

**Sequoia Middle**

10621666057335

Principal's Name: Matt Ward

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
Plan Partnership	<i>Assurances for Targeted Support and Improvement Schools (TSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Matt Ward</b>	X				
2. <b>Chairperson – Esmeralda Ruiz</b>		X			
3. <b>Claudia Rojas</b>		X			
4. <b>Milena Collins</b>		X			
5. <b>David Steinbach</b>		X			
6. <b>Cecilia Ballesteros</b>			X		
7. <b>Araceli Sanabria</b>				X	
8. <b>Angelita Saenz</b>				X	
9. <b>Guadalupe Amezuca</b>				X	
10. <b>Leslie Bucio</b>					X
11. <b>Lizbeth Perez</b>					X
12. <b>Jaquaila Whitaker</b>					X
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Matt Ward		3/14/19
<b>SSC Chairperson</b>	Esmeralda Ruiz		3/14/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Sequoia - 0417

**ON-SITE ALLOCATION**

3010	Title I	\$67,782 *
7090	LCFF Supplemental & Concentration	\$225,401
7091	LCFF for English Learners	\$83,439
		\$376,622
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$376,622</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,607
Remaining Title I funds are at the discretion of the School Site Council	\$65,175
Total Title I Allocation	\$67,782

## Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
  - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
  
- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
  
- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.
  
- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

## Sequoia Middle 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.752 %	24.497 %	2017-2018	31.497 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	18.525 %	14.202 %	2017-2018	21.202 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-166.6 pts	2017-2018	-151.6 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-224.6 pts	2017-2018	-209.6 pts

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

This was an increase of approximately 6% from the previous year. While still far too low, we are showing improvement as continue to implement the district's guaranteed and viable curriculum-Springboard. This current year, 2018-19, represents the third year of implementation and a stronger focus on common formative assessments and effective accountable community practices with class size reduction in ELA.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

This was an increase of approximately 8% from the previous year. While still far too low, we are showing improvement as we in the third year of implementation of the district's guaranteed and viable curriculum-GoMath. This current year, 2018-19 represents a stronger focus on common formative assessments and effective accountable community practices with class size reduction.

#### SBAC ELA Distance from Level 3 (Students w/Disabilities)

166.6 points below standard

#### SBAC Math Distance from Level 3 (Students w/Disabilities)

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

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our English Learners and Students with Disabilities student groups are scoring disproportionately below other groups. EL students are 90.7 points below standard and SWD are 166.6 points below standard.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our Students with Disabilities, English Learners and Socioeconomically Disadvantaged student groups are all scoring disproportionately below other student groups. SWD are 224.6 points below standard. EL students are 129.6 points below standard and Socioeconomically Disadvantaged are 110.3 points below standard.

#### SBAC ELA Distance from Level 3 (Students w/Disabilities)

166.6 points below standard

#### SBAC Math Distance from Level 3 (Students w/Disabilities)

224.6 points below standard



224.6 points below standard

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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 two years of utilizing Teaching Fellows, we continue to see 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.).

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Sequoia will continue to develop and expand our MTSS systems of support to address identified student needs. Guidance, support and professional learning for this work provided by .2 Psychologist.

MTSS - Academic

Tier 1: Goal 1 - Actions 1-3

- Increased use of differentiation by teachers (more small group instruction, deployment)
- Blended learning/use of differentiated computer-based learning supports (GVC online resources, Kahn Academy, others as identified and used by teachers)
- Effective use of additional adults (Teaching Fellows, Co Teachers, Aides) to support individualized instruction

Tier 2 - Goal 1 - Actions 1-3, Goal 4 Action 2

- Expand Success Periods (deployment of students to a specified subject area for support during the regular school day) with consistent implementation plan utilizing assessment data to prioritize instructional focus
- Use of Saturday Academy to target identified students for attendance and academic support

Tier 3

- Special day classes for students in ELA, math, history, and science for identified students with learning disabilities

MTSS - Social Emotional - Behavior/Attendance

Tier 1: Goal 1 Actions 1-2

- Refine and improve discipline practices both admin processes and classroom practices

Tier 2: Goal 3 Action 1, Goal 4 Action 1-2

- Find ways to incorporate Success Periods to support at risk behavior students
- Use of Saturday Academy to target identified students

Tier 3: Goal 3 Action 1, Goal 4 Action 1-2

- COST/SST Team - refine and improve practice and integration with teaching staff
- More consistent practice and process for identified at risk behavior students

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

Continue to expand and develop our MTSS systems of support to provide students individual help so that they can meet grade level standards in math and ELA. SSC recommended professional learning for teachers to become more effective utilizing extra resources such as Teaching Fellows, Co Teachers, aides and also through differentiation and blended learning. Continue to provide students many opportunities to be involved in activities such as performing arts, athletics, clubs and after school support. 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.

