

**Sequoia Middle**

10621666057335

Principal's Name: Matt Ward

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

**Consolidated Program Assurances**


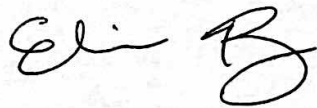
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Matt Ward	X				
2. Chairperson - Elizenda Garza		X			
3. Nancy Pellegrini		X			
4. Pangkau Vang		X			
5. Vince Guadiana		X			
6. Nancy Witherow			X		
7. Katrina Ordaz				X	
8. Trisha Sutherland				X	
9. Dalen Felder					X
10. Zhanii Osby					X
11. Nicholas Lee					X
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with SSC. Date 5/2019

**Required Signatures**

School Name: Sequoia Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Matt Ward		3/25/2021
SSC Chairperson	Elizenda Garza		3/25/2021.

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 2021/22

Sequoia - 0417

**ON-SITE ALLOCATION**

3010	Title I	\$84,192 *
7090	LCFF Supplemental & Concentration	\$256,360
7091	LCFF for English Learners	\$101,727
7099	School Opening Support <i>(New! One-time funds)</i>	\$17,680
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$459,959</b>

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$2,631
Remaining Title I funds are at the discretion of the School Site Council	\$81,561
Total Title I Allocation	\$84,192

## Sequoia Middle 2021-2022 - SPSA

### Goal 1 - STUDENTS: Improve academic performance at challenging levels.

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		5.91 %	2019-2020	8.91 %
I-Ready ELAD1 On Level		18.36 %	2020-2021	21.36 %
I-Ready ELAD2 On Level		13.79 %	2020-2021	16.5 %
I-Ready Math D1 On Level		19.2 %	2020-2021	19.2 %
I-Ready Math D2 On Level		10.58 %	2020-2021	17.58 %
I-Ready ELAD2 On Level (African American)		0 %	2020-2021	7 %
I-Ready Math D2 On Level (African American)		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELAD2 On Level

14% of 7th grade students scored On/Above. 11% of 8th grade students scored On/Above. Students are assigned MyPath lessons to address skill gaps 45 minutes per week.

#### I-Ready ELAD1 On Level

2020-2021: 21% of 7th grade students scored On/Above. 15% of 8th grade students scored On/Above. Students are assigned MyPath lessons to address skill gaps 45 minutes per week.

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

#### I-Ready ELA D2 On Level

iReady D2 completion rate was lower due decreased participation/attendance.

#### I-Ready ELA D1 On Level

iReady implementation has been challenging due to the length of time student take to complete the diagnostic, accounting for lost instructional days during distance learning.

#### I-Ready Math D1 On Level

Our SPED and AA students scored below the school average however both AA and SPED have shown growth on SBAC that was above average the last time the assessment was taken. Distance learning has had an adverse effect on all students but our AA and SPED students are showing even lower achievement

**I-Ready Math D1 On Level**

We had approximately 19% of students score on grade level for D1 of math. We had 24% of students meet or exceed standards the last time that SBAC was taken. Students are completing MyPath lessons weekly in their math classes.

**EL Reclassification Rate**

Reclassification rates have declined. Sequoia provides professional learning on EL identification, utilizing district tools for monitoring and utilizing ELD standards during planning. Sequoia provides disciplinary language instruction through the Teaching and Learning Cycle utilizing the Standard Instructional Program.

**I-Ready ELA D2 On Level (African American)**

**I-Ready Math D2 On Level**

We had only 11% of students score on grade level for math for D2 of iReady. This was a decrease of 8% from D1. Important to note that only 7th grade took D2 and only 25% of those students actually completed the assessment. 8th grade did not take D2 as it was optional.

**I-Ready Math D2 On Level (African American)**

Unfortunately 0% of our AA students met grade level standards on the D2 assessment. Very few students even completed the assessment so the data is not very reliable. All students will take D3 and we plan to be more aggressive about students taking the assessment during class time.

on average than other populations. These students are being targeted for Monday supports and for inclusion in our on campus cohorts.

**EL Reclassification Rate**

While our work with Tier 1 instruction increased our focus on effective language and literacy strategies, we need to increase our use of ELPAC data and ELD standards to provide targeted instruction and Tier 2 offerings to increase language development.

Due to distance learning, students have one assessment to demonstrate basic skills proficiency (iReady) instead of three assessments (iReady, SBAC, and PSAT).

**I-Ready ELA D2 On Level (African American)**

Our AA students scored below the school average however AA have shown growth on SBAC that was above average the last time the assessment was taken. Distance learning has had an adverse effect on all students but our AA students are showing even lower achievement on average than other populations. These students are being targeted for Monday supports and for inclusion in our on campus cohorts.

**I-Ready Math D2 On Level**

With only 25% of 7th grade completing D2 and 8th grade opting not to give the assessment we have incomplete data. Our SPED and AA students do show lower results, but we had very low participation from these groups.

**I-Ready Math D2 On Level (African American)**

With only 25% of 7th grade completing D2 and 8th grade opting not to give the assessment we have incomplete data. Our AA students do show lower results, but we had very low participation from this group of students.

**Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

Due to distance learning this year, funds were moved from teacher supplemental, study trips, and substitutes to equipment, supplies and materials to meet the needs of student cohorts, on campus testing and remote learning. Sequoia will continue to develop and expand our MTSS systems to address identified student needs.

**MTSS Academic:**

Tier1: Goal 1 Actions 1-3

- Continue 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 MyPath, Standards Mastery and teacher assigned lessons
- Continue to expand usage of Edcite for common formative assessment data to monitor student learning of the Standard Instructional Program and inform instructional responses to the data
- Increase our site use of FIAB/IAB assessments 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

- If on campus, continue Success Periods (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



- GLA to target identified students for attendance intervention and academic support.
- If on campus, reinstitute Saturday Academy

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 3 Actions 1-3

- Refine and improve discipline practices (both admin and classroom practices)

Tier 2: Goal 3 Actions 1-3

- Develop ways to utilize Success Periods to support at risk behavior students
- GLA to target identified for attendance intervention and behavior support.
- If on campus, reinstitute Saturday Academy

Tier 3: Goal 3 Actions 1-3

- 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 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Continue to develop ways to effectively use i-Ready. This includes additional training on using diagnostic data as well as how to best utilize MyPath, Standards Mastery and teacher assigned lessons. Develop systematic ways to include all core content use of Edcite and 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. Continue to increase awareness of English Learner proficiency and use of district reports (EL Redesignation Goal Setting, ELPAC Progress) to inform planning of integrated and designated language development. Continue to increase use and understanding of ELD standards during planning to integrate language features and skills with content learning. This may include budget changes to support the costs of subs for planning days and on-site observations.

**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:

The SPSA is reviewed and discussed during SSC meetings. During the December SSC meeting, the council voted to create a committee to develop next year's SPSA using feedback on current actions as well as suggestions to modify or add additional actions. SSC feedback from our February meeting include: PLC collaboration with Teacher Librarian, increase student reading through Sora, continue exploring ways to engage student in learning, professional learning on simultaneous teaching including software and applications,

**2** ELAC:

ELAC is consolidated with SSC

**3** Staff:

The SPSA was reviewed and discussed during a Teams meeting on February 22. The feedback and suggestions include keeping most of our current actions and expenditures. Actions to consider adding include cross collaboration with Teacher Librarian, including cultural and current texts, increase student reading through Sora including purchasing additional digital titles, additional technology/equipment needed (headsets, software, site licenses, training on simultaneous teaching, supplies for cleaning and sanitizing to ensure safety and

continue to have teachers identify EL students and keeping the ELD standards in mind when planning.

health, increase collaboration opportunities between teachers with shared EL students including professional learning on ways to increase language instruction, and differentiation opportunities through Success periods

## 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 assessments (CFAs) given on a biweekly basis. CFAs will utilize iReady, Edcite 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 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
- Small group instruction provided on Monday by teachers to provide support based on data
- 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 and resources for staff book study on topics to support PLC needs based on data and conversations with lead teachers and administrators
- Software/site licenses to support student literacy and assessment program
- Classroom materials supplies, and incentives to support literacy program
- Computers, equipment including tablets, printers, carts, and accessories as needed to support literacy, blended learning, and MTSS
- Extra pay and release time for teachers to plan and facilitate professional learning, lead professional books for staff book study on reading/literacy across curriculum.
- Extra pay for teachers to work with students to expand literacy during non-instructional time (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)
- Provide integrated and designated ELD
- Incorporate approaches from Culturally Responsive Instruction

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

- Focus on students with disabilities, as they are student group most under performing in this area.
- Increased use of differentiation by teachers (more small group instruction) with training and support from school psychologist and TSA
- 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 admin, instructional coaches and school psychologists particularly with a focus on SWD.
- 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

## 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. This will include use of ELD standards as well as ELD framework including use of the Teaching and Learning Cycle framework for instructional planning and the use of both designated and integrated ELD instruction in all math classrooms with EL students. 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 assessments
- 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) given to monitor student progress and also as guide for rigorous instructional planning
- 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 multiple times a year and common formative assessments (CFAs) given on a biweekly basis. CFAs will utilize iReady, Edcite and Math digital components. SBAC IAB/FIAB assessments given in math multiple times per year to benchmark and monitor student progress in learning math content standards.

**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
- 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 and on non-duty days
- 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) utilizing the ELD standards and framework with a focus on planning utilizing the Teaching and Learning Cycle from that framework.
- Access and supports within the Standard Instructional Program, including support from additional adults such as Teaching Fellows, BIA Co-Teachers, SPED paraprofessionals and student teachers
- Designated ELD instruction done through flexible EL grouping as needed to deepen and extend learning
- BIA support in math classrooms

**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. 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 school psychologist and TSA
- 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
- Psychologist to assist with MTSS planning, training, and implementation

### 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 and culturally relevant texts and content, and explicit instruction of language to provide access to content during integrated and designated instruction. Deepen implementation of MTSS by creating structures utilizing Teaching Fellows, SAC (after school tutoring done by teachers), Success Periods (Tier 2 MTSS structured support time) 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 during integrated/designated instruction in on campus/hybrid/simultaneous instruction
- 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 during integrated and designated instruction.
- Admin will work alongside teachers in process of calibrating tasks and student work

##### Owner(s):

Principal/VP/GLA

PLC/TSA

##### Timeline:

Fall PSAT administration, iReady diagnostic assessments in reading and common formative assessments (CFAs) given on a biweekly basis. CFAs will utilize iReady, Edcite, and Springboard digital components. SBAC IAB/FIAB assessments will be given in multiple content areas and utilized to benchmark student progress in mastering the literacy and math content standards.

