Sequoia Middle

10621666057335

Principal's Name: Matt Ward

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP   Additional Targeted Support and Improvement

Table of Contents	
Topic	**Details**
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	*Needs Assessment: Data Analysis and identification of needs and goals* *Actions designed to meet needs and targeted goals* *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum*

District Goals	
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.	
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

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

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
1. Principal - Matt Ward	X				
2. Chairperson -					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ **ELAC reviewed the SPSA as a school advisory committee.**
☒ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

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

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 2020/21

Sequoia - 0417

ON-SITE ALLOCATION

3010	Title I	$80,100 *
7090	LCFF Supplemental & Concentration	$218,106
7091	LCFF for English Learners	$89,154

TOTAL 2020/21 ON-SITE ALLOCATION   **$387,360**

*	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	$2,670
	Remaining Title I funds are at the discretion of the School Site Council	$77,430
	Total Title I Allocation	$80,100

Sequoia Middle 2020-2021 - 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)	31.497 %	28.621 %	2018-2019	35.621 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.202 %	23.986 %	2018-2019	30.986 %
SBAC ELA Distance from Level 3 (African American)		-57.4 pts	2018-2019	-42.4 pts
SBAC Math Distance from Level 3 (African American)		-88.1 pts	2018-2019	-73.1 pts
SBAC ELA Distance from Level 3 (Homeless)		-77.8 pts	2018-2019	-62.8 pts
SBAC Math Distance from Level 3 (Homeless)		-90.1 pts	2018-2019	-75.1 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)

There was a 5.5% increase in students meeting or exceeding standards on SBAC ELA scores with an average scale score growth of 26 points in ELA 7 and 7 points in ELA 8. According to the California Dashboard for ELA, Sequoia increased 17.5 points from the previous year

SBAC ELA Distance from Level 3 (African American)

57.4 below standard. This is up 36.1 points from the previous year.

SBAC ELA Distance from Level 3 (Homeless)

77.8 points below standard. This is an increase of 11.4 points from the previous year.

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

There was a 3.5% increase in students meeting or exceeding standards on SBAC Math scores with an

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)

While all actions are working, there are areas needing further development. We are working with ILT to make improvements to our Tier 2 Success Periods to increase opportunities to address more students in multiple content areas as well as develop ways to monitor effectiveness. We are also building capacity in utilizing SBAC Item Specifications to determine where content does and does not align with district curriculum and classroom assessments. iReady implementation has been challenging due to the length of time students take to complete the diagnostic, accounting for lost instructions days during the diagnostic windows. In addition, My Path lessons do not align with current instruction.

SBAC ELA Distance from Level 3 (African American)

Traditionally, African American students have under-performed and we have added A4 additional supports. Currently no African American students have been suspended and they have the highest GPA of all student groups at the end of quarter 1 of the 2019-20 school year. The A4 supports include a site champion who

average scale score growth of 13 points in Math 7 and 23 points in Math 8. According to the California Dashboard, we increased 26.9 points from the previous year.

SBAC Math Distance from Level 3 (African American)

88.1 below standard. This is an increase of 29.5 points from the previous year.

SBAC Math Distance from Level 3 (Homeless)

90.1 points below standard. This is an increase of 11.4 points from the previous year.

coordinates with an academic counselor to increase counseling services. A teaching fellow tutor will also work specifically with these students two days a week to offer direct support in math and ELA including tutoring around content mastery and skill development.

SBAC ELA Distance from Level 3 (Homeless)

77.8 points below standard. This is an increase of 11.4 points from the previous year. Additional support from DPI social worker for homeless and foster care students providing direct supports including connecting student with social emotional and academic supports through Sequoia counselors and social workers.