**2 ELAC:**

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 requested more communication around the many Goal 2 opportunities Sequoia provides for students. School safety is a concern and members discussed the importance of communicating with the school about neighborhood occurrences involving our students.

**3 Staff:**

Staff would like to continue to implement school wide common instructional practices and Keystone Pedagogies through the lens of the Teaching and Learning Cycle 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. Staff would also like to learn more about effective differentiation and blended learning practices to target students and student groups to increase learning. Collaboration time this year was positive and productive and they would like to continue AC collaboration days. They also expressed an interest in continuing to collaborate with other schools around our work with EL Services. They would like to continue our after school tutoring program and want to explore ways to improve and expand our MTSS. Attendance is a concern and they would like to include attendance on our biweekly progress reports.

### 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 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 explicit instruction of language. 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
- Smarter Balanced Interim Assessments Blocks-IABs
- IABs and School Wide Write
- 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

**Owner(s):**

Principal/VP/GLA/Academic Counselor/Teachers  
School wide Literacy Teams

**Timeline:**

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

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

- Teaching Fellows 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/or ELA support, progress monitoring as well as SEL instruction. This will focus on two student groups that are significantly under performing- Students with Disabilities and English Learners, as many students in our SPED program are long-term EL students
- Differentiation/Flexible grouping to deepen and extend learning of targeted literacy standards with focus on significantly under performing students groups: English Learners, African American and Students with Disabilities
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement with focus on significantly under performing student groups: English Learners, African American and Students with Disabilities
- Lessons with emphasis on school wide instructional strategies (listed in teacher section)
- Access to equipment, materials and software to further opportunities to engage in complex texts/tasks
- All students will be instructed in specific reading strategies to increase reading across 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, Impact for history, and agreed upon performance tasks from FUSD science leads with appropriate scaffold to provide access to rigorous text and task without lowering expectations
- All students will have access to MTSS with support from staff to receive differentiated instruction based on identified needs
- Success periods utilized on a regular and consistent basis to provide differentiated support in all core academic areas
- Supplemental contracts for extra time or work during non-duty hours including on site coaching, enrichment and extension before, during, or after school
- 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, lead professional books for staff book study on reading/literacy across curriculum.
- Extra pay for teachers to work with students to expand literacy during non-instructional time (lunch and after school)

**Specify enhanced services for EL students:**

- High quality first time instruction to meet the needs of EL students focusing on text oriented talk about language in complex texts and fostering collaborative academic conversations, abundant writing, and interactive reading around complex texts
- 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.
- Goal setting and data chats
- Planning for language demands to support student accessing complex texts both receptively and productively
- Access to equipment and software (i.e. Rosetta Stone)

**Specify enhanced services for low-performing student groups:**

- Focus on students with disabilities, as they are student group most under performing in this area.
- Meet with SPED case managers quarterly to discuss student progress on assessments such as district interim and CAASPP IABs. Focus on average percent correct on assessments to track growth.
- Training with general education teachers to ensure that SVD students are receiving required services and attention in their classes. Include this in any and all data chats as a student group of focus.
- Increased use of differentiation by teachers (more small group instruction) with support and training from .2 psychologist for focus with students with disabilities.
- Blended learning/use of differentiated computer-based learning supports
- Effective use of additional adults (Teaching Fellows, Co Teachers, Aides) to support individualized instruction for English Learners, Students with Disabilities, African American and Homeless students with training and support from .2 psychologist
- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus

#### 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
- 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
- Parent University classes for parents about supporting students as they transition to middle school and high school
- Translation/babysitting services as needed

