By the end of the 2017-18 school year, fewer than 13% of our students will be suspended from school. 73% of students will respond "Agree" or "Strongly Agree" on the self-management construct of the secondary student survey. 62% will respond "Agree" or "Strongly Agree" on the social awareness construct of the secondary student survey.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Weekly behavior meetings in which admin coordinates, SST meetings, monitoring weekly of SQII indicators, Safe and Civil Team will do quarterly cycles of review on suspension data.

Owner(s):

Safe and Civil Team

Timeline:

- Weekly-admin discipline meetings
- Monthly-Safe and Civil meetings
- Quarterly-School Site Council
- Quarterly-CCI
- SST meetings as needed

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent conferences when students are suspended

Describe Related Professional Learning:

- Safe and Civil School will lead minimum monthly meetings on behavior management, responding to

- Behavior contracts shared with tier 3 students and parents
- SST meetings for tier 3 behavior students
- Parent meetings and classes around child development
- Transition to middle school and high school
- Social emotional supports through SESS

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Alternative to suspensions including detentions, meaningful work projects, community service, restorative justice practices where applicable
- Counseling and social emotional support through the Social Emotional Support Specialist
- Counseling resource assistant, Teaching Fellows social emotional tutors- both small group and individual behavior support
- Transition class to serve as an alternative to suspension and to teach students better coping skills and self-control strategies.

- misbehaviors, classroom climate building, professional development for classified staff
- CHAMPS and Discipline in the Secondary Classroom will continue to be implemented with all staff; newer staff will attend district offered training
 - Safe and Civil Committee to meet regularly and at times with release days for planning and collaboration

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

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

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	72.88	90	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

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 every day. Choose to get involved in something positive, and Choose to challenge yourself to work hard for success.

SMART Goals

During the 2017-18 school year, 90% of students will be engaged in a goal 2 activity (currently, 72.8%).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

ATLAS engagement tool will be used to track students’ engagements. Safe and Civil team will monitor involvement quarterly.

Owner(s):

GLA, VP, Teachers/Coaches
Club Advisors

Timeline:

Quarterly participation review

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Communication plan developed and implemented to provide parents on-going information about co-curricular and FUSD goal 2 activities.
- Parent volunteers recruited and encouraged for support of co-curricular activities
- Student agendas will continue to list all activities, clubs, and athletics offered at Sequoia

Describe Related Professional Learning:

Teachers will receive information and updates on various opportunities for involvement and encouraged to participate and recommend future engagement opportunities. Club Advisors will also receive training on how to input and update the engagement tool concerning their respective clubs.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

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

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Identify/target students not participating in any goal 2 activities quarterly using 5954 SQII report. Staff will meet with these identified students during advisory to discuss ways students can get involved,

- Supplemental contracts for teachers to respond to student needs to support increased Goal 2 participation
- Materials and supplies to support direct services to students through Goal 2 opportunities.
- Incentives/assemblies to encourage Goal 2 participation
- Conference, travel fees, and subs to support school programs

Sequoia Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries					\$ 23,683.00
7	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Performing arts	\$ 26,052.00
7	2	LCFF: EL	Instruction	Direct Transportation (Dr)				Study trips	\$ 3,435.00
7	2	Sup & Conc	Instruction	Office Equipment Lease					\$ 8,000.00
7	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Study trips	\$ 3,500.00
								Total	\$ 64,670.00

Action # 8

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
1299 - 7th and 8th grade students who drop out	1.77	1.25	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events resulting in increased parent involvement.

SMART Goals

96% of all parents will agree on the 17-18 parent survey that they are welcome and respected at Sequoia Middle School (currently 94%). 92% of all parents will agree that they are satisfied with their child's school (currently 89.8%).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Parent attendance throughout the school year
 Responses on the parent survey in the spring of 2017

Owner(s):

Principal, VP, GLA, Counselor

Timeline:

Events throughout the school year

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Monthly Parent Meetings to assist parents in helping students with academics, ATLAS and related topics.
- A minimum of four ELAC and four SSC meetings will be scheduled throughout the year
- A Title I Parent Meeting and Back-to-School Night will be scheduled in Aug/Sept with notification mailed home and sent home with students
- Parent Conferences will be scheduled each semester. All parents will be encouraged to attend. Teachers will target specific students and make individual home contacts requesting the importance of attending to increase academic performance
- Parents will also be invited to student celebrations and programs throughout the year; including music programs, awards assemblies, character recognition, Move Up day for elementary feeders and any other special events
- Parent University will offer at minimum two modules of instruction for parents. These modules will be coordinated with site efforts to provide a comprehensive parent education and empowerment effort.

