Sequoia Middle School

10621666057335

Principal's Name: Matt Ward

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

2016 - 2017 SPSA Needs Assessment

SCHOOL : [Sequoia ▼] [Select]

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Middle	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	14/17	40.45 %
☑	Middle	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	14/17	37.52 %
☑	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	10/17	79.7 %
☑	Middle	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	10/17	18.78 %
☑	Middle	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	9/17	11.04 %
☑	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	9/17	88.96 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Middle	EL	4- LTEL Redesignation	4774	Number and percentage of Long Term English Learner students	13/17	21.05

		Redesignation	Rate		redesignated		%
☐	Middle	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	12/17	39.34 %
☑	Middle	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	9/16	37.75 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☐	Middle	High School Readiness	1- EIIS Red Zone Rate	6643	Number and percentage of K-12th grade students meeting all 3 EIIS Red Zone (or higher) criteria	6/17	4.12 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	9/17	16.6 %
☑	Middle	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	9/17	15.25 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
☑	Middle	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively	15/17	29.97 %

disproportionately represented

☐	Middle	Student Engagement	1- Opportunity Index	[5946](#)	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	11/17	3.24 %

Instructional Superintendent Approval : ○ No ◉ Yes | Approval Date : 02/22/2016

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain ■ *Rates*	**1. Academic – Performance/Growth/ Completion/Retention/Graduation**	□	**2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates**	□	**3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates**

Action # 1	*Detail the action:* Sequoia will implement a comprehensive reading program, with an emphasis on students showing growth on the ELA SBAC, as well as on Common Assessments and District assessments. Sequoia will implement school-wide reading comprehension 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. Furthermore, we will continue to implement the Priority Action plan created in conjunction with Lindbergh Middle School of LBSD, specifically increasing academic language use across the curriculum, including the use of spoken academic language in classroom discussions.

SQII Element: ELA (SBAC)	*SQII Sub-element(s):* 2-Standard Met/Exceeded (5926)	*Site Growth Target:* Increase % of students meeting/exceeding standard in ELA to 23%	*Vendor (contracted services)* Teaching Fellows Newsela

□ New	■ Action On-going	*Reasoning:* ■ Data	□ Research-based	□ Local Knowledge/Context

Write a SMART Goal to address each data point:
By the end of 2016-17 45% or less of all Sequoia students will score standard not met. (Currently 49% of all students are standard not met)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) • DRP results from 2 administrations • District Interim Assessment • Use of reading growth tracked on Newsela • Common formative assessments that utilize the item descriptors from SBAC, written and administered by ACs • Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback.	*Owner(s)* Principal/VP/GLA PLUS teachers/ all teachers	*Timeline* DRP reading assessment administered twice a year, Interim district assessment three times a year, and Common Assessments given on an ongoing basis.

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Distribute testing calendar to inform parents
• DRP Progress Reports w/Parent Tips
• Parent Conferences

Describe related professional learning:

- Training will be planned and monitored throughout school year for reading comprehension strategies. Training will be led by admin, teachers and coordinated by Resource Reading Teacher .49.
- Deepen implementation of school wide common instructional programs:
  - SMS Close Reading Steps
  - Class Discussion Norms
  - The Lumberjack Way Note Taking
  - Writing Process
  - KUD (Know, Understand, Do)
  - Text Deconstruction
  - Seven Step Vocabulary
- Writing formative/summative assessments that align with SBAC rigor
- Use new ELA Framework and deconstructed standards to plan effective lessons to increase learning
- Accountable communities will regularly analyze results from common assessments with a focus on reading comprehension to calibrate for rigor, complex tasks and complex texts
- Professional learning on how to best use tutors and SPED aides to differentiate instruction for struggling readers
- Professional learning around how to use blended learning and technology to aide in assessing student reading levels and also giving students on-going technology assisted learning
- Deconstructing and Reconstructing texts to increase comprehension of complex fiction and nonfiction texts
- Accountable communities will regularly analyze results from common assessments with opportunities to calibrate for rigor, complex tasks and complex texts including teacher/administrator data review
- Extra pay and release time for teachers to plan and facilitate professional learning
- Professional books for staff book study on reading/literacy across curriculum

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Teaching Fellows tutors to provide one on one reading intervention and small group instruction
- Flexible grouping to deepen and extend learning
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement
- Lessons with emphasis on school wide instructional strategies (listed above in teacher section)
- Access to equipment, materials and software to further access to reading (i.e. Newsela software, Moby Max software for SPED students)

Specify additional targeted actions for EL students:
- 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. Example: EL Academy before DRP testing
- Access to equipment and software (i.e. Rosetta Stone)