- .2 Psychologist to assist with MTSS planning, training, and implementation

#### 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
- .2 Psychologist to assist with MTSS planning, training, and implementation
- 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 (Joint Construction, Sentence Unpacking, Expert Jigsaw, Collaborative Text Reconstruction, etc)
- Writing formative/summative assessments that align with SBAC rigor
- Utilizing Smarter Balanced Interim Assessments to assess learning and inform gaps and next steps
- 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 student groups
- Professional learning around how to use blended learning and technology to aid in assessing student reading levels and also giving students on-going technology assisted learning
- Culturally and linguistically responsive teaching
- Support with planning effective teaching practices that explicitly teach language to allow access to content both productive and receptive
- Continue PL on student ownership, academic discourse, and planned just in time scaffolding
- Professional Learning around ways to increase language production (speaking, writing)
- 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
- Smarter Balanced Interim Assessments
- Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback

**Owner(s):**

Principal/MP/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 Student with Disabilities 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 student groups that are significantly under performing: Students with Disabilities and English Learners, as many students in our SPED program are long-term English Learners
- Flexible grouping to deepen and extend learning of targeted literacy standards with focus on significantly under performing student groups: English Learners, African American and Students with Disabilities
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement
- SpEd/General Ed teacher co teaching in math to assist with differentiation and access to academic content.
- All students will have access to MTSS with co teaching and other support staff to receive differentiated instruction based on identified needs and low performing student groups
- Supplemental contracts for extra time or work during non-duty hours including on site coaching, enrichment and extension before, during, or after school
- 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 enhanced services for EL students:**

- High quality first time instruction to meet the needs of English Learners focusing on opportunities to engage students in extended academic discourse (explaining thinking and reasoning, discussing open ended solutions, using evidence and justification)
- 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.

**Specify enhanced services for low-performing student groups:**

- Focus student group is students with disabilities (SWD) as this is the indicator and the student group that has identified the school as a TSI school with the state of California dashboard.
- Meet with SPED case managers quarterly to discuss student progress on assessments such as district interim and CAASPP IABs. Focus on average percent correct on assessments to track growth.
- Training with general education teachers to ensure that SWD students are receiving required services and attention in their classes. Include this in any and all data chats as a student group of focus.
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom. .2 school psychologist and TSA will support teachers in training and implementation along with feedback and support from admin.
- Increased use of differentiation by teachers (more small group instruction) with training and support from .2 psychologist
- Blended learning/use of differentiated computer-based learning supports
- Effective use of additional adults (Teaching Fellows, Co Teachers, Aides) to support individualized instruction for English Learners, Students with Disabilities, African American and Homeless with training

and support from .2 psychologist

- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus
- .2 Psychologist to assist with MTSS planning, training, and implementation

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

#### Describe Professional Learning related to this action:

---

Math teachers will continue to attend professional learning on and off site. Continued to implementation of CCSS and best practices that will help all students excel mathematically.

- Deepen implementation of MTSS by creating structures utilizing Coteaching, Teaching Fellows, SAC, and technology supports
- .2 Psychologist to assist with MTSS planning, training, and implementation
- 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
- Utilizing Smarter Balanced Interim Assessments to assess learning and inform gaps and next steps
- 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
- Culturally and linguistically responsive teaching
- Support with planning effective teaching practices that explicitly teach language to allow access to content both productive and receptive
- Continue PL on student ownership, academic discourse, and planned just in time scaffolding
- Professional Learning around ways to increase language production (speaking, writing)
- 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 instruction and support as well as deepening implementation of Accountable Communities

### Action 3

**Title:** English Learners

#### Action Details:

---

Sequoia will provide an assets based approach to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Sequoia will implement 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 to create positive and culturally responsive learning environments, observe students closely to provide planned and just-in-time scaffolding, foster collaborative academic conversations, abundant writing and interactive reading around complex texts and content, and explicit instruction of language to provide access to 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

- 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 (Success Period)
- 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 Students with Disabilities (many students in our SPED program are long-term English Learners) to inform instruction/differentiation
- 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 allow teachers to provide small group instruction as well as one on one and support differentiation
- Spanish for Native Speakers course for students who would benefit from developing literacy skills in Spanish to increase academic learning in other content areas to close the gap toward redesignation
- Teacher on Special Assignment will utilize 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 Fellows will support students in a similar manner.
- Supplemental pay contracts to implement programs to increase student achievement toward redesignation
- Designated ELD class with reading support class and integrated 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
- Planning to scaffold language demands of text and task
- Data Chats
- Small group instruction
- Student Success Periods
- 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
- ELPAC Assessors to administer the one-on-one Speaking assessment
- Supplemental pay contracts for extra time or work during non-duty hours including on site coaching, enrichment and interventions before, during and after school
- Professional books for staff book study on reading/literacy across curriculum
- Travel and conference fees for teachers to further their understanding of EL instruction and support.