Describe Related Professional Learning:

Teachers will receive updates and information regarding parent outreach efforts and calendars.
 Training will be conducted by site admin and the Safe and Civil Schools Committee on how to best conduct parent teacher conferences, parent contacts as well as documenting efforts to communicate with families.

- Other community involvement will be pursued to give parents opportunities to engage in community activities. Enhance existing partnerships with East Bay Asian Youth Center (EBAYC).
- Home visits will be conducted with participation of site admin, teachers, resource counseling assistance (RCA) home school liaison (HSL) and Fresno Police Department School Resource Neighborhood Officer (SNRO).
- Extra time, as needed, for classified staff to help parents with school engagement.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Salary and benefits for (HSL) and (RCA)
- Awards and incentives to encourage participation, attendance, and foster school spirit
- Assemblies and events to foster school participation and interest
- Extra time contracts for babysitting and interpreting for school events and activities
- Food for parent meetings
- Supplies for parent meeting such as mailing stamps, paper envelopes, mileage and similar items for outreach and communication
- Materials and equipment including copy machine to support parent outreach
- Incentives and awards to encourage participation and school spirit
- Assemblies to encourage participation
- HSL mileage

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.

Sequoia Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
8	2	LCFF: EL	Parent Participation	Other Classified-Supplemental					\$	3,616.00
8	2	LCFF: EL	Parent Participation	Materials & Supplies					\$	3,000.00
8	2	Title 1 Basic	Parent Participation	Materials & Supplies					\$	1,347.00
8	2	Sup & Conc	Parent Participation	Materials & Supplies					\$	500.00
Total									\$	8,463.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0417 Sequoia Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Will also support Actions 2 and 7	29,459.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Will also support Actions, 2, 3, 4, 5, 7, and 8	1,795.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Will also support Actions 2 and 4	1,760.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Also supports Actions 2 and 3	18,471.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Will also support Actions 2 and 7	3,884.00
1	1	Sup & Conc	Instruction	Mat & Supp			Will also support Actions 2, 3, 4, 5, 7, and 8	9,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Also supports Actions 2 and 4	11,980.00
1	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Also supports Actions 2 and 3	38,529.00
1	1	LCFF: EL	Parent Participation	Mat & Supp			Will also support Actions 2, 3, 4, 5, 7, and 8	4,932.00
3	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.110	Also supports Actions 1 and 2	11,806.00
3	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.380	Also supports Actions 1 and 2	40,787.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438		12,769.00
4	1	Title 1 Basic	Instruction	Direct-Graph				5,000.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	Also supports Actions 6 and 8	40,301.00
5	2	Sup & Conc	Instruction	Direct-Graph				458.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext				5,238.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	Also supports Actions 6 and 8	15,805.00
5	2	LCFF: EL	Attendance & Social Work Service	Local Mileag				1,000.00
7	2	Sup & Conc	Instruction	Teacher-Supp				23,683.00
7	2	Sup & Conc	Instruction	Teacher-Supp			Performing arts	26,052.00
7	2	Sup & Conc	Instruction	Off Eq Lease				8,000.00
7	2	Sup & Conc	Instruction	Direct Trans			: Study trips	3,500.00
7	2	LCFF: EL	Instruction	Direct Trans			Study trips	3,435.00
8	2	Title 1 Basic	Parent Participation	Mat & Supp				1,347.00
8	2	Sup & Conc	Parent Participation	Mat & Supp			:	500.00
8	2	LCFF: EL	Parent Participation	Oth Cls-Supp				3,616.00
8	2	LCFF: EL	Parent Participation	Mat & Supp				3,000.00

\$326,107.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,832.00
Sup & Conc	7090	\$182,931.00
LCFF: EL	7091	\$85,344.00
Grand Total		\$326,107.00

Domain Totals	Budget Totals
Academic	\$190,172.00
SEL / Culture & Climate	\$135,935.00
Grand Total	\$326,107.00