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts/staff development	5,813
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts/intervention	11,624
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts/staff development	9,847
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts/staff development salary savings (teacher position)	16,851
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows	14,000
1	1	Sup & Conc	Instruction	Materials & Supplies				materials and supplies	1,000
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Equipment/technology	2,500
								Total	$61,635

Domain	▮ Rates	*1. Academic – Performance/Growth/ Completion/Retention/Graduation*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 2	*Detail the action:* Sequoia will implement a comprehensive reading support and intervention program, with an emphasis on students showing growth on the ELA SBAC, as well as decreasing the number of students scoring significantly below grade level on the all District and State ELA assessments. Sequoia will implement school-wide reading comprehension strategies across all classes with a focus on ELA, history and science. Supports will also be implemented to intervene with struggling readers. Furthermore, we will continue to implement the Priority Action plan created in conjunction

	with Lindbergh Middle School of LBSD, specifically increasing academic language use across the curriculum, including the use of spoken academic language in classroom discussions.		
SQII Element: ELA (SBAC)	*SQII Sub-element(s):* Standard Not Met/Nearly Met (6142)	*Site Growth Target:* Decreased number of students not meeting by 5%	*Vendor (contracted services)* Teaching Fellows Newsela, MobyMax

☐ *New Action*　■ *On-going*　|　*Reasoning:*　■　*Data*　☐　*Research-based*　☐　*Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the end of 2016-17, 22% of students will score Standard Met/Exceeded on the ELA SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) • DRP results from 2 administrations • District Interim Assessment • Common assessments that utilize the item descriptors from SBAC to align assessments with EOY testing • Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback.	*Owner(s)* Principal/VP/GLA/PLUS teachers/teachers	*Timeline* DRP reading assessment administered twice a year, and Interim District Assessment twice a year, Common Assessments once a quarter.

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Distribute testing calendar to inform parents
• DRP/SBAC Progress Reports w/Parent Tips
• Use of High School Readiness report cards to communicate progress on grades, attendance and DRP levels-with goal statements for level
• Parent Conferences
• Translation/babysitting services as needed

Describe related professional learning:
• Training will be planned and monitored throughout school year for reading comprehension strategies.
• Deepen implementation of school wide common instructional programs:
   o SMS Close Reading Steps
   o Class Discussion Norms
   o The Lumberjack Way Note Taking
   o Writing Process
   o KUD (Know, Understand, Do)
   o Text Deconstruction
   o Seven Step Vocabulary
• Accountable communities will regularly analyze results from common assessments with a focus on reading comprehension. ACs will also focus on enrichment and extension lessons and activities for students that are performing at or near grade level

- Professional learning around how to use blended learning and technology to aid in assessing student reading levels and also giving students on-going technology assisted learning
- Deconstructing and Reconstructing texts to increase comprehension of complex fiction and nonfiction texts
- Accountable communities will regularly analyze results from common assessments with opportunities to calibrate for rigor, complex tasks and complex texts
- Admin will work alongside teachers in process of calibrating tasks and student work
- Extra pay and release time for teachers to plan and facilitate professional learning

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- All students will be instructed in specific reading strategies to increase reading across their science, history and ELA classes
- Teaching Fellows tutors to provide one on one reading intervention and small group instruction
- Reading of complex text in these courses will occur on a daily basis in conjunction with complex literary tasks. Tasks will be calibrated through ILT and through sharing of student work at AC and iPL meetings
- All students will have a PLUS class in which they are using the blended learning curriculum to receive differentiated instruction based on identified needs as well as to increase students' computer proficiency, computer use as a tool of learning, and responsible computer usage
- Supplemental contracts for extra time or work during non-duty hours including on site coaching, enrichment and extension before, during, or after school
- AC Teams/teachers release time and extra pay for collaboration, analysis, scope and sequence, assessment planning and rubric development
- Professional books for staff book study on reading/literacy across curriculum
- Software/site licenses to support student reading and assessment program
- Classroom materials supplies, and incentives to support reading program
- Computers, equipment including tablets, printers, carts, and accessories as needed to support reading and ELA program

Specify additional targeted actions for EL students:
Targeted reading instruction for EL students who meet CELDT criteria for redesignation.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contract Staff Development	5,813
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Intervention	1,163

2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries			Supplemental Intervention	9,201
2	1	Sup & Conc	Instruction	Non Capitalized Equipment			equipment	2,500
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment			Equipment	3,082
2	1	Title 1 Basic	Instruction	Materials & Supplies			Materials and supplies	2,231
2	1	Title 1 Basic	Instruction	Materials & Supplies			Professional Book Study	2,000
2	1	Sup & Conc	Instruction	Materials & Supplies			materials and supplies	1,943
							Total	$27,933

Domain	■	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 3	*Detail the action:* Sequoia will implement a comprehensive math program to increase the number of students scoring meet or exceeding standards. Students will be instructed in a manner that prepares them for success in future math classes, building the conceptual knowledge necessary for later success.