#### Specify enhanced services for EL students:

See "Direct Instructional Services to Students"

#### Specify enhanced services for low-performing student groups:

- Focus on students with disabilities that are also English Learners-EL. This group is particularly large and under performing.
- Continued partnership with English Language Services as a lab school with focus on use of ELD

standards, ELA/ELD framework and use of the Teaching and Learning Cycle as a means to plan effective language instruction.

- Increased use of differentiation by teachers (more small group instruction)
- Effective use of additional adults (Teaching Fellows, Co Teachers, Aides) to support individualized instruction for English Learners and students with disabilities
- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus for EL students

#### 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
- .2 Psychologist to assist with MTSS planning, training, and implementation
- 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)
- Data analysis to plan and provide instruction to meet the needs of their students
- Professional learning on how to best use Teaching Fellows and SPED aides to differentiate instruction for English Learners
- Professional learning on ELPAC demands and alignment to ELD standards and CCSS
- Culturally and linguistically responsive teaching
- Support with planning effective teaching practices that explicitly teach language to allow access to content both productive and receptive
- Continue PL on student ownership, academic discourse, and planned just in time scaffolding
- 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



# 2019-2020 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			Supplemental Contracts/Staff Development (G1A1, also supports G1A2, G2A1)	29,516.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1, also supports G1A2, G1A3	29,159.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/supplies G1A1, also supports G1A2-3, G2A1, G3A1, G4A1-2	10,562.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment G1A1, also supports G1A2, G1A3	15,189.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conferences G1A1, also supports G1A2, G2A1	20,906.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes (G1A1, also supports G1A3, G2A1)	15,743.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A1, also supports G1A2, G1A3	2,500.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts G1A2 also support G1A1, G2A1	47,255.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A2, also supports G1A1, G1A3	36,458.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		13,659.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/supplies G1A3, also support G1A1-2, G2A1, G3A1, G4A1-2	9,800.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	19,907.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00

**\$254,654.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	86.353 %	2017-2018	93.353 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

Sequoia offers diverse opportunities for involvement that encourage students to get involved in something positive: Student Leadership, WEB, celebrate and educate staff and students on diverse cultures, 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.

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

**Goal 2 Participation Rate**

Students are participating at a proportional rate.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Sequoia has well-developed and highly attended arts, activities and athletics program. We will continue to work toward even higher participation rates through our Climate and Culture/Safe and Civil schools team

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Sequoia has well-developed and highly attended arts, activities and athletics program. We will continue to work toward even higher participation rates through our Safe and Civil/Culture and Climate team

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:

Continue to expand and develop our MTSS systems of support to provide students individual help so that they can meet grade level standards in math and ELA. SSC recommended professional learning for teachers to become more effective utilizing extra resources such as Teaching Fellows, Co Teachers, aides and also through differentiation and blended learning. Continue to provide students many opportunities to be involved in activities such as performing arts, athletics, clubs and after school support. 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.

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 requested more communication around the many Goal 2 opportunities Sequoia provides for students. School safety is a concern and members discussed the importance of communicating with the school about neighborhood occurrences involving our students.

Staff would like to continue to implement school wide common instructional practices including strategies to improve comprehension of rigorous texts 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 would like to continue our after school tutoring program and want to explore ways to improve our MTSS and Success Periods to target students in need of support. Attendance is a concern and they would like to include attendance on our biweekly progress reports.

## Action 1

**Title:** Choose to Get Involved in Something Positive

### Action Details:

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

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

ATLAS engagement tool will be used to track students' engagements. 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.

