

Sequoia Middle

106216660573351

Principal's Name: Matt Ward

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Matt Ward', written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>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.</p>	
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


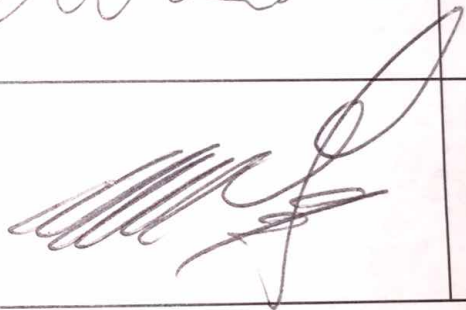
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Matt Ward	X				
2. Chairperson – Michael Gasio		X			
3. Scott Fleming		X			
4. Gao Lor		X			
5. Nancy Pellegrini		X			
6. Sadie DeQuattro			X		
7. Rafael Garcia					X
8. George Vang					X
9. Richard Barajas					X
10. Araceli Sanabria				X	
11. Luz Polanco				X	
12. Evangelina Sandoval				X	
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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		3/21/18
SSC Chairperson	Michael Gasio		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Sequoia - 0417

ON-SITE ALLOCATION

3010	Title I	\$57,684 *
7090	LCFF Supplemental & Concentration	\$214,521
7091	LCFF for English Learners	\$84,963
TOTAL 2018/19 ON-SITE ALLOCATION		\$357,168

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,672
Remaining Title I funds are at the discretion of the School Site Council	\$56,012
Total Title I Allocation	\$57,684

Sequoia Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20.752	27.752
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	11.525	18.525

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>This was an increase of approximately 3% from the previous year. While still far too low, we are showing improvement as we implemented a new guaranteed and viable curriculum-Springboard. This current year, 2017-18 represents the second year of implementation and a stronger focus on common formative assessments and effective accountable community practices.</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>This was an increase of approximately 1% from the previous year. While still far too low, we are showing improvement as we in the second year of implementation a new guaranteed and viable curriculum-GoMath. This current year, 2017-18 represents the third year of implementation and a stronger focus on common formative assessments and effective accountable community practices.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>Our EL, SPED and African American groups are all disproportionately scoring below other sub groups. African American students are scoring only 3% meeting standards in ELA, while EL is at 1% and SPED is at 0%.</p> <p>SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)</p> <p>Our EL and SPED groups are both disproportionately scoring below other sub groups in math. EL is 1.6% meeting standards while SPED is at 0%.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Continue to find opportunities to give students individual help so that they can meet grade level standards in math and ELA. This should</p>	<p>2 ELAC:</p> <p>ELAC would like Sequoia to provide English Learner students who are close to redesignation targeted intervention to help them achieve</p>	<p>3 Staff:</p> <p>Staff would like to continue to implement school wide common instructional practices including supporting new teachers to use on</p>
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be done through helping teachers become more and more effective and also through support like tutoring. Want to give students many opportunities to be involved in activities such as performing arts, athletics, clubs and after school program. Parents want their children to be as computer literate as possible with many opportunities to use computers in classes and become more employable in the future. Also they want students to have counseling and support when they are dealing with difficult situations away from school while also creating an environment at school that keeps all students safe. School safety and security was discussed as a primary concern from parents and students.

redesignation. There should be opportunities to help prepare sixth grade students for entering middle school as well as for eighth grade students entering high school. ELAC would like the consequences for student misbehavior such as detention to be active and work related. School safety is a concern and members discussed the importance of communicating with the school about neighborhood occurrences involving our students.

a regular basis to support learning. They also want to continue using Teaching Fellows as an additional support in English and Math classes. Many expressed they would like professional learning on how to best utilize all the resources we have at Sequoia: Teacher Librarian, Teaching Fellows, aides, and Co Teachers. Collaboration time this year was positive and productive and they would like to continue whole department collaboration. They also expressed an interest in continuing to collaborate with other schools around our work with EL Services. They also want to continue our after school tutoring program and want to explore ways to improve our MTSS. Attendance is a concern and they would like to include attendance on our biweekly progress reports.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Sequoia will continue to use Title I funds to improve academic achievement for all students. We contract with Teaching Fellows to provide additional support to students in reading and math. After one year of utilizing Teaching Fellows we saw an increase in both ELA and math scores. We will continue to refine how we utilize these additional adults. Supplemental contracts are provided to teachers as part of our Student Achievement Center (SAC) where students receive targeted assistance after school from their core content teachers to increase learning and achievement. As a result, Sequoia is consistently well above district average in D/F rate and average school GPA. At the end of Q3 Sequoia average GPA was 2.95 compared to a district average of 2.69. Student agendas are used as a way to develop organization, track progress, set goals, and inform parents. Title I funds are also used for technology (tablets, software, projector bulbs, cables, etc.) and parent involvement (printing supplies, parent training materials, parent center, etc.).