##### 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
- Support with planning effective teaching practices with a focus on clarity that align with ELD standards, CCSS and ELPAC demands to allow access to content both productive and receptive through integrated and designated instruction
- Collaboration/Professional Learning opportunities on ways to include language instruction in elective and PE classes
- Target high priority EL students who have reached one of the 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/designated ELD instruction in core content classes utilizing digital tools for on campus/hybrid/simultaneous instruction
- 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 resigination
- Computers equipment including tablets, printers, carts, and accessories as needed to support reading program **during on campus/hybrid/simultaneous instruction**
- 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:**

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See "Direct Instructional Services to Students"

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

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- Focus on students with disabilities that are also English Learners-EL. This group is particularly large and under performing.
- School Psychologist and Targeted Support Team (TST) will provide guidance in MTSS structures
- Continue 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.
- Increase use of differentiation and **designated ELD** by teachers (more small group instruction focused on EL students)
- Effective use of additional adults (Teaching Fellows, BIA, Co-Teachers, student teachers, SPED paraprofessionals) 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

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

## G1 - Improve academic performance at challenging levels

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, G3A1 ** NO IEPS **	36,815.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G3A1-3, G5A1-2 ** NO FOOD OR INCENTIVES **	6,616.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Equipment G1A1-3	17,787.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1-3	18,843.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes G1A1-3, G3A1	13,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental G1A1-2, G3A1-3	62,409.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G2A1, G3A1-3, G4A1	12,736.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment G1A1-3	25,724.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : ELA/Math and SEL Teaching Fellows G1A1-3, G2A1, G3A3	69,932.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials/Supplies G1A1-3, G2A1, G3A1-3, G4A1	2,680.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance G1A1-3	1,500.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Equipment G1A1-3	15,000.00
G1A3	Sup & Conc	Instruction	Travel			Travel/Conference G1A1-3, G3A1	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes G1A1-3, G3A1	5,858.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors G1A3	2,999.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,236.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies G1A1-3 G2A1, G3A1-3,	4,667.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A1-3	4,301.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1-3	29,063.00

**\$353,166.00**

**Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	5 %

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

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

**Achieving Academic Success via staff and Student Advocacy**

Q1 GPA was 2.36, Q2 2.20, and currently we are at 2.17 in the 3rd quarter. Our previous two years were as follows:

2.87, 2.60, 2.58, and 2.74 (18-19)

2.81, 2.72, 2.66, and 2.79 (2019-20)

In looking at our trends, our first and 4th quarters are typically our highest GPAs, and 2nd and 3rd our lowest. This trend has continued this year. We recognize our GPA has not had a range this low prior to 2014-15. We understand that there has been some impact due to distance learning.

At the end of the 2018-2019 school year, we had 59% of our students with at least one D or F. At the end of the 2019-2020 school year, we had 50.7% of students with one D or F, a decrease of 8.3%. Currently, we have 66.5% of students in this group, an increase of 7.5% from 18-19 and 15.8% from 19-20.

**Actions:**

Minute meetings with all students gives one-on-one time to discuss, encourage and offer support to all students.

Students attending Student Success Periods and SAC (Student Achievement Center) via teacher invite or drop in

PLCs have continued to refine and implement common practices regarding the relative weighting of grades, common assessment practices and agreed upon criteria for success.

All staff, Support staff, teaching staff, and administration have been assigned a caseload of students to support through case management. This includes a minimum of biweekly correspondence with students and their families discussing academics, grades, engagements, etc. Data on GPA and attendance is updated weekly, so staff can respond in a timely manner as needed

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

**Student-centered real world learning experience - Site Defined**

All subgroups decreased in the percentages of students with at least one D or F from 2018-19 to 2019-2020. The difference ranged from 6.6% to 16.7%. Currently, all subgroups have increased in percentages of students with at least one D or F. Our AA subgroup and Special Education groups had the largest decreases last school year, but currently have two of the highest increases this year. With the introduction of cohorts, and small group in-person learning, with highlighted focus on these subgroups, we expect to see progress in this area by the end of the year.



**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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Due to distance learning, funds were moved from teacher supplemental, study trips, and substitutes to equipment, supplies and materials to meet the needs of student cohorts, on campus testing and remote learning. Sequoia will continue to develop and expand our MTSS systems to address identified student needs.