SQII Element: Math SBAC	*SQII Sub-element(s):* Standard Met/Exceeded *(6169)*	*Site Growth Target*: 15% meeting/exceeding standards	*Vendor (contracted services)* Teaching Fellows Tenmarks

☐ *New Action* ■ *On-going*	*Reasoning:* ■ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point: The number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC in 2014-2015 was 12%. By the end of 2016-2017 school year, 15% of the students will score Standard Met or Standard Exceeded on the math SBAC.

The number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC in 2014-2015 was 88.96%. By the end of the 2016-2017 school year, 85.96% of the students will score Standard Not Met or Standard Nearly Met on the math SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* • D and F grades by quarter • District Interim Assessments • Site based, created and administered common formative assessments • Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback.	*Owner(s)* Principal/VP Math Teachers	*Timeline* Bi-weekly common formative assessments Unit tests given on Tenmarks platform Progress Reports twice/month District Interim twice/year

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Parents will monitor their child's progress report and grades (Atlas, Edutext, Progress Reports)
• Parent-teacher conferences held at least 3 times a year to increase parent teacher interaction and discussion
• Parent University classes for parents about supporting students as they transition to middle school and high school

Describe related professional learning: Math teachers will continue to attend professional learning on and off site. They will continue to implement CCSS and best practices that will help students excel mathematically.
• Extra pay and release time for teachers to plan and facilitate professional learning for math teachers
• Teachers will use the HMH Go Math! Curriculum to plan for the highest quality first time instruction
• Teachers will continue to learn and implement the 8 mathematical practices with a focus on the CA Standards for math
• Professional learning on helping students become more independent thinkers so that they can do more of the thinking of the lesson
• Learning on best uses of blended learning in the math classroom and how to provide differentiation for all learners, especially those that are excelling and are in need of extension or enrichment

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 moving to DOK 2-3 when appropriate.
• PLUS Team will continue to support all students through coordinated modules with appropriate differentiation/rigor and shifts in practice to support literacy foci within Scope and Sequence.
• PLUS flexible grouping with math teachers to support and extend student learning.
• SpEd/General Ed teacher co-teaching in math to assist with differentiation and access to academic content.
• SAC program after school where students receive targeted assistance from their math teachers to increase learning and achievement.
• 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 additional targeted actions for EL students:

EL focus within PLUS groups.									
Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Intervention	11,624
3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental Intervention	8,137
								Total	$19,761

Domain	■	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 4	*Detail the action:* Sequoia will implement a comprehensive math program to reduce the number of D and F grades in Math and decrease the number of students scoring not meeting/nearly meeting standards.

SQII Element: Math SBAC	*SQII Sub-element(s):* Standard Not Met/Nearly Met (6160)	*Site Growth Target:* 85% or less not meeting standards No more than 60% will be not meeting standards 5% decrease in students earning D and F grades	*Vendor (contracted services)* Teaching Fellows Tenmarks

☐　New Action　■　On-going	*Reasoning:*　■　Data　☐　Research-based　☐　Local Knowledge/Context

Write a SMART Goal to address each data point: By the end of the 2016-17 school year, 85% or fewer students will be not meeting/nearly meeting standards. Of those students no more than 60% will be not meeting standards.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* • D and F grades by quarter • District Interim Assessments	*Owner(s)* Principal/VP Math Teachers	*Timeline* Bi-weekly common formative assessments

• Site based, created and administered common formative assessments • Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback.	Unit tests given on Tenmarks platform Progress Reports twice/month District Interim twice/year

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Parents will monitor their child's progress report and grades (Atlas, Edutext, Progress Reports)
• Parent-teacher conferences held at least 3 times a year to increase parent teacher interaction and discussion
• Parent University classes for parents about supporting students as they transition to middle school and high school

Describe related professional learning: Math teachers will continue to attend professional learning on and off site. They will continue to implement CCSS and best practices that will help students excel mathematically.
• Extra pay and release time for teachers to plan and facilitate professional learning for math teachers
• Teachers will use the HMH Go Math! Curriculum to plan for the highest quality first time instruction as well as research based intervention instruction
• Development of Response to Intervention (RtI) system that addresses the needs of those most at risk not to be on grade level in math
• Teachers will receive professional development in the co-teaching model as well as how to best use tutors and aides in the classroom
• Professional learning on helping students become more independent thinkers so that they can do more of the thinking of the lesson
• Learning on best uses of blended learning in the math classroom and how to provide differentiation for all learners, especially those that are in need of intervention