Action 1

Title: ELA

Action Details:

Sequoia will implement a comprehensive literacy program focusing on English Language Learners with an emphasis on students showing growth on the ELA SBAC, as well as on 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 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 Teaching Fellows, SAC (after school tutoring done by teachers), Coteaching, and technology supports.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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
- All SPED students will be enrolled in a course in which they will receive math and ELA support, progress monitoring as well as SEL instruction. This will focus on two sub groups that are significantly under performing-SPED and EL students, as many students in our SPED program are long-term EL students.
- Flexible grouping to deepen and extend learning of targeted literacy state standards with focus on significantly under performing sub groups such as EL students, AA male students and SPED population.
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement with focus on significantly under performing sub groups such as EL students, AA male students and SPED population.
- Lessons with emphasis on school wide instructional strategies (listed 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 common planning time. Utilizing adopted text-Springboard for ELA and newly adopted history curriculum, and agreed upon performance tasks from FUSD science leads
- All students will have access to MTSS with support from 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.

Explain the 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

Owner(s):

Principal/VP/GLA/Academic Counselor/Teachers

Timeline:

Fall PSAT administration, District interim Assessment twice a year, and Common Assessments given on a biweekly basis. Common Assessments will utilize Illuminate, new History textbook adoption, and Springboard digital components. Progress Reports given to students and parents twice monthly.

Specify enhanced services for EL students:

- High quality first time instruction to meet the needs of EL students focusing on text oriented talk about language in complex texts and fostering collaborative academic conversations, abundant writing, and interactive reading around complex texts
- 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)

Describe Professional Learning related to this action:

- 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 Teacher on Special Assignment.
- Deepen implementation of MTSS by creating structures utilizing Coteaching, Teaching Fellows, SAC, and technology supports

- 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
- 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
 - 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 extra support such as: Teacher Librarian, Coteaching, 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.
 - When available, travel and conference fees for teachers and staff to further their understanding of literacy instruction and support as well as deepening implementation of Accountable Communities

Action 2

Title: Math

Action Details:

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 GoMath, 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 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 Coteaching, Teaching Fellows, SAC, and technology supports.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- 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

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
- All SPED students will be enrolled in a course in which they will receive math and ELA support, progress monitoring as well as SEL instruction. This will focus on two sub groups that are significantly under performing-SPED and EL students, as many students in our SPED program are long-term EL students.
- Flexible grouping to deepen and extend learning of targeted literacy state standards with focus on significantly under performing sub groups such as EL students, AA male students and SPED population.
- 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 Coteaching 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

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

Specify enhanced services for EL 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.

Describe Professional Learning related to this action:

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.

- Deepen implementation of MTSS by creating structures utilizing Coteaching, Teaching Fellows, SAC, and technology supports
- Extra pay and release time for teachers to plan and facilitate professional learning for math teachers
- Teachers will use the HMH GoMath! 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 Math Standards
- 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
- When available, travel and conference fees for teachers and staff to further their understanding of math

Action 3**Title:** English Learners**Action Details:**

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 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.

Reasoning for using this action:

Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action**Details: Explain the data which will specifically monitor progress toward each indicator target**

- Accountable communities will regularly analyze results from ELPAC and common assessments targeting English Learners for interventions through MTSS by creating structures utilizing Coteaching, Teaching Fellows, SAC, 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/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 and the new History textbook adoption. Progress Reports twice/month.

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
- Teaching Fellows tutors will be utilized to support LTEL students in math and ELA classes. Tutors will be utilized in small group instruction as well as one on one and support differentiation
- Spanish for Native Speakers course for students who would benefit from developing literacy skills in Spanish to increase academic learning in other content areas to close the gap toward redesignation
- Teacher on Special Assignment will utilize 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, expand to all core classes where possible. Teaching Fellow tutors will support students in a similar manner.