- 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

#### Specify enhanced services for EL students:

---

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

#### 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

#### Specify enhanced services for low-performing student groups:

---

Identify/target students not participating in any goal 2 activities quarterly using goal 2 report. Staff will meet with these identified students during advisory/Success Periods to promote student involvement with Students with Disabilities, African American and Homeless students. African American students will be monitored and supported through the support of site AA mentor. This will include regular check in meetings, monitoring of grades and attendance, and engagement with district and site college and career activities.

#### 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.

## 2019-2020 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	Off Eq Lease			Copy Machine	7,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study trips	3,500.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study trips	2,000.00

**\$12,500.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	17.93 %	0.713 %	2017-2018	7.713 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p><b>1</b> Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p><b>Exposure to Careers - 8th Grade</b></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 YVA and YWA classes have further career education opportunities through the curriculum of the course.</p>	<p><b>2</b> Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p><b>Exposure to Careers - 8th Grade</b></p> <p>Students are participating at a proportional rate.</p>
---	--

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences between the intended and actual implementation of actions for Goal 3. We will continue to regularly monitor growth with students and provide during and after school academic and behavioral support. We will also focus on improving and expanding our Tier 2 and Tier 3 opportunities.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

MTSS - Academic

Tier 1: Goal 1 - Actions 1-3

- Increased use of differentiation by teachers (more small group instruction, deployment)
- Blended learning/use of differentiated computer-based learning supports (GVC online resources, Kahn Academy, others as identified and used by teachers)
- Effective use of additional adults (Teaching Fellows, Co Teachers, Aides) to support individualized instruction

Tier 2 - Goal 1 - Actions 1-3, Goal 4 Action 2

- Expand Success Periods (deployment of students to a specified subject area for support during the regular school day) with consistent implementation plan utilizing assessment data to prioritize instructional focus

- Use of Saturday Academy to target identified students for attendance and academic support

Tier 3

- Special day classes for students in ELA, math, history, and science for identified students with learning disabilities

MTSS - Social Emotional - Behavior/Attendance

Tier 1: Goal 1 Actions 1-2

- Refine and improve discipline practices both admin processes and classroom practices

Tier 2: Goal 3 Action 1, Goal 4 Action 1-2

- Find ways to incorporate Success Periods to support at risk behavior students
- Use of Saturday Academy to target identified students

Tier 3: Goal 3 Action 1, Goal 4 Action 1-2

- COST/SST Team - refine and improve practice and integration with teaching staff
- Mbre consistent practice and process for identified at risk behavior students

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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.

**2** ELAC:

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.

**3** Staff:

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.

## 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 and our ongoing support from EL Services.

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:

At minimum, monthly checks to monitor progress of students in reaching all four criteria, with admin and counseling staff creating reports on grades, attendance and behavior for distribution to students.

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

- Use of 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
- Prioritize students during Success Periods to review academic data and counsel students to "Choose to work harder for success"
- 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 Success Periods for specific language needs
- Software purchases for reading and language acquisition software
- Materials, supplies, and equipment purchased to further support EL students proficiency gain

##### Specify enhanced services for low-performing student groups:

Sequoia will continue to develop and expand our MTSS systems of support to address identified student needs. Focus student groups are SWD, AA and homeless student groups. Guidance, support and professional learning for this work provided by .2 Psychologist.

- Use of the COST team to support all students that are identified through teacher referral process
- All students will meet with counseling staff at least twice yearly and more regularly if identified as underperforming. Conference with counselors will include grade, assessment, engagement and attendance data.
- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus
- SWD will receive additional instruction on social emotional learning and social skills during Success Periods.
- Use of Saturday Academy to target identified students

##### 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

##### 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



benchmarks

- 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

maintain contact with parents through phone and digital media

- 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/co 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
- Travel and conference fees for teachers and staff to further understanding of effective school supports for student academic achievement

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	16.497 %	17.234 %	2017-2018	15.234 %
Suspensions Per 100	15.393 %	13.768 %	2017-2018	12.768 %
Chronic Absenteeism (Students with Disabilities)		28.5 %	2017-2018	26.5 %
Suspension Rate (Students w/Disabilities)		12.5 %	2017-2018	9.5 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

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. Saturday Academy is used to target students with attendance rates below 96%.