**MTSS Academic:**

Tier1: Goal 1 Actions 1-3

- Continue developments 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 MyPath, Standards Mastery and teacher assigned lessons
- Continue to expand usage of Edcite for common formative assessment data to monitor student learning of the Standard Instructional Program and inform instructional responses to the data
- Increase our site use of FIAB/IAB assessments 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

- If on campus, continue Success Periods (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
- GLA to target identified students for attendance intervention and academic support.
- If on campus, reinstitute Saturday Academy

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 3 Actions 1-3

- Refine and improve discipline practices (both admin and classroom practices)

Tier 2: Goal 3 Actions 1-3

- Develop ways to utilize Success Periods to support at risk behavior students
- GLA to target identified for attendance intervention and behavior support.
- If on campus, reinstitute Saturday Academy

Tier 3: Goal 3 Actions 1-3

- 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 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

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We will continue with implementation of minute meetings, the use of case managing students via the medium of Teams (Chats/one on one meetings, etc.), reinstitute our success periods (small groups of targeted support and instruction based on assessment data from iready, IABS, FIABS, CFA, etc.), continue to refine the use of our TST team and our MTSS, and provide PL for our paraprofessionals, BIA, and Teaching Fellows, in addition to how to

effectively use these same adults to provide individualized instruction within the classrooms that they support.

**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:**

The SPSA is reviewed and discussed during SSC meetings. During the December SSC meeting, the council voted to create a committee to develop next year's SPSA using feedback on current actions as well as suggestions to modify or add additional actions. SSC feedback from our February meeting include ensuring students have working technology and tech support for computer issues, continue using computers and online platforms when in a hybrid model, and continue to regularly send progress reports.

**2 ELAC:**

ELAC is consolidated with SSC

**3 Staff:**

The SPSA was reviewed and discussed during a Teams meeting on February 22. The feedback and suggestions include keeping most of our current actions and expenditures. Actions to consider adding include mailing deficiency notices to parents, having HSL to provide a workshop/training for parents on Atlas/Edu Text, additional time for SPED department to collaborate with coteachers, and find additional ways to communicate with parents

### 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, Quarterly Deficiency notices mailed to parents for students with D/F grades.

**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 counselors, agendas, tutoring time, Tier 2 teacher support (SSP) to increase student positive academic habits
- Use of Student Achievement Center (SAC) after school to provide additional support for students that are struggling

- Specialized courses such as Young Men's and Young Women's Alliance to act as additional support for at risk students
- Provide studytrips such as to colleges and universities so students can envision a different future for themselves, learn about the academic and extracurricular options and demystify misconceptions about college
- 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 Health Academy at Roosevelt High School or Doctor's Academy at Sunnyside High School. Partnership may include elective course, embedded curriculum in science course, guest speakers, after school and weekend workshops, and field trips
- 7<sup>th</sup> Grade Transition activities including Move Up Day or other materials supplies support for incoming students.
- Student incentives to support academic growth improvement and success.

#### Specify enhanced services for EL students:

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- 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:

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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 underperforming. Conference with counselors will include grade, assessment, engagement and attendance data.
- Expand Success Periods with consistent implementation plan utilizing assessment data to prioritize instructional focus
- SWD will receive additional instruction on social emotional learning and social skills during Success Periods.
- Use of Saturday Academy to target identified students

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Direct-Graph			: Direct Graphics - G1A1-3, G2A1, G3A1	1,500.00
G2A1	LCFF: EL	Instruction	Direct Trans			: Study trips G1A3, G2A1, G3A1	3,435.00

**\$4,935.00**

**Goal 3 - STUDENTS: Increase student engagement in their school and community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		15.53 %	2020-2021	13.53 %
Suspensions students with 1 or more		0.21 %	2020-2021	0.21 %
Suspensions students with 1 or more (Homeless)		0 %	2020-2021	0 %
Chronic Absenteeism (African American)		32.56 %	2020-2021	30.56 %
Suspensions students with 1 or more (African American)		2.17 %	2020-2021	2.17 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**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 incentives to encourage attendance and participation in Sequoia's diverse academic and Goal 2 opportunities. Saturday Academy is used to target students with attendance rates below 96%.

**Chronic Absenteeism (African American)**

32.6% which increased by 25.1%

**Suspensions students with 1 or more**

0.0% which decreased 6.5%

**Suspensions students with 1 or more (African American)**

Of the two suspensions that have occurred this school year, one student was African American

**Suspensions students with 1 or more (Homeless)**

We currently have no homeless students this school year.

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

**Chronic Absenteeism**

Our attendance rates decreased by almost 2% compared to last year with students that were chronically absent in the 2019-2020 school year, which was up 0.1% from the previous year, according to the California Dashboard. Currently, 15.5% of our student population (100 students) have been absent this school year. Our goal is to decrease our percentage of chronically absent students to 13.5% by year-end. Although Saturday Academy was excluded this year as an intervention to make up days, it is an option that works great with attendance. We continuously 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, student one-on-one 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.

**Suspensions students with 1 or more**

Since being in distance learning for a large part of this year, there have only been two suspensions. All personnel at our site has amped the amount of communication with student and the building of relationships has improved significantly

**Suspensions students with 1 or more (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.

**Suspensions students with 1 or more (Homeless)**

We currently have no homeless students this school year.

**Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

Due to distance learning, funds were moved from teacher supplemental, study trips, and substitutes to equipment, supplies and materials to meet the needs of student cohorts, on campus testing and remote learning.