Specify enhanced services for EL students:

See "Direct Instructional Services to Students"

- 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
- 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
- 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, lesson and unit planning, lesson study collaboration with EL Services, and conferences
- REA Assessors to administer the one-on-one Speaking portion of the ELPAC
- 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

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

- Notification of student 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 Professional Learning related to this action:

- 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 Teacher on Special Assignment
- 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 training on ELA/ELD Framework and ELD Standards implementation with a focus on integrated ELD in core content areas
- When available, travel and conference fees for teachers to further their understanding of EL instruction and support.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts. Also supports G1A2, G2A1	26,815.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies. Also supports G1A2, G1A3, G3A1, G4A2, G4A3 (No incentives or food)	3,116.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Equipment. Also supports G1A2	3,083.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows. Also supports G1A2	17,998.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental. Also supports G1A2, G2A1	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies. Also supports G1A2, G1A3, G3A1, G4A2, G4A3	7,446.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment. Also supports G1A2	14,724.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows. Also supports G1A2	41,722.00
G1A2	Sup & Conc	Instruction	Travel			: Travel/Conferences. Also supports G1A2, G2A1	5,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Substitutes. Also supports G1A2, G2A1	13,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Planning days for Core Teachers to work with EL Services Instructional Coaches to plan and implement lesson studies.	5,858.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		13,650.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	11,166.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Computer hardware and software to assist EL students in classroom instruction.	4,301.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Extra classroom support in ELA and Math classes to support EL students with academic language acquisition.	19,907.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	3,000.00

\$210,786.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	97.415	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>Sequoia offers diverse opportunities for involvement that encourage students to get involved in something positive: Student Leadership, WEB, Celebrating Diversity Program, career education opportunities, study trips, after school/lunch clubs, academic competitions, cheer leading, color guard, Outdoor Club field trips, athletics and intramural sports, music, performing and visual arts, and Young Women/Men's Alliance.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Students are participating at a proportional rate.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Continue to find opportunities to give students individual help so that they can meet grade level standards in math and ELA. This should be done through helping teachers become more and more effective and also through support like tutoring. Want to give students many opportunities to be involved in activities such as performing arts, athletics, clubs and after school program. Parents want their children to be as computer literate as possible with many opportunities to use computers in classes and become more employable in the future. Also they want students to have counseling and support when they are dealing with difficult situations away from school while also creating an environment at school that keeps all students safe. School safety and security was discussed as a primary concern from parents and students.</p>	<p>2 ELAC:</p> <p>ELAC would like Sequoia to provide English Learner students who are close to redesignation targeted intervention to help them achieve redesignation. There should be opportunities to help prepare sixth grade students for entering middle school as well as for eighth grade students entering high school. ELAC would like the consequences for student misbehavior such as detention to be active and work related. School safety is a concern and members discussed the importance of communicating with the school about neighborhood occurrences involving our students.</p>	<p>3 Staff:</p> <p>Staff would like to continue to implement school wide common instructional practices including supporting new teachers to use on a regular basis to support learning. They also want to continue using Teaching Fellows as an additional support in English and Math classes. Many expressed they would like professional learning on how to best utilize all the resources we have at Sequoia: Teacher Librarian, Teaching Fellows, aides, and Co Teachers. Collaboration time this year was positive and productive and they would like to continue whole department collaboration. They also expressed an interest in continuing to collaborate with other schools around our work with EL Services. They also want to continue our after school tutoring program and want to explore ways to improve our MTSS. Attendance is a concern and they would like to include attendance on our biweekly progress reports.</p>
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Action 1

Title: Choose to Get Involved in Something Positive

Action Details:

Sequoia students will have a wide range of opportunities to engage in an art, activity, club and/or athletics that support Sequoia's Guidelines for Success: Choose to give respect to get respect, Choose to be a better person everyday. Choose to get involved in something positive, and Choose to challenge yourself to work hard for success.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

ATLAS engagement tool will be used to track students' engagements. Safe and Civil team will monitor involvement quarterly and plan for increased participation and effectiveness of all Goal 2 activities.