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

While all actions are working, there are areas needing further development. We are working with ILT to make improvements to our Tier 2 Success Periods to increase opportunities to address more students in multiple content areas as well as develop ways to monitor effectiveness. We are also building capacity in utilizing SBAC Item Specifications to determine where content does and does not align with district curriculum and classroom assessments. iReady implementation has been challenging due to the length of time students take to complete the diagnostic, accounting for lost instructions days during the diagnostic windows. In addition, My Path lessons do not align with current instruction.

SBAC Math Distance from Level 3 (African American)

Traditionally, African American students have under-performed and we have added A4 additional supports. Currently no African American students have been suspended and they had the highest GPA of all student groups at the end of quarter 1 of the 2019-20 school year. The A4 supports include a site champion who coordinates with an academic counselor to increase counseling services. A teaching fellow tutor will also work specifically with these students two days a week to offer direct support in math and ELA including tutoring around content mastery and skill development.

SBAC Math Distance from Level 3 (Homeless)

While we continue to make improvements, we find that the homeless data reported by the California Dashboard does not match what our district reports throughout the year. Additional support from DPI social worker for homeless and foster care students providing direct supports including connecting student with social emotional and academic supports through Sequoia counselors and social workers.

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

Continue to develop ways to effectively use the district's new common assessment, iReady. This includes additional training on using diagnostic data as well as how to best utilize My Path, Standards Mastery and teacher assigned lessons. Develop systematic ways to include all core content use of SBAC Interim Assessments (IAB, FIAB) to determine student strengths and weaknesses on targets as well as providing additional exposure to the testing platform and accessibility supports. This may include budget changes to support the costs of subs for planning days and on-site observations.

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.

MTSS - Academic

Tier 1: Goal 1 - Actions 1-3

- Continued development of effective planning with the Teaching and Learning Cycle (TLC) including rigorous end task, criteria for success, explicit language instruction, academic discourse and assessment plan
- Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize My Path, Standards Mastery and teacher assigned lessons
- Increase our site use of FIABs/IABs to include all departments assessing proficiency at regular intervals building comparative data to gauge success from year to year and increasing student exposure/practice with the online platform and accessibility tools and supports
- 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

- Continue Success Period expansion (deployment of students to a specified subject area for support during the regular school day) with consistent implementation 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 and classroom practices)

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

- Develop 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

- Targeted Support Team (TST) - 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:	**2** ELAC:	**3** Staff:
Continue to refine and expand our MTSS systems of support to provide students individual help so that they can meet grade level standards in math and ELA. SSC recommends we continue with professional learning for our para professionals particularly with asking open ended questions and other ways to support content learning. They would also like to continue professional learning for teachers to become more effective utilizing extra resources such as Teaching Fellows, Co-teachers, aides and also through	ELAC is consolidated with SSC	Staff would like to continue to implement school wide common instructional practices and Keystone Pedagogy through the Teaching and Learning Cycle to support student learning. They also want to continue using Teaching Fellows as an additional support in English and Math classes. They would like to extend the professional learning for the paraprofessionals to include areas beyond social emotional to target strategies to support content learning. Collaboration time this year was positive and productive

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. This involvement can help encourage student attendance. SSC would also like to continue to find ways to reach and address the underlying cause of chronic absenteeism.   Parents want their children to be as computer literate as possible with many opportunities to use computers in classes to become more employable in the future. Also, they want students to have counseling and support when hey are dealing with difficult situations away from school while also creating an environment at school that keeps all students safe

and they would like to continue PLC collaboration days to develop rigorous units. Teachers also expressed that we focus our time within our own teams in lieu of the extra time with other lab schools. Lab school work will be sustained Principal and teacher Language Teams are liaisons with other schools.