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

**MTSS Academic:**

Tier1: Goal 1 Actions 1-3

- Continue developments 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
- Continue to expand usage of Edcite for common formative assessment data to monitor student learning of the Standard Instructional Program and inform instructional responses to the data
- Develop ways to effectively use iReady including additional training on using diagnostic data as well as how to best utilize MyPath, Standards Mastery and teacher assigned lessons
- Increase our site use of FIAB/IAB assessments 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

- If on campus, continue Success Periods (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
- GLA to target identified students for attendance intervention and academic support.
- If on campus, reinstitute Saturday Academy

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 3 Actions 1-3

- Refine and improve discipline practices (both admin and classroom practices)

Tier 2: Goal 3 Actions 1-3

- Develop ways to utilize Success Periods to support at risk behavior students
- GLA to target identified for attendance intervention and behavior support.
- If on campus, reinstitute Saturday Academy

Tier 3: Goal 3 Actions 1-3

- 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 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

**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:

The SPSA is reviewed and discussed during SSC meetings. During the December SSC meeting, the council voted to create a committee to develop next year's SPSA using feedback on current actions as well as suggestions to modify or add additional actions. SSC feedback from our February meeting include: continue opportunities for student involvement in community activities, continue teaching time management and study skills, continue behavior supports for students, provide ways for students to make up attendance (Saturday Academy), incentives for improved attendance, and having teachers recorded lessons available for absent students.

**2** ELAC:

ELAC is consolidated with SSC.

**3** Staff:

The SPSA was reviewed and discussed during a Teams meeting on February 22. The feedback and suggestions include keeping most of our current actions and expenditures. Actions to consider adding include: increase community service opportunities as part the various ways Sequoia encourages students to Get Involved in Something Positive, have one on one sessions to support SEL through Teams, Resource Counselor to continue to support students through Teams and have access to asynchronous work assigned, additional collaboration time with for teachers with common students, effective use of transition, build relationships early with incoming 6th grade students (cohorts based on attendance), incentives for improved attendance, opportunities for students to make up attendance.

### 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. Culture and Climate team will monitor involvement quarterly and plan for increased participation and effectiveness of all Goal 2 activities.

Owner(s):

GLA VP, Teachers/Coaches, Culture and Climate Team, School Psychologist  
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. (if permitted by FCOHHS)

- 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.
- Materials/Supplies/Equipment as needed to support Culture and Climate actions during on campus/hybrid instruction
- Incentives/assemblies to encourage Goal 2 participation
- Conference, fees, and subs to support school programs
- As funds are available, increase the number of athletic team sports, extra curricular clubs, academic competition teams, performing arts and community service so that more students are able to participate. 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, Foster Youth, 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. VP will work closely with Department of Prevention and Intervention Social Worker to monitor engagement of Foster Youth and Homeless students.

## Action 2

**Title:** Attendance

Action Details:

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

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



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

- Daily monitoring of absent students
- Weekly monitoring of ATLAS attendance reports, SQII indicators
- Bi-Weekly use of A2 Attendance system and conferences to monitor chronically absent students this will be done virtually or in-person
- Monthly attendance report cards given to students and parents.

Owner(s):

Vice Principal, GLA, HSL, Attendance Clerk, Teachers, RCA, Academic Counselors

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 monthly with learning around the importance of attendance
- Staff will meet, at minimum, once a month with all chronically absent students
- VP, GLA, Resource Counseling Assistant, and Teaching Fellow(s) will meet one-on-one on an ongoing basis with students who are not showing improvement
- Incentives and recognition for students with high attendance and improving attendance
- Spanish HSL for parent outreach and home visits
- Materials and supplies for incentives, recognition for attendance purposes
- Student agendas

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 CADashboard 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 and front office attendance clerk 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
- conduct bi-weekly conference (in-person or virtual) with families whos students are identified as chronic attendance students
- GLA will work closely with Department of Prevention and Intervention Social Worker to monitor engagement of Foster Youth and Homeless students.

### Action 3

**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, Culture and Climate Team will do quarterly cycles of review on suspension data.

Owner(s):

Culture and Climate Team, RCA, Admin, TST

Timeline:

Weekly-admin discipline meetings

Monthly-Culture and Climate meetings

Quarterly-School Site Council

Regular -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 Clinical School Social Worker
- Resource Counseling Assistants and Teaching Fellow(s) to offer and case manage both small group and individual behavior supports for students. Behavior contracts, incentives and check-ins will all be used.
- Resource Counseling Assistants and Teaching Fellow(s) 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.
- Transition class to utilize Microsoft Teams to provide asynchronous coursework for assigned students. Continue with learning via simultaneous teaching, while in Transition classroom
- Supplemental contracts for Culture and Climate 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, Foster Youth, 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, Foster Youth, 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
- Targeted Support Team (TST) - 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, Foster Youth, homeless, and SWD student groups.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Study Trips G1A1, G2A1, G3A1	3,500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	G3A3, also G2A1, G5A1	50,559.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	G5A1	19,668.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental G3A2 G5A1	6,500.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Classified Supplemental G3A2-3	3,500.00

**\$83,727.00**

**Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		89.19 %	2019-2020	92.19 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

Site Staff Surveys will inform Sequoia on best practices with retention and recruitment. Establishing structures to increase staff participation in the leadership and decision making process of the campus. These structures include Instructional Leadership Team (ILT), Culture and Climate Team (CCT), and Technology Lead Teachers (TLT), School Site Council (SSC) and Targeted Support Team (TST). These structures will include nearly half the teachers on the campus in a defined leadership role.