Owner(s):

GLA, VP, Teachers/Coaches
Club Advisors

Timeline:

Quarterly participation review

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

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

Specify enhanced services for EL 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
- As funds are available, increase the number of athletic team sports so that more students are able to participate. This could be a "practice squad" or "B team" structure.
- Junior Doctor's Academy partnership for students interested in exploring a health career through Doctor's Academy at Roosevelt High School or Health 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

Explain the 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 Professional Learning related to this action:

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 for their respective clubs.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Performing Arts Elective	22,001.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Increase student access to career preparatory activities.	14,254.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study Trips. Also supports G3A1	3,500.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips. Also supports G3A1	3,435.00

\$43,190.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 8th Grade	10.93	17.93

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 8th Grade</p> <p>Students that are exposed to careers specifically through visits and field trips to university campuses. Students also receive career exposure through access to Career Cruising with the academic counselors support. Students in YMA and YWA classes have further career education opportunities through the curriculum of the course.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 8th Grade</p> <p>Students are participating at a proportional rate.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Continue to find opportunities to give students individual help so that they can meet grade level standards in math and ELA. This should be done through helping teachers become more and more effective and also through support like tutoring. Want to give students many opportunities to be involved in activities such as performing arts, athletics, clubs and after school program. Parents want their children to be as computer literate as possible with many opportunities to use computers in classes and become more employable in the future. Also they want students to have counseling and support when they are dealing with difficult situations away from school while also creating an environment at school that keeps all students safe. School safety and security was discussed as a primary concern from parents and students.</p>	<p>2 ELAC:</p> <p>ELAC would like Sequoia to provide English Learner students who are close to redesignation targeted intervention to help them achieve redesignation. There should be opportunities to help prepare sixth grade students for entering middle school as well as for eighth grade students entering high school. ELAC would like the consequences for student misbehavior such as detention to be active and work related. School safety is a concern and members discussed the importance of communicating with the school about neighborhood occurrences involving our students.</p>	<p>3 Staff:</p> <p>Staff would like to continue to implement school wide common instructional practices including supporting new teachers to use on a regular basis to support learning. They also want to continue using Teaching Fellows as an additional support in English and Math classes. Many expressed they would like professional learning on how to best utilize all the resources we have at Sequoia: Teacher Librarian, Teaching Fellows, aides, and Co Teachers. Collaboration time this year was positive and productive and they would like to continue whole department collaboration. They also expressed an interest in continuing to collaborate with other schools around our work with EL Services. They also want to continue our after school tutoring program and want to explore ways to improve our MTSS. Attendance is a concern and they would like to include attendance on our biweekly progress reports.</p>
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Action 1

Title: Academic Support and Counseling

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Academic Counselors

Advisory Teachers

Timeline:

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

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 counselors, 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 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 Assistants to assist students in modifying behavior before it leads to suspension
- Junior Doctor's Academy partnership for students interested in exploring a health career through Doctor's Academy at Roosevelt High School or Health 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

Specify enhanced services for EL 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

Explain the 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

Describe Professional Learning related to this action:

- 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 counselors on how to hold successful parent conferences as well as maintain contact with parents through phone and digital media

- Parent-Teacher conferences will be held three times per year to allow opportunity for parents to learn about 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 to the ATLAS student information system
 - Partnership with FUSD Parent University to offer classes for parents around academic success and preparing for both high school and post secondary education
 - HSL to create parent advocacy group and educate parents on how to strengthen the school community
- Training for HSL to work with parents and effectively educate parents on the HSR criteria
 - 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 teachers/coteachers
 - 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
 - When available, travel and conference fees for teachers and staff to further their understanding of effective school supports for student academic achievement

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	18.497	16.497
Suspensions Per 100	16.393	15.393