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 moving to DOK 2-3 when appropriate
• Teaching Fellows to work as in-class and pull-out tutors for struggling students
• PLUS Team will continue to support all students through coordinated modules with appropriate differentiation/rigor and shifts in practice to support literacy foci within Scope and Sequence
• PLUS flexible grouping with math teachers to intervene with struggling math students
• SpEd/General Ed teacher co-teaching in math to assist with differentiation and access to academic content.
• SAC program after school where students receive targeted assistance from their math teachers to increase learning and achievement.
• 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 additional targeted actions for EL students:
BIA and other tutors and aides to work with students in math classes to address language needs.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget

4	1	Sup & Conc	Instruction	Materials & Supplies				materials and supplies	1,000
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				equipment	2,500
4	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Intervention	14,000
								Total	$17,500

Domain	■	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 5	Detail the action: Sequoia will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development focusing on the new ELD standards and the new ELA Framework as a guide for implementation to increase redesignation rates.

SQII Element: EL Redesignation	*SQII Sub-element(s):* LTEL Redesignation Rate 4774	*Site Growth Target: 21%*	*Vendor (contracted services)*

☐ *New Action*	■ *On-going*	*Reasoning:*	■ *Data*	☐ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
Sequoia's number and percentage of Long Term English Learners will increase 5% to 25.05%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)	*Owner(s)*	*Timeline*
• CELDT score analysis including targeting students for interventions and/or flexible grouping with PLUS. • 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.	Principal/VP/PLUS teachers/teachers	Staff professional learning will begin in August of 2016 and will continue through EOY

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Notification of student CELDT Scores
• Parent Conferences by semester
• Parent Meetings – monthly
• Translation/babysitting services as needed

Describe related professional learning:

- Training will be planned and monitored throughout school year on Reading, Writing, Listening, and Speaking.
- Accountable communities will regularly analyze results from CELDT and common assessments with a focus on EL students
- Professional Learning around ways to increase language production (speaking, writing)
- Continue training on new ELD Standards implementation with a focus on integrated ELD in core content areas
- Resource Teacher (0.49 FTE) will support and assist teachers and staff with professional development, progress monitoring, and intervention opportunities for EL students
- Subs for professional development and conferences
- Extra pay and release time for teachers to plan and facilitate professional learning
- Supplemental pay contracts for extra time or work during non-duty hours including on site coaching, enrichment and interventions before, during and after school

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Intervention opportunities and/or flexible grouping for identified students
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement
- Designated and Integrated ELD instruction for English Learners. (see EL Plan)
- CELDT chats to assist with goal setting for increased performance in identified domains and overall proficiency
- BIA in classes to assist students in accessing math content
- Provide materials and supplies to support student growth in Reading, Writing, Listening, and Speaking
- Software/site licenses to support the individualized needs of students to improve language acquisition and redesignation
- Computers, equipment including tablets, printers, carts, and accessories as needed to support reading program

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Resource, Reading	0.1100			11,293
5	1	EL	Instruction	Teacher-Regular Salaries	Teacher, Resource, Reading	0.3800			39,016
5	1	EL	Instruction	Materials & Supplies				materials and supplies/bilingual	3,635

5	1	EL	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Teaching Fellows	14,000
5	1	EL	Instruction	Books & Other Reference				Rosetta Stone, Moby Max	2,000
								Total	$69,944

Domain	■	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 6	*Detail the action:* Sequoia will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development focusing on the new ELD standards and the new ELA Framework as a guide for implementation to increase growth on academic and language assessments.

SQII Element: EL Redesignation	*SQII Sub-element(s):* English Proficiency Growth – 6017	*Site Growth Target:* 40%	*Vendor (contracted services)*

☐ *New Action*	■ *On-going*	*Reasoning:*	■ *Data*	☐ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
40% of all EL students will show growth on the 2016-17 CELDT. 40% of all EL students will show growth on DRP in 2016-2017.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* • CELDT data analysis • EL Redesignation Goal Setting • Accountable Community monitoring of ELs through common assessment data • DRP analysis • AC Teams/teachers for release time and extra pay for collaboration, analysis, scope and sequence, assessment planning, rubric development. • Classroom walkthroughs utilizing the FUSD Instructional Practice Guide for teacher feedback.	*Owner(s)* Principal/VP/PLUS teachers/teachers	*Timeline* Staff professional learning will begin in August of 2015 and will continue through EOY