**Suspensions Per 100**

% of students with at least one suspension is up to 8.7% from 8% the previous year. Our Resource Counseling Assistants work with students and families on positive behavior choices, conflict mediation and behavior monitoring. 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 classroom management and STOIC programs to improve classroom behavior (on-task, work completion, cooperation), and reduce misbehavior (disruptions, disrespect, non-compliance) and responses from staff on misbehavior.

**Chronic Absenteeism (Students with Disabilities)**

28.5% of our students with disabilities were chronically absent in 2017-18. This was a decrease of 3.1% from the previous year, but still well above our school wide average of 18.4%. Case managers are showing increased focus on behavior and attendance in their work to consistently monitor their students. This can continue to improve as well as utilize school wide processes for monitoring attendance and include interventions such as small group meetings, parent meetings, goal setting, and Saturday Academy attendance.

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

**Chronic Absenteeism**

15/42 African American students and 161/753 Hispanic students are chronically absent.

**Suspensions Per 100**

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.

**Chronic Absenteeism (Students with Disabilities)**

28.5% of our students with disabilities were chronically absent in 2017-18. This was a decrease of 3.1% from the previous year, but still well above our school wide average of 18.4%. In the current school year 14.5% of our SWD are currently chronically absent.

**Suspension Rate (Students w/Disabilities)**

The incidents per 100 suspension rate for SWD was 24.22% for 2017-18, which was up slightly from 23.9 the previous year. In the current 2018-19 school year our rate is 9.24%, 15% decrease from the previous year.

**Suspension Rate (Students w/Disabilities)**

The incidents per 100 suspension rate for SWD was 24.22% for 2017-18, which was up slightly from 23.9 the previous year. In the current 2018-19 school year our rate is 9.24%, 15% decrease from the previous year.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major differences between the intended and actual implementation of actions for goal 4. We have shown significant declines in the areas of suspension and chronically absent students. This is attributed to focus on these areas from administration and the school Culture and Climate teams. Focus has been given to better monitoring of attendance with use of resources both at the site and through the DPI office. This includes implementation and use of Saturday Academy. Suspension rates have decreased for the campus and all student groups as there has been focus on refining and clarifying administration discipline processes through the Student Responsibility Center and the staff of counseling resource assistants.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

MTSS - Social Emotional - Behavior/Attendance

Tier 1: Goal 1 Actions 1-2

- Refine and improve discipline practices

Tier 2: Goal 3 Action 1, Goal 4 Action 1-2

- Find ways to incorporate Success Periods to support at risk behavior students
- Use of Saturday Academy to target identified students

Tier 3: Goal 3 Action 1, Goal 4 Action 1-2

- COST/SST Team - refine and improve practice and integration with teaching staff
- More consistent practice and process for identified at risk behavior students

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Continue to expand and develop our MTSS systems of support to provide students individual help so that they can meet grade level standards in math and ELA. SSC recommended professional learning for teachers to become more effective utilizing extra resources such as Teaching Fellows, Co Teachers, aides and also

**2** ELAC:

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 requested more

**3** Staff:

Staff would like to continue to implement school wide common instructional practices including strategies to improve comprehension of rigorous texts 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

through differentiation and blended learning. Continue to provide students many opportunities to be involved in activities such as performing arts, athletics, clubs and after school support. 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.

communication around the many Goal 2 opportunities Sequoia provides for students. School safety is a concern and members discussed the importance of communicating with the school about neighborhood occurrences involving our students.

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 would like to continue our after school tutoring program and want to explore ways to improve our MTSS and Success Periods to target students in need of support. Attendance is a concern and they would like to include attendance on our biweekly progress reports.

## 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):

- 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

### Specify enhanced services for EL students:

### Specify enhanced services for low-performing student groups:

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.

Focus on supporting all students with an emphasis on African American, homeless, and SWD students who are currently red on the CADashboard for school accountability for suspension rate.

Sequoia will continue to develop and expand our MTSS systems of support to address identified student needs. Guidance, support and professional learning for this work provided by .2 Psychologist.