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 Smarter Balance interim assessments, teacher created common formative assessments and growth on the iReady diagnostic 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/discourse, abundant writing and explicit instruction of language. Deepen implementation of MTSS by creating structures utilizing Tier 2 extra time (i.e. Success Periods), Teaching Fellow classroom aides, Student Achievement Center-SAC(after school tutoring done by teachers),Co-teaching, 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

- iReady diagnostic reading assessments, SBAC interim assessments (IABs and FIABs), PSAT, School Wide Write
- Common formative assessments (CFAs) that utilize the item descriptors from SBAC, written and administered by PLCs
- Smarter Balanced Interim Assessments Blocks-IABs and FIABs
- School wide assessment days done at least 2 different times a year
- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) 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

Teacher Language Team

Timeline:

Fall PSAT administration, iReady diagnostic assessments in reading given twice a year, and common formative sssessments (CFAs) given on a biweekly basis. CFAs will utilize iReady, and Springboard digital components. SBAC IAB/FIAB assessments given in multiple contents at minimum 5 assessments given throughout the year. 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 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 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 PLC and common planning time. Utilizing adopted text-Springboard for ELA, Impact for history, and soon to be adopted science textbook. 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
- PLC 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
- Access and supports within the Standard Instructional Program
- 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 with academic counselors, teachers and other staff.
- Planning for language demands to support student accessing complex texts both receptively and productively
- Access to equipment and software (i.e.Rosetta Stone, Nearpod, Google classroom and suite)

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 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 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 and English Learner students with training and support from .2 psychologist
- Training for paraprofessionals in best practice for academic, behavioral, social emotional support.
- 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):

- Distribute testing calendar to inform parents
- SBAC Interim Assessment (IABs, 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 per 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

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:
  - Writing Process
  - KUD (Know,Understand,Do)
  - Text Deconstruction
  - Seven Step Vocabulary
  - Keystone Pedagogy (Joint Construction, Sentence Unpacking, Expert Jigsaw,Collaborative Text

Reconstruction, etc)
- Writing formative/summative assessments that align with SBAC rigor
- Continue building knowledge around how SBAC Targets feature a variety of standards that make up the skills of the targets
- 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
- Professional Learning 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 PLCs

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 growth on iReady diagnostic 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 to create positive and culturally responsive learning environments, observe students closely to provide planned and just-in-time scaffolding in a Multi-Tiered System of Support (MTSS), and to foster collaborative academic conversations/discourse, abundant writing and explicit language instruction. Deepen implementation of MTSS by creating structures utilizing Tier 2 extra time (i.e. Success Periods), Coteaching, Teaching Fellows, Student Achievement Center - SAC (after school tutoring with teachers), 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

- iReady diagnostic Math asessments
- PSAT
- School wide assessment days done at least 2 different times per year
- Common formative assessments that utilize the item descriptors from SBAC, written and administered by PLCs
- Smarter Balanced Interim Assessments (IABs and FIABs)
- Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback

Owner(s):

Principal/VP/GLA/Academic Counselor

Math Teachers

Teacher Language Team

Timeline:

Fall PSAT administration, iReady diagnostic assessments in math given twice a year, and common formative assessments (CFAs) given on a biweekly basis. CFAs will utilize iReady, and Math digital components. SBAC IAB/FIAB assessments given in multiple contents at minimum 5 assessments given throughout the year. Progress Reports given to students and parents twice monthly.

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 Students 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
- PLC 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)
- Access and supports within the Standard Instructional Program
- 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:

- 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)

Describe Professional Learning related to this action:

Math teachers will continue to attend professional learning on and off site. Continued to implementation of

- 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

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 PLCs

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, science and math with access and supports within the Standard Instructional Program. 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

- PLCs 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)
- Access and supports within the Standard Instructional Program
- 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
- PLCs 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

Teacher Language Team

Timeline:

Fall PSAT administration, iReady diagnostic assessments in reading given twice a year, and common formative sssessments (CFAs) given on a biweekly basis. CFAs will utilize iReady, and Springboard digital components. SBAC IAB/FIAB assessments given in multiple contents at minimum 5 assessments given throughout the year. Progress Reports given to students and parents twice monthly.