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Parent Conferences
• Parent notification of SAC participation
• SSC/ELAC
• Parent Meetings – monthly

Describe related professional learning:
- Implementation of ELD standards and ELA Framework
- Deepen implementation of school wide common instructional programs:
    - SMS Close Reading Steps
    - Class Discussion Norms
    - The Lumberjack Way Note Taking
    - Writing Process
    - KUD (Know, Understand, Do)
    - Text Deconstruction
    - Seven Step Vocabulary
- Writing formative/summative assessments that align with SBAC rigor including AC/teacher/administrator data review
- Professional Learning around ways to effectively increase language production (speaking, writing)
- Use new ELA Framework and deconstructed standards to plan effective lessons to increase language acquisition and content knowledge
- Resource Teacher (0.49 FTE) will support and assist teachers and staff with professional development
- Extra pay and release time for teachers to plan and facilitate professional learning

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Designated and Integrated ELD instruction for English Learners. (see EL Plan)
- Engage in CELDT/DRP chats to assist with goal setting for increased performance in identified domains and overall proficiency
- Target high priority EL students who have reached one of the redesignation criteria
- Spanish for Native Speakers course for students who would benefit from developing literacy skills in Spanish to increase academic learning in other content areas to close the gap toward redesignation
- Flexible grouping coordinated between PLUS and core teachers to provide intervention and acceleration opportunities
- SAC program after school where students receive targeted assistance from their core content teachers to increase learning and achievement Supplemental pay contracts to implement programs to increase student achievement and access
- Supplemental pay contracts for extra time or work during non-duty hours including on site coaching, enrichment and interventions before, during and after school
- Resource Teacher (0.49 FTE) will utilize EL Redesignation Goal Setting for collaboration and monitoring of EL students' language development, progress toward redesignation, and action planning
- BIA support for EL students (Emerging, Expanding) in core content areas
- Supplemental pay contracts to implement programs to increase student achievement toward redesignation
- Provide materials and supplies to support student growth in Reading, Writing, Listening, and Speaking
- Software/site licenses to support the individualized needs of students to increase language acquisition and redesignation
- Computers, equipment including tablets, printers, carts, and accessories as needed to support reading program

Specify additional targeted actions for EL students:

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375			12,296
								Total	$12,296

Domain	■	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 7	*Detail the action:* Sequoia will implement a system of academic support and counseling that will maximize the number of students that meet all criteria for high school readiness per the CORE district waiver. Sequoia will implement a comprehensive academic program to reduce the number of D or F grades in ELA and Math through academically challenging and relevant lessons and modules focusing on CCSS content and literacy skills through Sequoia's Common Practices.

SQII Element: High School Readiness (6339)	*SQII Sub-element(s):* Rigorous High School Readiness Rate (6415)	*Site Growth Target:* High School Readiness rate of 58%	*Vendor (contracted services)*

■ *New Action* ☐ *On-going*	*Reasoning:* ☐ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point: The percentage of students that are meeting all four criteria for the High School Readiness (CORE waiver criteria) will reach 58% (level 10 on the SQII).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* Biweekly data checks of attendance, GPA and student grades. Weekly admin monitoring of suspensions. Biweekly progress reports to students and parents that also include data on attendance and grades. Quarterly school wide CCI with HSR as a key indicator.	*Owner(s)* Admin, academic counselor, advisory teachers	*Timeline:* First check will be done at the initial release of SQII data by CORE. At minimum monthly checks to monitor progress of students in reaching all four criteria.

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Biweekly progress reports will be given to students to share with parents
- Communication plan for parents to know when these will be distributed
- Parent meetings to focus on high school readiness criteria to educate parents about minimum benchmarks
- Parent-Teacher conferences will be held three times per year to allow opportunity for parents to learn about current status of students with relation to HSR criteria

• Parent Edutext and ATLAS use will be encouraged through all school-home communication (mail, phone, marquee, parent face to face meetings)
Describe related professional learning:
• Teachers trained by academic counselor on how to hold successful parent conferences as well as maintain contact with parents through phone and digital media
• Training for HSL to work with parents and effectively educate parents on the HSR criteria
• Training for teaching staff in effective intervention strategies both during first time instruction and following formative assessment
• Training and collaboration for ACs to plan effective intervention strategies for students failing and at risk of failing classes
• Collaboration for ACs and PLUS teachers
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
• Use of Student Achievement Center (SAC) after school to provide additional support for students that are struggling
• Use of PLUS, agendas, tutoring time to increase student positive academic habits
• Specialized courses such as Young Men's and Young Women's Alliance to act as additional support for most at risk students
• Alternative to suspension options used in discipline and behavior support process, including lunch and after school detentions and restorative justice practices to the extent possible
• Resource counseling assistant as well social emotional para educators to assist students in modifying behavior before it leads to suspension
Specify additional targeted actions for EL students:
• EL student tutorial for specific language needs
• Software purchases for reading and language acquisition software
• Materials, supplies, and equipment purchased to further support EL students proficiency gain