**Staff Survey – Overall Positive in Belonging Domain**

Sequoia has a high percentage of positive staff belonging. The staff at Sequoia are intentional about building and maintaining positive relationships with each other which is developed, implemented and supported through our Culture and Climate Team.

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

**Staff Goal - Site Defined**

- There is a persistent and ongoing need to add teachers and staff that more closely match the demographics of our school.
- Continue to explore ways to recruit and retain teachers reflecting the community we serve.

**Staff Survey – Overall Positive in Belonging Domain**

We had nearly 90% of teachers respond that the atmosphere at Sequoia is supportive and promotes belonging. We want to reach 100% if possible.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

N/A

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Sequoia will continue to strive to meet our mission of "Developing creative and critical thinkers who are challenged to reach their highest potential - students and teachers alike." We will continue to explore culturally proficient practices to recruit and retain staff that reflect the diversity of the community we serve. This includes learning about the diverse cultures of our staff, seeking out diverse candidates from our community and local high school,

colleges, universities/Teaching Fellows, and providing opportunities for our students to learn about and pursue a career at Sequoia/Fresno Unified. It is important for students to participate in a diverse middle school experience to see and know that individuals from varied racial and ethnic backgrounds can and do have the potential and desire to excel in the workplace. We are focused on cultivating new ideas while creating an environment that embraces equitable practices and relationship building with all staff which is developed, implemented and supported by our Culture and Climate Team. Involving multiple leadership teams to increase teacher and staff participation. These groups include ILT, CCT, TST, TLT, and SSC. In total more than half of all teachers are involved in at least one of these leadership groups, thus involving more in the campus leadership structures. All teachers are engaged in the decision making and implementation process through their Professional Learning Communities (PLC). Another key to recruiting qualified and diverse staff has been to welcome a large number of student teachers onto our campus to work with our many qualified master teachers. This allows us to both help develop talented professionals for FUSD classrooms, but also to hire strong candidates that match the needs of the campus. In the past several years 3 Sequoia student teachers have been hired as full time teachers.

**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:**

The SPSA is reviewed and discussed during SSC meetings. During the December SSC meeting, the council voted to create a committee to develop next year's SPSA using feedback on current actions as well as suggestions to modify or add additional actions. There was no feedback given on this particular action.

**2 ELAC:**

ELAC is consolidated with SSC.

**3 Staff:**

The SPSA was reviewed and discussed during a whole staff meeting on February 22. Staff completed a survey that asked for their ideas on ways to recruit and retain teachers that reflect the diversity of Sequoia's student population. The feedback includes: creating programs that help increase student interest in education, continue to recruit and hire local graduates who are part of our community, provide mentorship opportunities, job fairs, build and foster relationships with university partners, host student teachers in our classrooms, and continue cultural proficiency training.

## Action 1

**Title:** Staff Culture and Climate

### Action Details:

Sequoia will continue to explore culturally proficient practices to recruit and retain staff that reflect the diversity of the community we serve. This includes learning about the diverse cultures of our staff, seeking out diverse candidates from our community and local high school, colleges, universities/Teaching Fellows, and providing opportunities for our students to learn about and pursue a career with Sequoia/Fresno Unified. It is important for students to participate in a diverse middle school experience to see and know that individuals from varied racial and ethnic backgrounds can and do have the potential and desire to excel in the workplace. A key to recruiting qualified and diverse staff at Sequoia has been to welcome a large number of student teachers onto our campus to work with our many qualified master teachers. This allows us to both help develop talented professionals for FUSD classrooms, but also to hire strong candidates that match the needs of the Sequoia student body. In the past three years, three Sequoia student teachers have been hired as full time teachers. A key to retaining staff has been efforts to establish structures to increase staff participation in the leadership and decision making processes on the campus. These structures include Instructional Leadership Team (ILT), Culture and Climate Team (CCT), and Technology Lead Teachers (TLT), School Site Council (SSC) and Targeted Support Team (TST). In total more than half of all teachers are involved in at least one of these leadership groups, thus involving more in the campus leadership structures. All teachers are engaged in the decision making and implementation process through their Professional Learning Communities (PLC). Lastly, we help to retain teachers and staff as we promote self care and social emotional supports for staff through site and district resources.