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 resignation 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 resignation (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, 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 lab school work with a focus on the 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
    - Keystone Pedagogy (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

2020-2021 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 G1A1-2, G2A1	29,516.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1-3	38,713.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement G4A3 (No Food/Incentives)	2,674.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference - G1A1-2, G2A1	20,906.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance G1A1-3	2,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies - G1A1-3, G2A1, G3A1, G4A1-2 (No Food/Incentives)	9,197.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G2A1, G3A1, G4A1-2	7,946.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Equipment - G1A1-3	14,264.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1-3	31,899.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes G1A1-3, G2A1	15,902.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A3	17,692.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G2A1, G3A1, G4A1-2	5,330.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment - G1A1-3	2,500.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - G1A1-3	17,133.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors - G1A3	2,000.00

$217,672.00

05/18/2020

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	93.353 %	76.417 %	2018-2019	83.417 %

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

In 2019, Sequoia was awarded our 5th Bonner Award for Civic and Character Education. This is due, in part, to Sequoia's well-developed and highly attended arts, activities and athletics programs keeping students involved in something positive. Our Goal 2 participation has increased from 89% in 2017-18 to 95% in 2018-19. We offer Student Leadership, WEB, celebrate and educate staff and students on diverse cultures, career education opportunities, study trips, lunch/after school clubs, academic competitions, cheer leading, color guard, Outdoor Club trips, athletics and intramural sports, music, performing and visual arts and Young Men's/Women's Alliance.

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

Goal 2 Participation Rate

With a high participation rate, we will continue current actins keeping students engaged in Goal 2 offerings.

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.

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.

MTSS - Academic

Tier 1: Goal 1 - Actions 1-3

- Continued development of effective planning with the Teaching and Learning Cycle (TLC) including rigorous end task, criteria for success, explicit language instruction, academic discourse and assessment plan
- Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize My Path, Standards Mastery and teacher assigned lessons

- Increase our site use of FIABs/IABs to include all departments assessing proficiency at regular intervals building comparative data to gauge success from year to year and increasing student exposure/practice with the online platform and accessibility tools and supports
- 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

- Continue Success Period expansion (deployment of students to a specified subject area for support during the regular school day) with consistent implementation 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 and classroom practices)

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

- Develop 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

- Targeted Support Team (TST) - 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:	**2** ELAC:	**3** Staff:
Continue to refine and expand our MTSS systems of support to provide students individual help so that they can meet grade level standards in math and ELA. SSC recommends we continue with professional learning for our para professionals particularly with asking open ended questions and other ways to support content learning. They would also like to continue 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. This involvement can help encourage student attendance. SSC would also like to continue to find ways to reach and address the underlying cause of chronic absenteeism. Parents want their children to be as computer literate as possible with many opportunities to use computers in classes to become more employable in the future. Also, they want students to have counseling and support when hey are dealing with difficult	ELAC is consolidated with SSC.	Staff would like to continue to implement school wide common instructional practices and Keystone Pedagogy through the Teaching and Learning Cycle to support student learning. They also want to continue using Teaching Fellows as an additional support in English and Math classes. They would like to extend the professional learning for the paraprofessionals to include areas beyond social emotional to target strategies to support content learning. Collaboration time this year was positive and productive and they would like to continue PLC collaboration days to develop rigorous units. Teachers also expressed that we focus our time within our own teams in lieu of the extra time with other lab schools. Lab school work will be sustained Principal and teacher Language Teams are liaisons with other schools.

situations away from school while also creating an environment at school that keeps all students safe.

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 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,

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.

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

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.