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	1	Sup & Conc	Attendance & Social Work Services	Classified Support- Regular	Assistant, Resrce Cnslg	0.7500		Student Responsibility Center	44,912
7	1	Sup & Conc	Instruction	Materials & Supplies				materials and supplies	1,458
7	1	Sup & Conc	Instruction	Non Capitalized Equipment				equipment	3,094
7	1	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Agendas	5,000

Total	$54,464

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	■	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 8	*Detail the action:* Implement a school wide attendance support and monitoring program that educates students and families about the importance of attendance, incentives for students with high attendance and improving attendance, and supports for students with poor attendance. A Family Learning Center sponsored by EBAYC will be assisting with the severe chronic and chronic attendance students. Outreach and trainings will be implemented through the Family Learning Center.

SQII Element: Chronic Absenteeism Rate (5942)	*SQII Sub-element(s):* Attendance Growth (5959)	*Site Growth Target:* 15%	*Vendor (contracted services)*

☐ *New Action* ■ *On-going*	*Reasoning:* ■ *Data* ☐ *Research-based* ☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the end of the 2016-2017school year, the number and percentage of students who are chronically absent (attendance rate of 90% or less) will be less than 15%, as observed by attendance data.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* • Daily monitoring of absent students • Weekly monitoring of ATLAS attendance reports, SQII indicators • Weekly use of A2A attendance system to monitor chronically • Biweekly attendance report cards given to students and parents.	*Owner(s)* EBAYC staff, Vice Principal, GLA, attendance clerk, teachers	*Timeline* On-going all year

Explain the Targeted Actions for Parent Involvement (required by Title I):
• Attendance information will be presented at all parent information meetings, orientations, Title 1 parent meeting, and throughout the school year in coffee hours
• EBAYC staff will engage parents through the Family Learning Center with specific focus on chronically absent students

Describe related professional learning:
Attendance will be addressed through monthly staff meetings, weekly staff emails, and reviewing attendance data

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
• Attendance report card given to students bi-weekly with learning around the importance of attendance
• Staff will meet at minimum once a month with all chronically absent students
• SESS, VP and counseling resource assistant will meet one-on-one on an ongoing basis with students who are not showing improvement
• Incentives and recognition for students with high attendance and improving attendance

- Spanish HSL for parent outreach and home visits
- Materials and supplies for incentives, recognitions for attendance purposes
- Student agendas

Specify additional targeted actions for EL students:
HSL will work with EL students and specifically Spanish-speaking families of students that have poor attendance.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			13,083
8	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	500
								Total	$13,583

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	■	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	☐	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 9	*Detail the action*: Implement a system of behavior support to prevent and intervene early on behalf of students that are exhibiting behaviors that may lead to suspension. Furthermore, implement a system of options that are alternatives to suspensions, keeping students on campus while learning to decrease behaviors that distract from the educational environment.

SQII Element: 847	*SQII Sub-element(s):843, 2317*	*Site Growth Target: 7%*	*Vendor (contracted services)*

☐ *New Action*	■ *On-going*	*Reasoning:*	■ *Data*	■ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
By the end of the 2015-16 school year, fewer than 7% of our students will be suspended from school. Males suspended will decrease to 10% of male students. African-American student suspensions will decrease by 10% during the 2016-17 school year. The percentage of suspensions originating in the classroom will decrease to 35%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* Weekly behavior meetings in which admin coordinates, SST meetings, monitoring weekly of SQII indicators, Safe and Civil Team will do quarterly cycles of review on suspension data.	*Owner(s)* Admin, Safe and Civil Team	*Timeline* Weekly-admin meetings SST meetings-as needed SCS CCI-quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Parent conferences when students are suspended
- Behavior contracts shared with tier 3 students and parents
- SST meetings for tier 3 behavior students
- Parent meetings and classes around child development
- Transition to middle school and high school
- Social emotional supports through SESS

Describe related professional learning:
- Safe and Civil School will lead minimum monthly meetings on behavior management, responding to misbehaviors, classroom climate building, professional development for classified staff
- CHAMPS and Discipline in the Secondary Classroom will continue to be implemented with all staff; newer staff will attend district offered training
- Safe and Civil Committee to meet regularly and at times with release days for planning and collaboration

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Alternative to suspensions including detentions, meaningful work projects, restorative justice practices where applicable
- Counseling and social emotional support through the Social Emotional Support Specialist
- Counseling resource assistant, Teaching Fellows social emotional tutors- both small group and individual behavior support
- Transition class to serve as an alternative to suspension and to teach students better coping skills and self-control strategies.