**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

Annual Sequoia Survey on Retention/Recruitment-site created

Annual Staff Culture and Climate Survey-FUSD created and administered at site

Annual Student Culture and Climate Survey-FUSD created and administered at site

Cultural Proficiency Training completion

Culture and Climate Meetings held monthly when school is in full session

#### Owner(s):

Principal, VPs, GLA, Academic Counselors, Culture and Climate Team

#### Timeline:

Completed annually

Revisited before and after Cultural Proficiency Trainings and Culture and Climate meetings

#### Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Continue year 2 Cultural Proficiency professional learning on the essential elements of assessing culture, valuing diversity, managing the dynamics of difference, adapting to diversity and institutionalizing cultural knowledge
- School Psychologist and school social worker will provide development opportunities related to self-care, refining teacher practices with diverse populations
- Learning opportunities for staff and students relating to diverse cultures through the Culture and Climate Team
- Admin provides regular opportunities for teachers to provide voice and receive feedback through instructional support as well as regular one-on-one and PLC discussions between admin and teaching staff
- Academic Counselors will provide career exploration and counseling for students assisted by teachers through advisory lessons
- Materials/Supplies/Equipment as needed to support Culture and Climate actions during on campus and/or hybrid instruction
- Provide follow up with diverse Teaching Fellows, student teachers regarding their experiences at Sequoia and potential job openings
- Schedule guest speakers, online conferences on recruiting and retaining diverse staff

#### Specify Professional Development or Staff Services to support EL students:

- Teachers trained and supported in use of ELD standards and framework to increase planning of effective language acquisition lessons and strategies to address the needs of EL students
- Continued work with FUSD EL Services for coaching, professional learning and support of teachers and admin in developing a strong EL instructional program
- Use of Targeted Support Team (TST) to support all identified students through teacher referral process
- School Psychologist will provide guidance in MTSS structures
- If possible, invite Roosevelt students interested in education to provide guided interventions with identified students
- Include options to explore careers at Sequoia/Fresno Unified through Advisory, clubs, academic counseling, career fair, before/after school activities as available

#### Specify Professional Development or Staff Services to support low-performing student groups:

- Resource Counseling Assistant to assist low performing students
- School Psychologist will provide guidance in MTSS structures
- Specialized courses such as Young Men's/Young Women's Alliance classes to support social emotional/academic/cultural development
- Use of Targeted Support Team (TST) to support all identified students through teacher referral process
- Include options to explore careers at Sequoia/Fresno Unified through Advisory, clubs, academic counseling, career fair, before/after school activities

**Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		97.29 %	2019-2020	100 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

We continue to value and promote parent connectedness. We have over 97% of our parents reporting that they feel respected and welcomed. We have had to shift how we work with parents based on the closure of our schools. We are holding on line meetings, making more phone calls and home visits to families, holding drive through curriculum and academic awards and promoting increased communication between teachers and parents through teacher caseloads.

**Parent Survey - Respected and welcomed**

We continue to value and promote parent connectedness. We have over 97% of our parents reporting that they feel respected and welcomed. We have had to shift how we work with parents based on the closure of our schools. We are holding on line meetings, making more phone calls and home visits to families, holding drive through curriculum and academic awards and promoting increased communication between teachers and parents through teacher caseloads.

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

**Family Goal - Site Defined**

Resources are distributed with equity for all parents and students. There are increased parent to school connection opportunities for our SPED students through the IEP process. Increased efforts have been made to connect with our AA students and families through their work with the A4 office of FUSD. Efforts have been very challenging during the pandemic.

**Parent Survey - Respected and welcomed**

Resources are distributed with equity for all parents and students. There are increased parent to school connection opportunities for our SPED students through the IEP process. Increased efforts have been made to connect with our AA students and families through their work with the A4 office of FUSD. Efforts have been very challenging during the pandemic.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This year has been a major shift in how we connect with parents and families, as all parent meetings whether that be through coffee hours, Title 1 parent meeting, or Parent University have shifted to on-line. We have had as many as 65 parents attend a meeting, but average between 15-20. We are also connecting with parents through additional phone calling especially as it relates to attendance and grades. Students that have poor attendance or D/F grades are assigned a MTSS interventionist who makes regular contact with the student and family. Teachers have also been assigned a caseload of families with whom to focus communication. Drive through events have been held quarterly to distribute materials and supplies and as well as events to recognize students for academic awards.

We also hired a new HSL this year with our past HSL being promoting to a similar position at the high school level with more hours. We have worked to bring the new HSL into the community and connect her to parents and staff.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

With the hope that school will return to more in person, we are hopeful that parent involvement will have a stronger in person component as well. With that said, we know that parent involvement will look different for the foreseeable future. We plan to continue to utilize virtual means for facilitating parent involvement. This will include holding meetings at multiple times in the day to accommodate more working parents. We want to better track parent attendance to see how our actions are effecting parent attendance and engagement.

**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:**

The SPSA is reviewed and discussed during SSC meetings. During the December SSC meeting, the council voted to create a committee to develop next year's SPSA using feedback on current actions as well as suggestions to modify or add additional actions. SSC feedback from our February meeting include: using TalkingPoints to communicate with parents via text messages and increase ways to support parents being more involved in their child's/children's daily work.

**2 ELAC:**

ELAC is consolidated with SSC.

**3 Staff:**

The SPSA was reviewed and discussed during a Teams meeting on February 22. The feedback and suggestions include keeping most of our current actions and expenditures. Actions to consider adding: incentives for parent participation (useful rewards that support student learning: pencils, paper, backpacks, etc), provide parent awards for 3 quarters with the 4th quarter being the Parent of the Year event, increase involvement with teachers, staff, officer to promote year long relationships and keep the parent center momentum going for the hybrid school model with virtual parent meetings at times that increase participation.