- Student agendas will continue to list all activities, clubs, and athletics offered at Sequoia

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental G2A1-2, G1A1-2	47,823.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease - G2A1	7,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study Trips - G2A1	3,500.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips - G2A1	2,000.00

$60,323.00

05/18/2020

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	7.713 %	0 %	2018-2019	7 %

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.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.
Exposure to Careers - 8th Grade Q1 school wide GPA was 3.02 and we anticipate we will finish the first semester at 2.97. In Quarter 2 of the 2018-19 school year, we finished with a GPA of 2.85, so we are happy to see a significant increase. Minute meetings with all students gives one-on-one time to discuss, encourage and offer support to all students. PLCs have implemented common practices regarding the relative weighting of grades, common assessment practices and agreed upon criteria for success.	**Exposure to Careers - 8th Grade** We need ot expand our Tier 2 opportunities and are revising COST to TST to support all students identified through the teacher referral process and to expand Tier 2 supports.

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

Provide training and collaboration for PLCs to plan effective intervention strategies for students failing or at risk of failing courses.

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.

MTSS - Academic

Tier 1: Goal 1 - Actions 1-3

- Continued development of effective planning with the Teaching and Learning Cycle (TLC) including rigorous end task, criteria for success, explicit language instruction, academic discourse and assessment plan
- Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize My Path, Standards Mastery and teacher assigned lessons
- Increase our site use of FIABs/IABs to include all departments assessing proficiency at regular intervals building comparative data to gauge success from year to year and increasing student exposure/practice with the online platform and accessibility tools and supports

- 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

- Continue Success Period expansion (deployment of students to a specified subject area for support during the regular school day) with consistent implementation 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 and classroom practices)

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

- Develop 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

- Targeted Support Team (TST) - 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 refine and expand our MTSS systems of support to provide students individual help so that they can meet grade level standards in math and ELA. SSC recommends we continue with professional learning for our para professionals particularly with asking open ended questions and other ways to support content learning. They would also like to continue 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. This involvement can help encourage student attendance. SSC would also like to continue to find ways to reach and address the underlying cause of chronic absenteeism.   Parents want their children to be as computer literate as possible with many opportunities to use computers in classes to become more employable in the future. Also, they want students to have counseling and support when hey are dealing with difficult situations away from school while also creating an environment at school that keeps all students safe.

2 ELAC:

ELAC is consolidated with SSC.

3 Staff:

Staff would like to continue to implement school wide common instructional practices and Keystone Pedagogy through the Teaching and Learning Cycle to support student learning. They also want to continue using Teaching Fellows as an additional support in English and Math classes. They would like to extend the professional learning for the paraprofessionals to include areas beyond social emotional to target strategies to support content learning. Collaboration time this year was positive and productive and they would like to continue PLC collaboration days to develop rigorous units. Teachers also expressed that we focus our time within our own teams in lieu of the extra time with other lab schools. Lab school work will be sustained Principal and teacher Language Teams are liaisons with other schools.

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. Sequoia will continue to create positive and culturally responsive learning environments, observe students closely to provide planned and just in-time scaffolding in a Multi-Tiered System of Support (MTSS), and to foster collaborative academic conversations/discourse, abundant writing and explicit instruction of language.

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, Pulse survey data

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"
- Utilize Pulse surveys to gauge and respond to students on key metrics prior to annual survey
- 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 Targeted Support Team (TST) to support all identified students through teacher referral process
- All students will meet with counseling staff at least twice yearly and more regularly if identified as under performing. 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 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

Describe Professional Learning related to this action:

- Training and feedback to teachers around implementing the Sequoia grading philosophy, practices and policies. To include study of current grading theory and creating a system that is standards based and communicates learning to students and their guardians.
- Teachers trained by academic counselors on how to hold successful parent conferences as well as maintain contact with parents through phone and digital media
- 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 PLCs to plan effective intervention strategies for students failing and at risk of failing classes
- Collaboration for PLCs and teachers/co teachers
- PLCs 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	15.234 %	16.685 %	2018-2019	14.685 %
Suspensions Per 100	12.768 %	11.02 %	2018-2019	10.02 %
Chronic Absenteeism (African American)		28.6 %	2018-2019	26.6 %
Suspension Rate (African American)		14.8 %	2018-2019	11.8 %
Chronic Absenteeism (Homeless)		45.5 %	2018-2019	43.5 %
Suspension Rate (Homeless)		15.2 %	2018-2019	12.2 %

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 GLA conduct attendance chats with students and communicate the importance of school attendance with families. Our GLA also targets chronically absent students during our Success Periods. Our Safe and Civil Schools Team works to provide students positive experiences and incentive to encourage attendance and participation in Sequoia's divers academic and Goal 2 opportunities. Saturday Academy is used to target students with attendance rates below 96%.

Chronic Absenteeism (African American)

28.6% which increased 5.7%

Chronic Absenteeism (Homeless)

45.5% which declined 18.2% from the previous year.

Suspension Rate (African American)

14.8% which declined 3.6% from the previous year

Suspension Rate (Homeless)

15.2%

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

Chronic Absenteeism

Our attendance rate continues to improve. 18.1% of students were chronically absent in the 2018-19 school year, which was down 4% from the previous year, according to the California Dashboard. Currently 11.5% of our student population (100 students) have been absent this school year. Our goal is to decrease our percentage of chronically absent students to 17.5% by year end. Saturday Academy has been well attended and we continually strive to provide opportunities in and out of the classroom to engage and support students. Our GLA is working as our Attendance Case Manager to hold parent meetings and provide ongoing communication with families of chronically absent students.

Chronic Absenteeism (African American)

This student group had an increase in chronic absenteeism. We will continue our A4 opportunities as well as utilize Success Periods, Saturday Academy and encourage students to Choose to Get Involved in Something Positive.

Chronic Absenteeism (Homeless)

45.5% which declined 18.2% from the previous year.

Suspension Rate (African American)

Traditionally, African American students have under performed, and we have added A4 additional supports, Currently, no African American students have been suspended and they have the highest GPA of all student

Suspensions Per 100

in the 2018-19 school year, suspensions were down 1.4% to 6.9% according to the current California Dashboard. this gave us a "green" color for suspensions. This current year, we currently have 1.9% of students who have been suspended. We have implemented A4 activities and no African American students have been suspended this year thus far. We will continue all other actions to continue to reduce student suspensions. We are also taking advantage of Pulse survey data to monitor students' perceptions on climate/culture and social emotional skills prior to the annual surveys.

groups.

Suspension Rate (Homeless)

15.2%

Suspensions Per 100

Our Resource Counseling Assistants work with students and families on positive behavior choices, conflict mediation and behavior monitoring. Young Men's/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 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.

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 (with the exception of African American students). Focus has been given to better monitor attendance with the use of resources both at the site and through the DPI office. This includes the use of Saturday School and Success Periods. Suspensions 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.

Sequoia will continue to develop and expand our MTSS systems of support to address identified student needs.

MTSS - Academic

Tier 1: Goal 1 - Actions 1-3

- Continued development of effective planning with the Teaching and Learning Cycle (TLC) including rigorous end task, criteria for success, explicit language instruction, academic discourse and assessment plan
- Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize My Path, Standards Mastery and teacher assigned lessons
- Increase our site use of FIABs/IABs to include all departments assessing proficiency at regular intervals building comparative data to gauge success from year to year and increasing student exposure/practice with the online platform and accessibility tools and supports
- 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

- Continue Success Period expansion (deployment of students to a specified subject area for support during the regular school day) with consistent implementation 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 and classroom practices)

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

- Develop 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

- Targeted Support Team (TST) - 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 refine and expand our MTSS systems of support to provide students individual help so that they can meet grade level standards in math and ELA. SSC recommends we continue with professional learning for our para professionals particularly with asking open ended questions and other ways to support content learning. They would also like to continue 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. This involvement can help encourage student attendance. SSC would also like to continue to find ways to reach and address the underlying cause of chronic absenteeism.   Parents want their children to be as computer literate as possible with many opportunities to use computers in classes to become more employable in the future. Also, they want students to have counseling and support when hey are dealing with difficult situations away from school while also creating an environment at school that keeps all students safe.

2 ELAC:

ELAC is consolidated with SSC.

3 Staff:

Staff would like to continue to implement school wide common instructional practices and Keystone Pedagogy through the Teaching and Learning Cycle to support student learning. They also want to continue using Teaching Fellows as an additional support in English and Math classes. They would like to extend the professional learning for the paraprofessionals to include areas beyond social emotional to target strategies to support content learning. Collaboration time this year was positive and productive and they would like to continue PLC collaboration days to develop rigorous units. Teachers also expressed that we focus our time within our own teams in lieu of the extra time with other lab schools. Lab school work will be sustained Principal and teacher Language Teams are liaisons with other schools.

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 Power BI, 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:

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.

Specify enhanced services for low-performing student groups:

Focus on supporting all students with an emphasis on Homeless and African American students who are currently red and orange (respectively) on the CA Dashboard 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
- TST 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 student groups.

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

- Parent conferences when students are suspended
- Behavior contracts shared with tier 3 students and parents
- SST meetings for tier 3 behavior students
- Parent meetings and classes around child development

Describe Professional Learning related to this action:

- 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

- Transition to middle school and high school
- Social emotional supports through SESS

- 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.

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

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

Owner(s):

Vice Principal, GLA, HSL, Attendance Clerk, Teachers

Timeline:

On-going all year

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

- Attendance report card given to students bi-weekly with learning around the importance of attendance
- Staff will meet, at minimum, once a month with all chronically absent students
- VP, GLA 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 African American and Homeless student groups as they are currently red and orange (respectively) on the CA Dashboard for the indicator of chronically absent. English Learners 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, GLA 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

- TST 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.

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	Owner(s):	Timeline:
Parent attendance throughout the school year Responses on the annual parent survey	Principal, VP, GLA,Counselor	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:

Specify enhanced services for low-performing student groups:

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

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

Describe Professional Learning related to this action:

Teachers will receive updates and information regarding parent outreach efforts and calendars.

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

2020-2021 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		49,587.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000		30,289.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental G4A2	1,892.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		21,247.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental G4A2	4,350.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies Parent Involvement G4A3	1,000.00
G4A3	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies Parent Participation G4A3	1,000.00

$109,365.00

05/18/2020

2020-2021 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 G1A1-2, G2A1	29,516.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1-3	38,713.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement G4A3 (No Food/Incentives)	2,674.00
G1A1	Sup & Conc	Instruction	Travel			Travel/Conference - G1A1-2, G2A1	20,906.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance G1A1-3	2,000.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies - G1A1-3, G2A1, G3A1, G4A1-2 (No Food/Incentives)	9,197.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G2A1, G3A1, G4A1-2	7,946.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Equipment - G1A1-3	14,264.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1-3	31,899.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes G1A1-3, G2A1	15,902.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	G1A3	17,692.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G2A1, G3A1, G4A1-2	5,330.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment - G1A1-3	2,500.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows - G1A1-3	17,133.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors - G1A3	2,000.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental G2A1-2, G1A1-2	47,823.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease - G2A1	7,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study Trips - G2A1	3,500.00
G2A1	LCFF: EL	Instruction	Direct Trans			Study Trips - G2A1	2,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		49,587.00
G4A2	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000		30,289.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental G4A2	1,892.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		21,247.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental G4A2	4,350.00
G4A3	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies Parent Involvement G4A3	1,000.00
G4A3	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies Parent Participation G4A3	1,000.00

05/18/2020

$387,360.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$80,100.00
Sup & Conc	7090	$218,106.00
LCFF: EL	7091	$89,154.00
Grand Total		**$387,360.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$217,672.00
G2 - All students will engage in arts, activities, and athletics	$60,323.00
G4 - All students will stay in school on target to graduate	$109,365.00
Grand Total	**$387,360.00**

05/18/2020