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>Sequoia utilizes attendance report cards to communicate with students and families. Our vice principal and SESS Manager conduct attendance chats with students and communicate the importance of school attendance with families. Our Safe and Civil Schools Team works to provide students positive experiences and incentives to encourage attendance and participation in Sequoia's diverse academic and Goal 2 opportunities.</p> <p>Suspensions Per 100</p> <p>Suspensions are down to 7% from 9.4% previously. Our Resource Counseling Assistants work with students and families on positive behavior choices. Young Men's and Young Women's Alliance classes target students exhibiting behaviors that may lead to suspension. Our Safe and Civil schools team has done extensive work with our staff to address behavior concerns following the CHAMPS program to improve classroom behavior (on-task, work completion, cooperation), and reduce misbehavior (disruptions, disrespect, non-compliance).</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>15/42 African American students and 161/753 Hispanic students are chronically absent.</p> <p>Suspensions Per 100</p> <p>There were significant declines in suspensions among African-American -13.1%, Students with Disabilities - 5.2%, Homeless -14.1%, and White -9.1% students. Hispanic students and Socioeconomically Disadvantaged students also declined -2.2% and -2.9% respectively.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Continue to find opportunities to give students individual help so that they can meet grade level standards in math and ELA. This should be done through helping teachers become more and more effective and also through support like tutoring. Want to give students many opportunities to be involved in activities such as performing arts, athletics, clubs and after school program. Parents want their</p>	<p>2 ELAC:</p> <p>ELAC would like Sequoia to provide English Learner students who are close to redesignation targeted intervention to help them achieve redesignation. There should be opportunities to help prepare sixth grade students for entering middle school as well as for eighth grade students entering high school. ELAC would like the consequences for student misbehavior such as detention to be</p>	<p>3 Staff:</p> <p>Staff would like to continue to implement school wide common instructional practices including supporting new teachers to use on a regular basis to support learning. They also want to continue using Teaching Fellows as an additional support in English and Math classes. Many expressed they would like professional learning on how to best utilize all the resources we have at Sequoia: Teacher</p>
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children to be as computer literate as possible with many opportunities to use computers in classes and become more employable in the future. Also they want students to have counseling and support when they are dealing with difficult situations away from school while also creating an environment at school that keeps all students safe. School safety and security was discussed as a primary concern from parents and students.

active and work related. School safety is a concern and members discussed the importance of communicating with the school about neighborhood occurrences involving our students.

Librarian, Teaching Fellows, aides, and Co Teachers. Collaboration time this year was positive and productive and they would like to continue whole department collaboration. They also expressed an interest in continuing to collaborate with other schools around our work with EL Services. They also want to continue our after school tutoring program and want to explore ways to improve our MTSS. Attendance is a concern and they would like to include attendance on our biweekly progress reports.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Sequoia will continue to use Title I funds to improve academic achievement for all students. We contract with Teaching Fellows to provide additional support to students in reading and math. Supplemental contracts are provided to teachers as part of our Student Achievement Center (SAC) where students receive targeted assistance after school from their core content teachers to increase learning and achievement. Student agendas are used as a way to develop organization, track progress, set goals, and inform parents. Title I funds are also used for technology (tablets, software, projector bulbs, cables, etc.) and parent involvement (printing supplies, parent training materials, parent center, etc.).

Action 1

Title: Behavior Support

Action Details:

Implement a system of behavior support to prevent and intervene early on behalf of students that are exhibiting behaviors that may lead to suspension. Furthermore, implement a system of options that are alternatives to suspensions, keeping students on campus while learning to decrease behaviors that distract from the educational environment.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Weekly behavior meetings in which admin coordinates, SST meetings, monitoring weekly of 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

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

Specify enhanced services for EL students:

HSL and counseling resource assistant will work with families of EL students that exhibit at risk behaviors to

- 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
- Resource Counseling Assistants 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 assist students with mediation for successful conflict management. Train and utilize peer mediators when approach for the situation.
- Transition class to serve as an alternative to suspension and to teach students better coping skills and self-control strategies.
- Supplemental contracts for Safe and Civil Committee to meet for planning and collaboration

reduce those behaviors that lead to suspension and expulsion.

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

- Parent conferences when students are suspended
- 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 Professional Learning related to this action:

- Safe and Civil School will lead minimum monthly meetings on behavior management, responding to 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
- Direct coaching, feedback and support given to teachers for classroom management and behavior support.

Action 2

Title: Attendance

Action Details:

Implement a school wide attendance support and monitoring program that educates students and families about the importance of attendance, incentives for students with high attendance and improving attendance, and supports for students with poor attendance. A Family Learning Center (site parent center), will continue to assist families with the severely chronic and chronic attendance students. Outreach and training will be implemented through the parent center, parent education efforts lead by our home school liaison and administration.

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

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

- Daily monitoring of absent students
- Weekly monitoring of ATLAS attendance reports, SQII indicators
- Bi-Weekly use of A2 Attendance system and conferences to monitor chronically absent students
- Biweekly attendance report cards given to students and parents.