### Action 1

**Title:** Parent Outreach and Communication

**Action Details:**

Implement a comprehensive parent communication and outreach program to develop greater parent/ guardian attendance at school sponsored events resulting in increased parent involvement. Work with parents/guardians to support their understanding of the middle school system and support them as their students transition to high school so they can better support their students social emotional and academic success. Involve various community member and organizations so they can provide resources and information on relevant topics to parents/guardians.

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

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



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

Parent attendance throughout the school year at parent meetings, parent teacher conferences, parent trainings and school events

Responses on the annual FUSD parent survey as well as site created surveys

Owner(s):

Principal, VP, GLA, Counselor

Timeline:

Events throughout the year

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- 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
- Distribute testing calendar to inform parents
- Interim Assessment, SBAC, and PSAT results shared with students and parents
- Use of High School Readiness report cards to communicate progress on grades, attendance and District
- SSC/ELAC
- Parent Meetings – monthly to inform parents on high school readiness, Atlas use, supporting middle school students success
- Parent Conferences will be scheduled 3 times a year. 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 monitor their child's progress report and grades (Atlas, Edutext, Progress Reports)
- Communication plan developed and implemented to provide parents on-going information about cocurricular and FUSD goal 2 activities
- Parent volunteers recruited and encouraged to participate in support of co-curricular activities
- 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
- 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 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 efforts
- Translation/babysitting services as needed 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
- Extra time, as needed, for classified staff to help parents with school engagement
- HSL mileage

Specify Direct Service and Opportunities for parents and families to support EL students:

- Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.
- HSL to create parent advocacy group and educate parents on how to strengthen the school community
- Social emotional support through Clinical School Social Worker
- Extra time contracts for babysitting and interpreting for school events and 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)

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

HSL outreach, home visits and related services to families of Homeless, Students with Disabilities and African American and Foster Youth students to encourage academic improvement and 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, Parent conferences when students are suspended and Targeted Support Team (TST) to refine and improve practice and integration with teaching staff

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0417 Sequoia Middle School (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation G5A1 ** NO FOOD OR INCENTIVES **	2,631.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease G3A1, G5A1	8,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies Parent Participation G5A1	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating G5A1	3,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies - Parent Involvement G5A1, G3A1	3,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileage			: HSL Mileage G3A3, G5A1	1,000.00

**\$18,131.00**

# 2021-2022 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, G3A1 ** NO IEPS **	36,815.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G3A1-3, G5A1-2 ** NO FOOD OR INCENTIVES **	6,616.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Equipment G1A1-3	17,787.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1-3	18,843.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes G1A1-3, G3A1	13,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental G1A1-2, G3A1-3	62,409.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies G1A1-3, G2A1, G3A1-3, G4A1	12,736.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Equipment G1A1-3	25,724.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : ELA/Math and SEL Teaching Fellows G1A1-3, G2A1, G3A3	69,932.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials/Supplies G1A1-3, G2A1, G3A1-3, G4A1	2,680.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance G1A1-3	1,500.00
G1A2	One-Time School	Instruction	Nc-Equipment			: Equipment G1A1-3	15,000.00
G1A3	Sup & Conc	Instruction	Travel			Travel/Conference G1A1-3, G3A1	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Substitutes G1A1-3, G3A1	5,858.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors G1A3	2,999.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,236.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies G1A1-3 G2A1, G3A1-3,	4,667.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment G1A1-3	4,301.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1-3	29,063.00
G2A1	Title 1 Basic	Instruction	Direct-Graph			: Direct Graphics - G1A1-3, G2A1, G3A1	1,500.00
G2A1	LCFF: EL	Instruction	Direct Trans			: Study trips G1A3, G2A1, G3A1	3,435.00
G3A1	Sup & Conc	Instruction	Direct Trans			Study Trips G1A1, G2A1, G3A1	3,500.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.7500	G3A3, also G2A1, G5A1	50,559.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	G5A1	19,668.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext			Classified Supplemental G3A2 G5A1	6,500.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ext			Classified Supplemental G3A2-3	3,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation G5A1 ** NO FOOD OR INCENTIVES **	2,631.00
G5A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease G3A1, G5A1	8,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies Parent Participation G5A1	500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Babysitting/Translating G5A1	3,000.00

G5A1	LCFF: EL	Parent Participation	Mat & Supp	Materials/Supplies - Parent Involvement G5A1, G3A1	3,000.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileage	: HSL Mileage G3A3, G5A1	1,000.00

\$459,959.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$84,192.00
Sup & Conc	7090	\$256,360.00
LCFF: EL	7091	\$101,727.00
One-Time School	7099	\$17,680.00
<b>Grand Total</b>		<b>\$459,959.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$353,166.00
G2 - Expand student-centered and real-world learning experiences	\$4,935.00
G3 - Increase student engagement in their school and community	\$83,727.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$18,131.00
<b>Grand Total</b>	<b>\$459,959.00</b>