Specify additional targeted actions 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.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Behavior	7,000
								Total	$7,000

Domain	☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	■	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 10	*Detail the action:* Sequoia students will have a wide range of opportunities to engage in an art, activity, club and/or athletics that support Sequoia's Guidelines for Success: Choose to give respect to get respect, Choose to be a better person every day. Choose to get involved in something positive, and Choose to challenge yourself to work hard for success.

SQII Element: Student Engagement	*SQII Sub-element(s):* Disproportionality (5944)	*Site Growth Target:* 80% of all students will participate in at least one goal 2 activity	*Vendor (contracted services)*

☐ New Action	■ On-going	*Reasoning:*	■ Data	☐ Research-based	☐ Local Knowledge/Context

Write a SMART Goal to address each data point:
By the end of the 2016-2017 year, data will reflect 80% of students will be involved in an art, activity, club, and/or athletics.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* ATLAS engagement tool will be used to track students' engagements. Safe and Civil team will monitor involvement quarterly	*Owner(s)* GLA, VP, teachers/coaches Clubs advisor	*Timeline* Quarterly participation review

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Communication plan developed and implemented to provide parents on-going information about co-curricular and FUSD goal 2 activities.
- Parent volunteers recruited and encouraged for support of co-curricular activities

Describe related professional learning:
- Teachers will receive information and updates on various opportunities for involvement and encouraged to participate and recommend future engagement opportunities

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, after school/lunch clubs, academic competitions, cheerleading, color guard, Outdoor Club field trips, athletics and intramural sports, music, performing and visual arts, and Young Women/Men's Alliance
- Supplemental contracts for teachers to respond to student needs to support increased Goal 2 participation
- Materials and supplies to support direct services to students through Goal 2 opportunities.
- Incentives/assemblies to encourage Goal 2 participation
- Conference, travel fees, and subs to support school programs

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
10	3	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute salaries/Safe and Civil	2,284
10	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts	4,895
10	3	Sup & Conc	Instruction	Office Equipment Lease				copy machine	8,000
10	3	Title 1 Basic	Instruction	Travel				Travel conference	2,266
10	3	EL	Instruction	Travel				Travel conference	1,529
								Total	$18,974

Domain ☐	*1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates*	☐	*2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates*	■	*3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates*

Action # 11	*Detail the action:* Implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events resulting in increased parent involvement.

SQII Element: 356 Parent Survey "Parents feel welcome and respected at school"	*SQII Sub-element(s):*	*Site Growth Target:* 90%	*Vendor (contracted services)*

☐ *New Action*	■ *On-going*	*Reasoning:* ■ *Data*	☐ *Research-based*	☐ *Local Knowledge/Context*

Write a SMART Goal to address each data point:
90% of all parents will agree on the 16-17 parent survey that they are welcome and respected at Sequoia Middle School. 90% of all parents will agree that they are satisfied with their child's school.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model: *(Include all interim monitoring evidence points showing impact)* Parent attendance throughout the school year Responses on the parent survey in the spring of 2017	*Owner(s)* Principal, VP, GLA, Counselor	*Timeline* Events throughout the school year

Explain the Targeted Actions for Parent Involvement (required by Title I):
- Monthly Parent Meetings to assist parents in helping students with academics, ATLAS and related topics
- A minimum of four ELAC and four SSC meetings will be scheduled throughout the year
- A Title I Parent Meeting and Back-to-School Night will be scheduled in Aug/Sept with notification mailed home and sent home with students
- Parent Conferences will be scheduled each semester. All parents will be encouraged to attend. Teachers will target specific students and make individual home contacts requesting the importance of attending to increase academic performance
- Parents will also be invited to student celebrations and programs throughout the year; including music programs, awards assemblies, character recognition, Move Up day for elementary feeders and any other special events
- Parent University
- Home visits

Describe related professional learning:
Teachers will receive updates and information regarding parent outreach efforts and calendars

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
- Awards and incentives to encourage participation, attendance, and foster school spirit
- Assemblies and events to foster school participation and interest
- Extra time contracts for babysitting and interpreting for school events and activities
- Food for parent meetings
- Supplies for parent meeting such as mailing stamps, paper envelopes, mileage and similar items for outreach and communication
- Materials, copy machine to support parent outreach
- Incentives and awards to encourage participation and school spirit
- Assemblies to encourage participation
- HSL mileage