Owner(s):

Vice Principal, GLA, HSL, Attendance Clerk, Teachers

Timeline:

On-going all year

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

- Attendance report card given to students bi-weekly with learning around the importance of attendance
- Staff will meet, at minimum, once a month with all chronically absent students

Specify enhanced services for EL students:

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

- 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, recognition for attendance purposes
- Student agendas

Explain the 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.
- HSL 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
- Two additional hours for front office assistant to communicate with parents around attendance. With the additional two hours, bilingual communication will be available from 7:30-4:00

Describe Professional Learning related to this action:

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 HSL bi-weekly to discuss case managed students.

Action 3

Title: Parent Outreach and Communication

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Parent attendance throughout the school year

Responses on the parent survey in the spring of 2018

Owner(s):

Principal, VP, GLA, Counselor

Timeline:

Events throughout the year

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
- Student agendas are used as a way to develop organization, track progress, set goals, and inform parents
- 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

Specify enhanced services for EL students:

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

- Incentives and awards to encourage participation and school spirit
- Assemblies to encourage participation
- HSL mileage

Explain the 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
- Extra time contracts for babysitting and interpreting for school events and activities
- Other community involvement will be pursued to give parents opportunities to engage in community activities.
- 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)
- Two additional hours for front office assistant to communicate with parents around attendance. With the additional two hours, bilingual communication will be available from 7:30-4:00
- Extra time, as needed, for classified staff to help parents with school engagement
- In collaboration with Fresno Adult School, offer English classes and GED classes offered for parents on the school site

Describe Professional Learning related to this action:

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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,205.00
G4A2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Office	0.2500		14,169.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified supplemental	5,000.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,646.00
G4A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL mileage	1,000.00
G4A3	Title 1 Basic	Instruction	Direct-Graph			Student Agendas	5,000.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement/Participation (No incentives or food)	1,672.00
G4A3	Sup & Conc	Instruction	Off Eq Lease			School Equipment Lease	8,000.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Engagement/Participation	500.00
G4A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating	3,000.00
G4A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Engagement/Participation	3,000.00

\$103,192.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0417 Sequoia Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts. Also supports G1A2, G2A1	26,815.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies. Also supports G1A2, G1A3, G3A1, G4A2, G4A3 (No incentives or food)	3,116.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Equipment. Also supports G1A2	3,083.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows. Also supports G1A2	17,998.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental. Also supports G1A2, G2A1	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies. Also supports G1A2, G1A3, G3A1, G4A2, G4A3	7,446.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment. Also supports G1A2	14,724.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows. Also supports G1A2	41,722.00
G1A2	Sup & Conc	Instruction	Travel			: Travel/Conferences. Also supports G1A2, G2A1	5,000.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Substitutes. Also supports G1A2, G2A1	13,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Planning days for Core Teachers to work with EL Services Instructional Coaches to plan and implement lesson studies.	5,858.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		13,650.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	11,166.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Computer hardware and software to assist EL students in classroom instruction.	4,301.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Extra classroom support in ELA and Math classes to support EL students with academic language acquisition.	19,907.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	3,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Performing Arts Elective	22,001.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Increase student access to career preparatory activities.	14,254.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study Trips. Also supports G3A1	3,500.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips. Also supports G3A1	3,435.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.7500		45,205.00
G4A2	Sup & Conc	Instructional Supervision & Administration	Cl&Tech-Reg	Assistant, School Office	0.2500		14,169.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Classified supplemental	5,000.00
G4A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		16,646.00
G4A2	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL mileage	1,000.00
G4A3	Title 1 Basic	Instruction	Direct-Graph			Student Agendas	5,000.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement/Participation (No incentives or food)	1,672.00
G4A3		Instruction	Off Ed Lease				2,000.00

G4A3	Sup & Conc	Instruction	Off Eq Lease	School Equipment Lease	8,000.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp	Parent Engagement/Participation	500.00
G4A3	LCFF: EL	Parent Participation	Oth Cls-Supp	Babysitting/Translating	3,000.00
G4A3	LCFF: EL	Parent Participation	Mat & Supp	Parent Engagement/Participation	3,000.00
					\$357,168.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,684.00
Sup & Conc	7090	\$214,521.00
LCFF: EL	7091	\$84,963.00
Grand Total		\$357,168.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$210,786.00
G2 - All students will engage in arts, activities, and athletics	\$43,190.00
G4 - All students will stay in school on target to graduate	\$103,192.00
Grand Total	\$357,168.00