- Behavior support team will meet weekly to discuss and refine behavior support practices and procedures, discuss and plan interventions for at risk students.
- Refine and improve discipline practices with focus on effects of discipline on student groups that are disproportionately suspended or expelled.
- Use of mentoring, counseling, and social work services to focus on student groups-AA, homeless, and SWD that are disproportionately suspended and expelled
- Utilize Success Periods to teach SWD social emotional learning and social skills curriculum.
- Use of Saturday Academy to target identified students for engagement in school
- COST/SST Team - refine and improve practice and integration with teaching staff
- More consistent practices and processes for identifying, monitoring and supporting at risk behavior students, particularly in the AA, homeless, and SWD.

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

**Describe Professional Learning related to this action:**

- 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

- Safe and Civil/Culture & Climate 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/Culture & Climate team will 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 chronic absenteeism. Outreach and training will be implemented through the parent center and lead by our home school liaison and administration.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
--

**Explain the Progress Monitoring and data used for this Action**

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

**Owner(s):**

**Timeline:**

- 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.

Vice Principal, GLA, HSL, Attendance Clerk, Teachers

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
- 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

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

Focus on homeless student group as they are currently red on the CA Dashboard for the indicator of chronically absent. African American and SWD student groups will also be targeted for additional support.

Sequoia will continue to develop and expand our MTSS systems of support to address identified student needs. Guidance, support and professional learning for this work provided by .2 Psychologist.

- Vice Principal with responsibility for attendance will meet biweekly with attendance team to refine processes, identify students of focus and coordinate SARB referrals and attendance conferences with both parents and students.
- Find ways to incorporate Success Periods to support at risk attendance students
- Use of Saturday Academy to target identified students and encourage attendance on Saturdays
- COST/SST Team - refine and improve practice and integration with teaching staff
- More consistent practice and process for identified at risk behavior and attendance students
- Partner with Safe and Civil Schools Team to promote student involvement and belonging at Sequoia

**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.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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
- Incentives and awards to encourage participation and school spirit
- Assemblies to encourage participation
- HSL mileage

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

HSL outreach, home visits and related services to families of Homeless, Students with Disabilities and African American students to encourage participation in school offerings. Case managers for SWD will maintain consistent communication with parents, including IEP meetings and other ongoing communication related to academic, attendance and behavior performance. AA mentor will work to include parents and families in all educational opportunities as well as on current academic, attendance and behavior performance.

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 and 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

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.

- In collaboration with Fresno Adult School, offer English classes and GED classes offered for parents on the school site



## 2019-2020 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		47,881.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000		29,150.00
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		16,530.00
G4A3	Title 1 Basic	Instruction	Direct-Graph			Student Agendas	6,500.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food/Incentives	2,607.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement materials/supplies	500.00
G4A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting	500.00
G4A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement materials/supplies	500.00
G4A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL mileage	300.00

**\$109,468.00**

# 2019-2020 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts/Staff Development (G1A1, also supports G1A2, G2A1)	29,516.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1, also supports G1A2, G1A3	29,159.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/supplies G1A1, also supports G1A2-3, G2A1, G3A1, G4A1-2	10,562.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment G1A1, also supports G1A2, G1A3	15,189.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conferences G1A1, also supports G1A2, G2A1	20,906.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes (G1A1, also supports G1A3, G2A1	15,743.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A1, also supports G1A2, G1A3	2,500.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts G1A2 also support G1A1, G2A1	47,255.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A2, also supports G1A1, G1A3	36,458.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		13,659.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/supplies G1A3, also support G1A1-2, G2A1, G3A1, G4A1-2	9,800.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	19,907.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine	7,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study trips	3,500.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study trips	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.7500		47,881.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000		29,150.00
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		16,530.00
G4A3	Title 1 Basic	Instruction	Direct-Graph			Student Agendas	6,500.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No Food/Incentives	2,607.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement materials/supplies	500.00
G4A3	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting	500.00
G4A3	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement materials/supplies	500.00
G4A3	LCFF: EL	Attendance & Social Work Services	Local Mileage			HSL mileage	300.00

\$376,622.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,782.00
Sup & Conc	7090	\$225,401.00
LCFF: EL	7091	\$83,439.00
<b>Grand Total</b>		<b>\$376,622.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$254,654.00
G2 - All students will engage in arts, activities, and athletics	\$12,500.00
G4 - All students will stay in school on target to graduate	\$109,468.00
<b>Grand Total</b>	<b>\$376,622.00</b>