Specify additional targeted actions for EL students:
Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
11	3	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Involvement	1,700
11	3	EL	Parent Participation	Materials & Supplies				Parent Participation	1,000

11	3	EL	Parent Participation	Materials & Supplies				materials and supplies	3,000
11	3	EL	Attendance & Social Work Services	Local Mileage				HSL mileage	1,500
								Total	$7,200

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Sequoia - 0417

ON-SITE ALLOCATION

3010	Title I	$60,315 *
7090	LCFF Supplemental & Concentration	$158,916
7091	LCFF for English Learners	$91,059

TOTAL 2016/17 ON-SITE ALLOCATION   **$310,290**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,631
Remaining Title I funds are at the discretion of the School Site Council	$58,684
Total Title I Allocation	$60,315

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to
the school to be prioritized by the Librarian.

February 12, 2016

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0417 Sequoia Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts/staff development	9,847.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts/staff development salary savings (teacher position)	16,851.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts/staff development	5,813.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts/intervention	11,624.00
1	1	Sup & Conc	Instruction	Mat & Supp			materials and supplies	1,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Equipment/technology	2,500.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows	14,000.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Intervention	9,201.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies	2,231.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Professional Book Study	2,000.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Equipment	3,082.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract Staff Development	5,813.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Intervention	1,163.00
2	1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies	1,943.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: equipment	2,500.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Intervention	8,137.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Intervention	11,624.00
4	1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies	1,000.00
4	1	Sup & Conc	Instruction	Nc-Equipment			: equipment	2,500.00
4	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Intervention	14,000.00
5	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.110		11,293.00
5	1	EL	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.380		39,016.00
5	1	EL	Instruction	Bks & Ref			: Rosetta Stone, Moby Max	2,000.00
5	1	EL	Instruction	Mat & Supp			materials and supplies/bilingual	3,635.00
5	1	EL	Instruction	Cons Svc/Oth			Teaching Fellows : Teaching Fellows	14,000.00
6	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438		12,296.00
7	1	Title 1 Basic	Instruction	Direct-Graph			Agendas	5,000.00
7	1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies	1,458.00
7	1	Sup & Conc	Instruction	Nc-Equipment			: equipment	3,094.00
7	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	Student Responsibility Center	44,912.00
8	2	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
8	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,083.00
9	2	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Behavior	7,000.00
			Instruction	Travel				

10	3	Title 1 Basic	Instruction	Travel	: Travel conference	2,266.00
10	3	Sup & Conc	Instruction	Teacher-Subs	Substitute salaries/Safe and Civil	2,284.00
10	3	Sup & Conc	Instruction	Teacher-Supp	Supplemental contracts	4,895.00
10	3	Sup & Conc	Instruction	Off Eq Lease	copy machine	8,000.00
10	3	EL	Instruction	Travel	Travel conference	1,529.00
11	3	Title 1 Basic	Parent Participation	Mat & Supp	Parent Involvement	1,700.00
11	3	EL	Parent Participation	Mat & Supp	materials and supplies	3,000.00
11	3	EL	Parent Participation	Mat & Supp	: Parent Participation	1,000.00
11	3	EL	Attendance & Social Work Service	Local Mileag	HSL mileage	1,500.00

$310,290.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$60,315.00
Sup & Conc	7090	$158,916.00
EL	7091	$91,059.00
Grand Total		$310,290.00

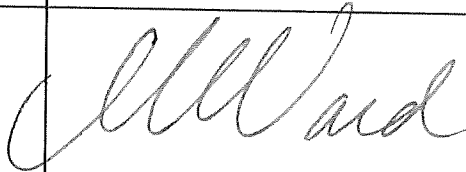| Domain Totals	Budget Totals
Academic	$263,533.00
Culture & Climate	$26,174.00
Social/Emotional	$20,583.00
Grand Total	$310,290.00

04/21/2016

E.1. Assurances

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

E.2. 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 – Claudia Rojas		X			
3. Todd Sanders		X			
4. Daravanh Chen		X			
5. Esmeralda Ruiz		X			
6. Nancy Witherow			X		
7. Marena Moua					X
8. Luz Cardenas					X
9. Angel Martinez					X
10. Lupe Lujan				X	
11. Esperanza Delgado				X	
12.					
13.					
14.					
15.					
ELAC operated as a school advisory committee.	**ELAC voted to fold into the SSC - Date_____.**				

Title I School Site:
☐   This site operates as a non-Title I school.

E.3. Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			

Title	Print Name Below	Signature Below	Date
Principal	Matt Ward	*Ward*	4/14/16
SSC Chairperson	Claudia Rojas	*C Rojas*	4/14/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws