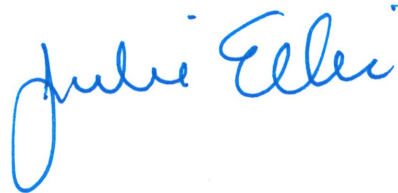


Scandinavian Middle

10621666006068

Principal's Name: Julie Goorabian-Ellis

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

District Goals	
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.	
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

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

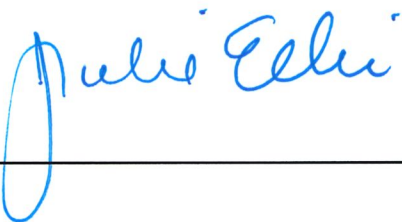
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Julie Goorabian-Ellis	X				
2. Chairperson – Alejandra Castillo				X	
3. Susana Aguirre				X	
4. Ka Youa Moua				X	
5. Christopher Michael		X			
6. Lily Egthesadi		X			
7. Chloe Campos		X			
8. Michael Guerra			X		
9. Vernon Lacey					X
10. Marine Yang					X
11. Rachel Fierro					X
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Scandinavian 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	Julie Goorabian-Ellis		4-5-24
SSC Chairperson	Alejandra Castillo	Alejandra Castillo	April 5 2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Scandinavian - 0415

ON-SITE ALLOCATION

3010	Title I	\$93,120 *
7090	LCFF Supplemental & Concentration	\$272,220
7091	LCFF for English Learners	\$66,912

TOTAL 2024/25 ON-SITE ALLOCATION

\$432,252

* 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	\$3,104
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Remaining Title I funds are at the discretion of the School Site Council	\$90,016
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Total Title I Allocation	\$93,120
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Scandinavian Middle 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-34 pts	-70.1 pts	2023-2024	-55.1 pts
SBAC ELA - Average distance from standard (African American)	✓		-103.5 pts	2023-2024	-88.5 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-108.1 pts	2023-2024	-93.1 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-73.6 pts	2023-2024	-58.6 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-71.6 pts	2023-2024	-56.6 pts
SBAC ELA - percentage of students met/exceeded standard	✓	34.21 %	27.2 %	2023-2024	32.2 %
SBAC Math - Average distance from standard	✓	-98 pts	-110 pts	2023-2024	-95 pts
SBAC Math - Average distance from standard (English Learner)	✓		-151.2 pts	2023-2024	-136.2 pts
SBAC Math - percentage of students met/exceeded standard	✓	19.11 %	15 %	2023-2024	20 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- 1. PLCs working together to plan common units of study, lessons, and Data and student work analysis utilizing the 4 grounding questions and the data analysis protocol.
- 2. Data chats with students to progress monitor their learning and create short term and long term Tracking student assessment data throughout the year
- 3. Intentional time for students to practice homework
- 4. Utilization of IABs and CFAs to progress monitor students and drive instruction

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

- 1. Inconsistent tier 1 academic interventions
- 2. Inconsistent/targeted implementation differentiation and acceleration - need training in flexible grouping strategies, blended teaching, PLI Mode.
- 3. Lack of comprehensive/targeted tutoring system
- 4. Student Goal Setting and progress monitoring of SBAC, IReady, IAB's and CFA's was not done consistently; teachers need training at a deeper level.
- 5. Teachers did not disaggregate data on CFA's for students with disabilities in order to identify

5. Tutoring and intervention time
6. Implementation of lab school -Keystone Pedagogies- strategies in all content areas
7. Implementing PLI Strategies
8. Academic counseling for all students
9. Utilizing instruction and assessment platforms such as illuminate, Nearpod, Desmos, brain pop, class kick etc.
10. Deconstructing SBAC claims and targets and embedding question stems into instruction.
11. Implementation of MLD in Math
12. MLD coaching cycles in Math

EL Reclassification

1. By June of 2024, the number of English Learner students making adequate progress towards reclassification will increase from 62.9%to 72%using the ELPI guide on the California Dashboard. An English Learner Review Team (ELRT) will be established and led by our TSA and ELD teacher. This team will include TSA, GLA, and ELD classroom Teacher. The ELRT will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instructional routines for ELs. Aroving sub will be provided to release each teacher for these 30- minute data chat with the ELRT Team.
2. PLCs working together to plan common units of study, lessons, and Data and student work analysis utilizing the 4 grounding questions and the data analysis protocol.
3. Data chats with students to progress monitor their learning and create short term and long term, tracking student assessment data throughout the year
4. Intentional time for students to practice on ELPAC
5. Utilization of IABs to progress monitor students and drive instruction
6. PLC Planning days
7. Tutoring and intervention time
8. Utilization of lab school - Keystone Pedagogies - strategies in all content areas
9. Implementing PLI Strategies
10. Academic counseling for all students
11. Utilizing instruction and assessment platforms such as illuminate, nearpod, desmos, brain pop, etc
12. Utilizing tutors through teaching fellows if funds are available.
13. Deconstructing SBAC/claims and targets and embedding question stems into instruction
14. Consistent progress monitoring of all EL students, including those that have re-classified
15. Consistent, intentional opportunities for students to practice language skills such as reading, writing, speaking, and listening
16. Implementing keystone pedagogies
17. Consistent i-ready utilization
18. Data chats with EL students before ELPAC testing
19. ELPAC practice
20. ELD Class for newcomers
21. Monitor EL progress towards reclassification
22. EL instructional plans from every teacher and PLC team.
23. Implementation of integrated and designated ELD

D and F Rate

1. Quarterly individual grade chats
2. Tutorial referrals
3. Student Portal tutorials – student gains knowledge of how grade was received

successes and learning gaps in order to inform their instruction as teachers needed more training on disaggregation of data.

4. Parent conferences, student led conferences, Teacher/parent/student conferences
5. Deficiency notices sent home
6. ATLAS tutorials for parents
7. Teachers using data to drive instruction.
8. Data chats with students to progress monitor their learning and create short term and long term, tracking student assessment data throughout the year
9. Tutoring and intervention time Scandinavian Middle 2023-2024- SPSA
10. Academic counseling for all students.
11. Assigning students to a case manager if they are failing multiple classes.
12. Positive Referral phone calls.
13. Warrior of the Month celebrations and incentives for academic improvement
14. Teachers are progress monitoring targeted ATSI subgroups bi-weekly through CFAs, IABs and other assessments. Interventions are provided including SEL, Academic Counseling and tutoring as needed for 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 (Intended actions for the current school year vs. Actual actions that occurred).

- Re-focus of Lab School - Keystone Pedagogies
- Clarity - focus on learning intentions and Visible Literacy - surface, deep, transfer teaching
- Analyze student data for academic interventions and alignment of backward mapping
- Implementation of continuum of engagement

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 2024/25 SPSA.

1. Consistent Professional Learning for all staff and individualized professional learning based on teacher need.
2. On campus events for parents
3. Improve PLC meetings and structures through extended time
4. Develop a lunch time and after school tutoring system.
5. We continue to stay focused on the action items and goals from our previous year. Throughout the various action items you will notice the SWD support teacher imbedded to support the various goals.
6. We will also utilize resources and tools, such as but not limited to Second Step, Character Counts, iReady, Khan Academy which will be used to support SEL skill development, enhance classroom engagement and improve academic success.
7. Common cross curricular connections for example, clarity of learning intentions, rigor and student engagement process school-wide.
8. Student goal setting via agenda. Increase identification of students who will attend tutorials via teacher referrals. Targeted students for tutorials will include parent communication.
9. Additional professional Learning, side by side creation/revision of unit/assessment/daily lessons, and coaching in 1) Lab School, 2) PLI, 3) MLD, 4) Students with Disabilities, 5) EL students and 6) CHAMPS/STOIC training and demonstration by DPI trainers.
10. In-depth training in ELA and Math on standards, grade level content, aligned curriculum, and equitable instructional practices. 8 Hours of Planning for each PLC During Summer.
11. Increased collaboration to facilitate alignment of standards based instruction across curriculum including electives in support of literacy. All teachers were able to plan for common formative assessments and additional professional learning presented to staff.
12. Teachers in ELA and Math will be able to coordinate deeper implementation of IAB's, CFAs, EA's within Springboard and GO Math scope and sequence

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>SSC voted and all in favor of supports</div><div><ul style="list-style-type: none">• More tutoring with incentives.• Mentoring• academic awards• Field trips incentives for academic success• College and career exposures for all students.</div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>ELAC made the following suggestions</div><div><ul style="list-style-type: none">• Additional learning opportunities Counseling and information about college Parent University to help parents with homework access.• Extended Learning in English & Math• Bilingual Instructional Assistants or Certificated Tutor• Field Trips</div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div>Leads met with their departments and provided feedback for SPSA</div><div><ul style="list-style-type: none">• Staff suggested more events with parents• Professional development to help support struggling students.• More comprehensive tutoring and data chats with students.• Increase the number of parent workshops, home visits. Incentives for academic growth.• More planning time• Teaching Fellowes• Academic Field Trips• Fidelity with Grading for Equity• PL on student engagement</div></div>
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Action 1

Title: Improve Proficiency in Reading and Writing

Action Details:

<div><div>Tier 1:</div><div><ol style="list-style-type: none">1. Teachers will provide clarity of the learning by identifying and implementing learning intentions, success criteria, and relevance. (teacher contracts when needed)2. Scandinavian will implement a comprehensive reading and writing support through Springboard, PLI and Lift for designated ELD. (teacher contracts when needed)3. Students will have the opportunity for flexible learning through blended leaning (PLI) model.4. Students will be exposed to challenging content and rigorous text in all content areas5. Small group support during class6. The majority of instructional time will be spent engaged complex text, talk, and task in all content areas - reading, writing and listening7. Content in all classes will include strategies to promote critical thinking through complex text, academic discourse, and tasks based on grade level standards, essential standards and learning targets.8. Students will have access to digital literacy in all content classes.9. Use data from CFAs, I-Ready, IABs, and SBAC to drive instruction10. Provide annual EL professional learning to ensure teachers have the support to help EL students improve their language acquisition (teacher contracts when needed)11. Focus on blended learning, SBAC claims and targets and goal setting in all content areas12. PL on Teacher darity to include learning intentions, success criteria, relevance, engagement and rigor.13. PL on enhancing the use of technology including the Promethean Boards14. Saturday Academy for intervention, acceleration, and enrichment</div></div> <div><div>Tier 2:</div><div><ol style="list-style-type: none">1. Teachers and leaders will be intentional about monitoring data from subgroups illustrating proportionality based on Cultural Proficiency Training.2. Students will receive additional tutoring outside of the instructional day with the goal of having all students reading on grade level or all students moving one grade level and beyond. (teacher contracts when needed), including</div></div>

- 3. Saturday Academy for intervention, acceleration, and enrichment
- 4. Teachers will use digital learning such as iReady, Zinc, etc, to support student learning

Tier 3:

- 1. Academic counseling and additional supports for struggling students
- 2. Comprehensive tutoring support during lunch and after school.
- 3. Saturday Academy for intervention, acceleration, and enrichment

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

Teachers will use SBAC, IAB, iready and CFA's assessments to be strategic in their planning for reading and writing. Teachers will include the iready program as a resource and intervention.

Owner(s):

Teachers/GLAMP

Timeline:

Daily

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

ELA will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work analysis protocol to calibrate proficiency.

Owner(s):

ELA PLC/Admin Team/GLA

Timeline:

Weekly

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

Full implementation of challenging content targeting standards across content areas: Classroom walkthrough data tool focused on the IPG will show implementation of challenging content. Weekly admin will monitor the implementation of complex text, talk and task through collection of data on walks as well as from collection and data analysis on common formative assessments.

Owner(s):

ILT/PLC/Admin Team

Timeline:

Weekly

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

Implementation of PLI strategies that give students an opportunity to work at their own pace, address gaps in their learning, and get personalized instruction. This will be monitored by class observations.

Owner(s):

Admin Team

Timeline:

Weekly

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

PLCs collaborate during PLC meetings to analyze student performance data and discuss responses to address areas of need.

Owner(s):

Teachers/PLC teams

Timeline:

Weekly

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

PLC teams will create common assessments based on the CCSS, Scope and Sequence, essential standards, DOK, and Springboard.

Owner(s):

Teachers/PLC

Timeline:

Weekly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CCI through data review, target setting goals, action plans, identifying best teaching practices, strengths and challenges, teachers will develop a strategic, targeted approach to teaching, this targeted approach of developing department/grade level common lessons using digital literacy and literacy design collaborative mini tasks and performance task.</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Ongoing training through FUSD instructional commitments: Increase complex talk, text, and tasks through reading, writing, listening and speaking in complex text through district adopted curriculum. Engage students in grade level standards through the use of CCSS and scope and sequence planning. Engage students in higher level thinking using DOK levels 3-4. Implementation of common formative assessments that are SBAC aligned with instructional practice guides.</p>	<p>Owner(s):</p> <p>Teachers/Admin/PL trainers</p>	<p>Timeline:</p> <p>District Planning days/PLC planning days</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Student goal setting will be based on SBAC, i-ready, Classroom progress monitoring assessments through illuminate, SBAC IAB and iready. Teachers will meet with students individually and as a whole class to goal set. Students and Individual Classes will receive an incentive for reaching their goals. Teachers will have data chats with administration and goal set. Teachers will also use student agendas to goal set.</p>	<p>Owner(s):</p> <p>Teacher/administration</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Teachers and administration will continue participation in the in the PLI Personalized Learning Initiative. Lead teachers will model as we expand the program to CORE teachers. Teachers will utilize Teaching Fellows for targeted small group. Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Teachers will receive ongoing professional learning. Participate in peer observations and provide feedback.</p>	<p>Owner(s):</p> <p>Administration/ ILT</p>	<p>Timeline:</p> <p>Training Timelines/Daily implementation in classrooms.</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none">• Students will receive tiered levels of support based on common formative assessment analysis. Students will be offered small group instruction, tutoring at lunch, and after school based on grades and test scores. Funds provide sub and supplemental contracts,• Students will utilize digital resources and digital learning platforms.• Library will purchase books, workbooks, online and print subscriptions, technology to give students access to reading materials at their level. Students will also have the opportunity to participate in Million Word Club. Technology repair and maintenance.• Students will have academic planners for goal setting, college and career readiness profile, and 6 year educational plan as well as organize assignments, calendar and provide parent communication.• Students will receive recognition for meeting growth goals.• All students will be able to progress monitor and goal set through iReady technology.		
<p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <p>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</p> <p><i>English Learner student population is performing at the lowest level in area of English Language Arts at -108.1 DFS.</i></p>	<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <p>Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.</p> <p>1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.</p>	

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title 1 funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning -conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
- Saturday Academy for EL intervention/acceleration/enrichment

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL students not meeting goals for reclassification will be identified in their CORE classes and will be placed in flexible intervention groups until they reach the level for reclassification
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning and incorporate these strategies with identified ELD students.
- Implementation of site EL Plan and PLC EL Plan components. ELD Classes for newcomers.
- Fund additional intervention as needed.
- Student will receive designated/integrated ELD
- TSA will conduct ELPAC chats for ELs and ELs with disabilities to review pathways for reclassification
- TSA will continue to provide ELPAC intervention/prep

The African American student population is performing at the lowest level in areas of English Language Arts at -103.5 DFS.

The Hispanic student population is performing at the lowest level in areas of English Language Arts at -73.6 DFS.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of English Language Arts at -71.6 DFS.

The Students with Disabilities student population is performing at the lowest level in areas of English Language Arts at -126 DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support the **African American** student population by...*

- Providing instructional materials, supplies, and equipment
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

*With Title I funds we plan to support the **Hispanic** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

*With Title I funds we plan to support the **Socioeconomically Disadvantaged** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

*With Title I funds we plan to support the **Students with Disabilities** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds we plan to support the **African American** student population) by...*

- Providing instructional materials, supplies, and equipment
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training

- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support the **Hispanic** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support the **Socioeconomically Disadvantaged** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support the **Students with Disabilities** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After school tutorial.
- PLCs will monitor academic progress of subgroups in CFAData Tracker and provide intervention and feedback for learning.

Action 2

Title: Improve Proficiency in Math

[Action Details:](#)

Tier 1:

- 1. Teachers will provide clarity of the learning by identifying and implementing learning intentions, success criteria, and relevance.
- 2. Scandinavian Middle School will implement a comprehensive mathematics program utilizing Math Lesson Design Model, with an emphasis on students scoring significantly below grade level as measured by the SBAC, iReady, CFAs using illuminate, SBAC and IAB data.
- 3. McLane Regional Goal to implement the GVC with fidelity and to the depth of the grade level standard.
- 4. Ongoing instructional coaching via Swun Math.
- 5. Students will receive access from digital learning platforms, such as iReady, Desmos, NextGen, etc. program as an intervention and resource.
- 6. Admin team and district math team will continue to provide professional learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics as well as the procedural/conceptual MLD components and math task.
- 7. All Math teachers will receive professional learning on SBAC claims and Targets and will also attend Standards Institute Math Advance training.
- 8. Saturday Academy for intervention, acceleration, and enrichment

Tier 2:

- 1. Core teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, SBAC, IAB and iReady.
- 2. Students will receive access from digital learning platforms, such as iReady, Desmos, NextGen, etc. program as an intervention and resource.
- 3. Students that continue to perform below grade level based on grade data, interim and common formative assessments will continue to be strategically targeted for small group instruction in class through a blended learning model, PLI and MLD.
- 4. Intervention will be based on specific grade level clusters/targets/power standards.
- 5. Saturday Academy for intervention, acceleration, and enrichment

Tier 3:

- 1. Students will be pulled for small group intervention and the PLI model based common formative assessments to ensure progress and demonstration of knowledge in grade level content.
- 2. We will measure students' success based on growth in 2A, 2B, and 3 on IPG as well as CFA data.

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

Comprehensive progress monitoring of Math grades. Teacher will run pre-progess reports or allow students to access ATLAS. Any student receiving a "D or F" will receive a referral for tutoring and a phone call home within 3 weeks of every grading period.

Owner(s):

Teachers/Academic Counselors

Timeline:

Every 3 weeks

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

Common formative assessments will be monitored. Students receiving a failing grade on this assessment will receive intervention with their core teacher based on the grade level clusters/standards tested in small group. Students who pass this assessment will receive enrichment through to Go Math online tools as well as the iready program as a resource and intervention.

Owner(s):

Teachers

Timeline:

bi-weekly

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

Weekly walkthrough data will chart implementation of challenging content, clarity, and student engagement as well as the Eight Mathematical Practices and the implementation/use MLD and use of technology resources.

Owner(s):

Admin

Timeline:

Weekly

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Module assessments through illuminate, iready assessments, and SBAC IABs will be monitored and interventions put in place. Students receiving a failing score or below grade level on this assessment will receive intervention /enrichment with their core teacher based on the grade level clusters/standards tested. iready/SBAC class and student goal setting. Teachers will meet with students individually and as a whole class to goal set. Students and Individual Classes will receive an incentive for reaching their goals.</p>	<p>Owner(s):</p> <p>Teacher</p>	<p>Timeline:</p> <p>Bi-weekly, monthly, and quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Weekly walkthrough data will chart implementation of student ownership with a focus on student discourse in mathematics. Students will be responsible for doing the thinking in the classroom through mathematical practices. This will include students relating problems, displaying perseverance, opportunities for productive struggle, share developing thinking, elaborate on initial thoughts, talk and ask questions about each other's thinking, justify their conclusions, communicate conclusions to others and respond to arguments, revise work, use mathematical language and appropriate tools in the MLD Model.</p>	<p>Owner(s):</p> <p>Admin Team</p>	<p>Timeline:</p> <p>Weekly/Quarterly/Semester</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Teachers will fully implement all the components of Math Lesson Design with Implementation of IPG monitored weekly by admin. Teachers will engage in monthly coaching cycles to continue building capacity with MLD.</p>	<p>Owner(s):</p> <p>Admin/Math team/Swun Math/Math coaches</p>	<p>Timeline:</p> <p>Weekly/quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Teachers and administration will continue to participate in the in the PLI Personalized learning Initiative. Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Lead teachers will model as we expand the program to CORE teachers. Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Teachers will receive ongoing professional learning.</p>	<p>Owner(s):</p> <p>administration/ILT team</p>	<p>Timeline:</p> <p>Training Timelines/Daily implementation in classrooms.</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Teachers will implement the MLD instructional model in support of the IPG and blended learning model of (intervention, remediation, acceleration) in differentiated instruction in mathematics through digital content, collaboration and targeted small groups.</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Daily in the classroom</p>

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

- All students will receive math instruction from a teacher utilizing MLD, state standards and the Go Math adoption. Students receiving a failing score on common assessments will be given intervention opportunities inside/outside the school day.
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in class with their core teacher.
- Students will be allowed opportunities for tutoring outside of the instructional day in small groups with teachers through supplemental contracts.
- Computers and technology components of i-ready will be made available to students.
- Performance Tasks will be integrated into instruction quarterly to include target questions aligned with SBAC.
- TSA to provide targeted intervention to students after CFA

- All students will be able to progress monitor and goal set through iready technology.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in area of Math at -151 DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
- Saturday Academy for EL intervention/acceleration/enrichment

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Implementation of site EL plan and AC EL Plan components.
- EL students not meeting goals for reclassification will be identified in their CORE classes and will be placed in flexible intervention groups until they reach the level for reclassification.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning. Teachers will incorporate reading, writing, speaking and listening into daily instruction.
- Fund additional intervention as needed.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in Math at -145.9 DFS.

The Hispanic student population is performing at the lowest level in Math at -115 DFS.

The Socioeconomically Disadvantaged student population is performing at the lowest level in Math at -111 DFS.

The Students with Disabilities student population is performing at the lowest level in Math at -189 DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support **African American** student population by...*

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

*With Title I funds we plan to support **Hispanic** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

*With Title I funds we plan to support **Socioeconomically Disadvantaged** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - conferences, consulting, coaching, and training
- Professional Learning - conferences, consulting, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

*With Title I funds we plan to support **Students with Disabilities** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support **African American** student population) by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Hispanic** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Socioeconomically Disadvantaged** student population by...

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Students with Disabilities** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site and after school
- Students that are not meeting standards on the site/district-based assessment will be targeted for improvement
- PLCs will monitor academic progress of subgroups in CFA Data Tracker and provide intervention and feedback for learning.

Action 3

Title: EL Re-Classification

Action Details:

Tier 1:

- 1. Continue with the Lab School focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. Utilize keystone pedagogies from lab school training.
- 2. Teachers and leaders will continue to plan and utilize the keystone pedagogies with purposeful content and include modeling and implementation cycles.
- 3. Identify and target second language learners who have been continuously enrolled for more than 5 years for reclassification and students will set goals to make at least one years' growth towards proficiency and reclassification.
- 4. Teachers will plan designated ELD time for listening, speaking, reading and writing opportunities to ensure students are developing literacy/language skills.
- 5. Teachers will engage English Learners at all levels in intellectually challenging literacy, language, and disciplinary literacy tasks.
- 6. Designated ELD provided using ELD standards as focal standards in ways to build into and from content instruction in order to develop critical English language skills, knowledge and abilities needed for content learning in English.
- 7. PLI, Keystone Pedagogies, and LIFT professional learning.
- 8. Integrated ELD for all ELs to ensure access to the content standards and
- 9. Supplement contract for EL progress monitoring and interventions.
- 10. Saturday Academy for intervention, acceleration, and enrichment

Tier 2:

- 1. ELL students will be identified and assigned a case manager to monitor their progress.
- 2. Monitor reclassification students for academic progress and utilizing site based targeted interventions for struggling RFEP students.
- 3. ELL students will attend quarterly reclassification counseling and ELPI progress.
- 4. ELPAC practice
- 5. Saturday Academy for intervention, acceleration, and enrichment
- 6. If funding allows Teaching Fellows for core classes to support integrated/designated ELD instruction
- 7. ELD teacher, EL case manager, and TSA conduct quarterly ELPAC/ELPI data chats with students.

Tier 3:

- 1. Parent/Teacher/Student/Admin conferences for struggling students
- 2. ELD for newcomers
- 3. Newcomers will receive appropriate language support to help with language development.
- 4. Saturday EL intervention.
- 5. Celebrations for EL students making significant progress using ELPI growth.

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

TSA GLA and district paid personal (.2) will implement the ELPAC assessment. Prior to testing TSA and district paid personal (.2) will have data chats with students. Students will be updated on their current EL status and set goals to progress at least one proficiency level.

Owner(s):

TSA/GLA/district paid personal (.2)

Timeline:

2nd, 3rd Quarter prior to testing

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>TSA, GLA and district paid personal (.2) will team together to progress monitor reclassification students for satisfactory progress. SPED teachers will monitor the progress of the students they case manage with IEP goals being monitored.</p>	<p>Owner(s):</p> <p>TSA/GLA/ SPED Case Managers/TSA/GLA/district paid personal (.2)</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Newcomer students will receive designated daily intensive instruction in ELD.</p>	<p>Owner(s):</p> <p>ELD Teacher</p>	<p>Timeline:</p> <p>Daily</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Teachers will work in a CCI model of planning lessons for integrated and designated ELD, engaging in peer observations, feedback, disaggregate data to improve upon instruction based on lab school lessons.</p>	<p>Owner(s):</p> <p>All Core Teachers</p>	<p>Timeline:</p> <p>Daily Lessons/Monthly observation cycles</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>All Scan ILT team will work to progress monitor student achievement data.</p>	<p>Owner(s):</p> <p>ILT/GLA</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Monitor classroom instruction and teacher implementation of lab school strategies and time for students to practice reading, writing, speaking, and listening skill.</p>	<p>Owner(s):</p> <p>All Core Teachers</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>I-Ready Diagnostic data, lesson completion, and time spent on task.</p>	<p>Owner(s):</p> <p>TSA</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>All EL students will receive academic counseling and will be counseled on their grades, attendance, and assessments. At risk EL students will be recommended for parent conferences.</p>	<p>Owner(s):</p> <p>Academic Counselors/TSA/Admin Team</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none">• Students will be assigned a case manager that will counsel them as well as progress monitor them.• Students will receive goal setting and criteria for success for ELPAC reclassification.• Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.• Newcomer students will be appropriately placed in ELL/ELA classrooms for designated intensive instruction.• Reclassified students will be recognized and awarded as well as progress monitored in all academic areas.• Teachers will receive supplemental contracts for additional hours used for planning, tutoring, etc.• Teachers will utilize digital platforms such as iReady, Desmos, Nearpod, BrainPOP, illuminate, class kick, etc. to support their classroom instruction for their EL students• Professional learning for all staff in curriculum, instruction, and assessment.		
<p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p>	<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p>	
<p>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</p>	<p>Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs</p>	

English Learner student population is performing at the lowest level in area of ELA at -108.1 DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training*
- *Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring*
- *Saturday Academy for EL intervention/acceleration/enrichment*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- Implementation of site EL plan and AC EL components.
- EL Coaches will train teachers on ELD standards and how to incorporate student discourse across the curriculum.
- Materials, Supplies, subs and assessors for ELPAC, plus field trips, including transportation
- TSA will meet with ELs and ELs with Disabilities for reclassification criteria, goal setting, and necessary intervention

Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

52.8% of L TEL student population are not making ELPI growth.

92.6% of L TEL student population are reading 3 or more grade levels in reading on iReady.

69% of L TELs are Hispanic students.

87% of L TELs are Socioeconomically Disadvantaged students.

30.5% of L TELs are Students with Disabilities.

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support **Hispanic** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training*
- *Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With Title I funds we plan to support **Socioeconomically Disadvantaged** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training*
- *Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With Title I funds we plan to support **Students with Disabilities** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training*
- *Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds we plan to support **Hispanic** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training*
- *Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With 7090 or 7091 funds we plan to support **Socioeconomically Disadvantaged** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*

- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Students with Disabilities** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will be provided with integrated ELD in all content areas through strategic, skilled lessons planning and delivery.
- All EL students will receive designated instruction.
- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After School tutorial.
- PLCs/teacher will monitor academic progress of subgroups in CFA Data Tracker and class EL profile to provide intervention and feedback for learning.
- Reclassified students will be celebrated and recognized

Action 4

Title: Improve D and F Rate

[Action Details:](#)

Tier 1:

1. All teachers will provide rigorous and engaging instruction that is driven by essential standards and assessment data.
2. Teachers will implement grading practices and PLC commitments agreed upon by during our work around Grading for Equity
3. Teachers will have the opportunity attend additional PL on effective grading practices.
4. All teachers will provide small group support to students and personalize learning using PLI strategies
5. All teachers will monitor student performance on CFAs and have data chats with each student to progress monitor their learning and create short term and long term goals. Tracking student assessment data throughout the year
6. Academic counselors will provide Quarterly individual grade chats
7. Student Portal tutorials – student gains knowledge of how grade was received
8. ATLAS tutorials for parents
9. Academic counseling for all students
10. Saturday Academy for intervention, acceleration, and enrichment

Tier 2:

- 1. Tutorial referrals
- 2. Referral to Organization Strategies Group
- 3. Parent conferences
- 4. Teacher/parent/student conferences
- 5. Deficiency notices sent home
- 6. Saturday Academy for intervention, acceleration, and enrichment
- 7. Tutoring and intervention time.
- 8. Academic counselors meet with their grade level students when receiving
- 9. Positive Referrals and Warrior of the Month celebrations and incentives for academic improvement

Tier 3:

- 1. TST and SST meetings for students that continue to struggle after tier 1 and 2 supports

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>AC meeting minutes for evidence of student work analysis, common planning, and responses to struggling students</p>	<p>Owner(s):</p> <p>PLCs</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Classroom observation data for evidence of rigorous instruction and PLI strategies</p>	<p>Owner(s):</p> <p>Admin Team</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>CFA charts to monitor student progress on assessments</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Progress report and quarterly grades</p>	<p>Owner(s):</p> <p>Academic Counselors</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Tutoring attendance</p>	<p>Owner(s):</p> <p>Teachers</p>	<p>Timeline:</p> <p>Weekly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Positive referral and warrior of the month recipients</p>	<p>Owner(s):</p> <p>Academic Counselors/Teachers</p>	<p>Timeline:</p> <p>Weekly/Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Grades and attendance for students who have been assigned to the TST and SST team</p>	<p>Owner(s):</p> <p>Admin Team/Acadmic Counselor</p>	<p>Timeline:</p> <p>Quarterly</p>

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

- Students will be helped with goal setting.
- Students will be recognized and awarded as well as progress monitored in all academic areas.
- Teachers will receive supplemental contracts for additional hours for planning and tutorial.
- Teachers will utilize digital learning platforms such as I-Ready, Desmos, Nearpod, BrainPOP, Edcite, etc. to support their classroom instruction.
- Professional learning for all staff in curriculum, instruction, and assessment
- Students will receive tiered levels of support based on common formative assessment analysis. Students will be offered small group instruction, tutoring at lunch, and after-school based on grades and test scores.
- Provide Saturday Academy for target intervention, acceleration, and enrichment.
- Students will utilize digital resources, plus materials, supplies, and equipment.
- All students will participate in grade tracking and goal setting and mentoring support through Warrior Connect (advisory) and Academic Counselors. Students will have academic planners for goal setting.
- Students will receive recognition for meeting growth goals.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in. .

English Learner student population is performing with a D/F most recent grading in ELA at 26.9% and in Math at 19.1%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title 1 funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
 - PLC planning days - supplemental contracts/sub-release days
 - Professional Learning - conferences, consulting, coaching, and training
 - Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
 - Saturday Academy for EL intervention/acceleration/enrichment
3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.
- EL students not meeting goals for reclassification will be identified in their CORE classes and will be placed in flexible intervention groups until they reach the level for reclassification.
 - Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning and incorporate these strategies with identified ELD students.
 - Implementation of site EL Plan and PLC EL Plan components. ELD Classes for newcomers.
 - Fund additional intervention such lunch, after-school, and Saturday Academy, as needed and as funds available.
 - Students will receive designated and integrated ELD instruction.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing with a D/F most recent grading in ELA at 21.1% and in Math at 12.3%.

The Hispanic student population is performing with a D/F most recent grading in ELA at 22.7% and in Math at 20.1%.

The Socioeconomically Disadvantaged student population is performing with a D/F most recent grading in ELA at 20.8% and in Math at 17.2%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American student population by...

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With Title I funds we plan to support Hispanic student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With Title I funds we plan to support Socioeconomically Disadvantaged student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days

- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support **African American** student population) by...

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Hispanic** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Socioeconomically Disadvantaged** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After school tutorial.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian 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	Nc-Equipment			Classroom technology for students.	35,562.00
G1A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Professional Consulting Services.	9,360.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for site	78,676.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Site licenses for Near Pod, Next Gen, others TBD	5,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	20,459.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Classroom materials and supplies	11,012.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Tutoring for students **NO IEPs**	40,334.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Tutoring for students	49,040.00

\$249,443.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	77.79 %	79.6 %	2023-2024	80.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

1. Xello presentations during class for all students

2. A-G presentations during class for all 8th grade students

3. High school pathway presentations during class for all 8th grade students

4. Elective ranking for all students

5. Advisory time for all students

6. Data chats with all students

7. CTE courses available for students

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

1. Lack of strategic planning for Project-Based Learning

2. Limited opportunities for college visits.

3. Limited exposed to career-ready skills - networking, resume, interviews, and collaborative project planning - and opportunities to talk with professionals

4. Challenges with high school elective ranking

5. Detailed exposure to more high school pathways

6. More opportunities for college and career exposure for 7th grade 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 (Intended actions for the current school year vs. Actual actions that occurred).

- Opportunities to understand pathways at each high school prior to transfer deadline.
- Professionals in electives classes talk about career options.
- Professional development - cultural proficiency, PLI, Project-Based Learning, etc.

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 2024/25 SPSA.

1. Multi-Cultural Fair

2. Variety of college visits

3. High School visits:

1. Highschool showcase of pathway provided at middle school site, and/or

2. Opportunity to see pathways at all high schools.
4. Professional Development of career/college cultural proficiency, PLI, 21st Century Skills, Blended Learning, Project-Based Learning, etc.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

1. Career Fair

2. More opportunities for college visits

3. Opportunities for field trips to places other than colleges.

4. Parent workshops - technology interface, college-bound, A-G, etc. to support student achievement.

5. Parent University support how to navigate through school system to advocate for support academic achievement.

2 ELAC:

1. Field trips/assemblies - college/career related.

2. SEL support

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

1. Field trips - college/career related.

2. PL on Student Engagement

Action 1

Title: Career Exposure

Action Details:

Tier 1:

1. All students at Scandinavian Middle School will be provided early exposure to career exploration through multiple avenues. This exposure will be provided by Xello. This will increase student self-awareness as they learn about themselves interest and skill as they explore opportunities that are right for them.

2. Opportunities to job shadow.

3. Job fair will be provided on campus for all students to interact with a diverse group of professionals.

4. Integration of SEL and College & Career Readiness skills in instruction

Tier 2:

1. 8th grade students will have opportunities to learn about the various high school pathways and the different career training offered for each.

Tier 3:

1. students will be individually counseled on opportunities available based on their profile and screening criteria. (Example high school pathways and programs, African American Student Leadership Cohort)

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>All students will complete Xello competences through in their Social Studies/Science courses. Students will complete career matchmaker, and myskills assessment.</p>	<p>Owner(s):</p> <p>Academic counselors</p>	<p>Timeline:</p> <p>Fall semester and as needed throughout the year</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Students enrolled in CTE courses will be exposed to careers and pathways related to the courses they are taking. Student will have the opportunity to explore careers in depth as well as work place competencies, salaries, education required and working conditions.</p>	<p>Owner(s):</p> <p>CTE Teachers</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>All 8th grade students will receive high school of choice presentations and counseling to choose career pathways. Along with high school and college visits.</p>	<p>Owner(s):</p> <p>Academic Counselors</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>All students will receive A-G requirements and 6 year advisement plan for college and career readiness. This includes course requirements, GPA and goal setting.</p>	<p>Owner(s):</p> <p>Academic Counselors</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Student engagement data for multiple job fairs on campus</p>	<p>Owner(s):</p> <p>Academic Counselors</p>	<p>Timeline:</p> <p>Semester</p>

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

- Students will have access to career exploration activities on/off campus.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- Intentional implementation of SEL/Career Readiness skills and task in instruction
- Digital Career Readiness and/or SEL Platforms such as Xello, Second Step, etc.
- Graphics will be used for registration, parent student handbooks, agendas for planning, promotion posters of field trips to colleges.
- Computers to complete presentations
- Instructional time for presentations

<p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <p>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</p> <p><i>English Learner student reported a 78% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.</i></p> <p>2. Using Title I funds Only: What are the planned expenses to support this student group?</p> <p><i>With Title I funds we plan to support English Learners by...</i></p>	<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <p>Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.</p> <p>1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.</p> <p><i>The African American student population recorded an 80% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.</i></p>
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- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring*
- *Saturday Academy for EL intervention/acceleration/enrichment*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL students will have the opportunity to learn how they can receive a seal of bi-literacy upon high school graduation.
- Students will have the opportunity to receive credit for native speakers courses.

The Hispanic student population recorded a 79% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.

The Socioeconomically Disadvantaged student population recorded an 80% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.

The Students with Disabilities student population recorded an 81% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support **African American** student population by...*

- *Providing instructional materials, supplies, equipment, etc.*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With Title I funds we plan to support **Hispanic** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With Title I funds we plan to support **Socioeconomically Disadvantaged** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With Title I funds we plan to support **Students with Disabilities** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds we plan to support **African American** student population) by...*

- *Providing instructional materials, supplies, equipment, etc.*

- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Hispanic** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Socioeconomically Disadvantaged** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

With 7090 or 7091 funds we plan to support **Students with Disabilities** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.

Action 2

Title: College Exposure

Action Details:

Tier 1:

- 1. Xello presentations to explore colleges and careers
- 2. A-G presentations to understand college readiness
- 3. Colleges will come to campus to present
- 4. Academic counselors will meet with all students to create a 6-year plan
- 5. Integration of SEL and College & Career Readiness skills in instruction

Tier 2:

- 1. Fresno state or other CSU college visit
- 2. Community college visits
- 3. More field trips in content areas as academic incentives

Tier 3:

- 1. UC Campus visits

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

Xello and A-G presentation student completion

Owner(s):

Academic Counselors

Timeline:

Weekly

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

Students engagement data with college visitors

Owner(s):

Academic Counselors

Timeline:

Semester

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

Student attendance on College visits

Owner(s):

Academic Counselors

Timeline:

Semesters

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

- Student computers
- Instruction time
- Subs for teacher coverage during college campus visits
- incentives for students that participate in the career and college fair
- Field trips, including transportation
- Materials and supplies

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerPoint for student group data.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.
- Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
- Saturday School for EL intervention/acceleration/enrichment

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL students will have the opportunity to learn how they can receive a seal of bi-literacy upon high school graduation.
- Students will have the opportunity to receive credit for native speakers courses.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The African American student population recorded an 80% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.

The Hispanic student population recorded a 79% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.

The Socioeconomically Disadvantaged student population recorded an 80% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.

The Students with Disabilities student population recorded an 81% favorable response for Student-centered and Real-world Experiences on the Fall 2023 Climate Survey.

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support the **African American** student population by...*

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

*With Title I funds we plan to support the **Hispanic** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

*With Title I funds we plan to support the **Socioeconomically Disadvantaged** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

*With Title I funds we plan to support the **Students with Disabilities** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds we plan to support the **African American** student population) by...*

- *Providing instructional materials, supplies, equipment, etc.*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With 7090 or 7091 funds we plan to support the **Hispanic** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With 7090 or 7091 funds we plan to support the **Socioeconomically Disadvantaged** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

*With 7090 or 7091 funds we plan to support the **Students with Disabilities** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, AVID, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Direct Trans			College trips	1,898.00

\$1,898.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		32.8 %	2023-2024	32.2 %
Suspension Rate - Semester 1	✓	9.5 %	7.7 %	2023-2024	7.37 %
Suspension Rate - Semester 1 (African American)	✓		16.4 %	2023-2024	16.07 %
Suspension Rate - Semester 1 (English Learner)	✓		8.6 %	2023-2024	8.27 %
Suspension Rate - Semester 1 (Hispanic)	✓		8 %	2023-2024	7.67 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		7.5 %	2023-2024	7.17 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		4.9 %	2023-2024	4.57 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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

1. 1 on 1 attendance counseling
2. Group attendance counseling
3. Site attendance team collaborating
4. Weekly attendance data review
5. Quarterly attendance data review with whole staff.
6. Parent conferences
7. Incentivize - attendance, engagements, events, clubs, etc. as part of our PBIS implementation
8. Engagement opportunities
9. Providing students with onsite and offsite services
10. CWA caseload support
11. DPI support with attendance strategies
12. Home visits
13. Referral to SARB process
14. TST and Interventional Specialist group meetings
15. HSL caseload, home visits, parent communication and education of attendance requirements.

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

1. Elimination of Saturday Academy to recover attendance started later in the school year
2. Challenges connecting with families of students not attending
3. Student not connected to peer group, clubs, and/or adult on campus
4. District support with chronic absent students

Suspensions students with 1 or more 1.

1. Recidivism of misbehavior; opt-out and/or lack of accountability for completion of interventions
2. Misalignment of Tier II Intervention and SEL competencies
3. Lack of mentoring program
4. Inconsistent Tier 1 classroom/school wide practices
5. Lack of PL for CHAMPS/STOIC, Responding to Misbehaviors, Restorative Practices, etc.

Suspensions students with 1 or more

1. Continue to utilize restorative practices including tier 1 and tier 2 classroom/site-based interventions
2. Incentivize - attendance, engagements, events, clubs, etc. as part of our PBIS implementation
3. Utilize SEL resources/curriculum in all classes during advisory time and beyond
4. CCT will provide staff with PBIS PL and updates regarding the referral process, alternatives to suspension, classroom management strategies, school guidelines for success, school rules, common area expectations, Basic 5, and student relationship building
5. Utilize SEL resources i.e. character strong, second step, and school connect curriculum to teach SEL lessons
6. Provide academic and social emotional counseling and therapy services
7. Utilize alternatives to suspensions such as respect agreements, community service, re-engagement center,
8. Provide student mentoring
9. Analyze suspension data weekly, monthly, and identify data trends and create interventions and supports based on needs.
10. Utilize TST team to coordinate services provided to tier 2 and 3 students
11. Provide engagement opportunities for all students
12. Utilizing YWA and YMA for at risk students, as FTE permits
13. Utilize behavior support plans with incentives for struggling students
14. Parent conferences
15. Intentionally teaching school wide expectations and guidelines for success
16. Utilize Tier 2 CWA to support at risk students
17. Weekly TST Meetings
18. REC Teacher will have caseload of students to check in with weekly

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 (Intended actions for the current school year vs. Actual actions that occurred).

- Continue with and expand TST and Tiered Interventions
- Utilize CCT and/or staff to support classroom and school-wide engagements, SEL instruction, and interventions
- Expand access to Prodigy
- SRO caseload management
- Implement REC interventions and service caseload management with fidelity

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 2024/25 SPSA.

1. Utilize CCT and/or staff to support classroom and school-wide engagements, SEL instruction, and interventions
2. Increase incentives for attendance, engagements, events, clubs, classroom/schoolwide expectations, etc. as part of our PBIS implementation for all students and targeted chronic absenteeism students.
3. Increase fidelity to intentional learning around SEL, conflict resolution, and de-escalation for all staff and students

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><div>1. Collaborate with parents to ensure accountability</div><div>2. Provide and expand student engagement events, clubs, etc. that are diverse and fund where student interest is.</div><div>3. Provide and ensure campus safety with preventative measures - classroom and schoolwide practices.</div></div>	<div><div>2</div><div>ELAC:</div></div> <div><div>1. Provide Social Emotional Support</div><div>2. Provide incentives - awards, special prizes, medals, certificates, etc.</div><div>3. DPI placement of a Resource Counseling Assistant</div></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><div>1. Build SEL capacity in teacher lessons</div><div>2. PL in SEL and Student Engagement</div><div>3. Include T1 strategies - behavior checklist forms</div><div>4. Mentoring students to build relationships.</div><div>5. Culture responsiveness.</div></div>
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Action 1

Title: Chronic Absenteeism

Action Details:

- Tier 1:**
- 1. Utilization of evidence-based strategies aligned to state identification.
 - 2. Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action
 - 3. Review and analyze attendance data weekly, monthly, and quarterly
 - 4. Teaching attendance policies to students and families
 - 5. Daily attendance phone calls by teachers and office staff
 - 6. All incoming 6th grade students to 7th grade will be counseled on immunization requirements and provided resources so they can start day one of school.
 - 7. Provide Saturday Academy for intervention, acceleration, and enrichment
- Tier 2:**
- 1. Satisfactory students and students with improved attendance will receive incentives
 - 2. Students that are manageable will be counseled by CWA Specialist on how to improve with attendance contracts
 - 3. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by CWA Specialist
 - 4. CWA and HSL will monitor students being targeted for attendance.
 - 5. If students are absent Full time CWA will call or visit the home.
 - 6. Attendance conferences with parents and students
 - 7. Partner with DPI for supports and interventions
 - 8. Attendance groups
 - 9. Providing parents with necessary resources
 - 10. Referral to TST and Tier II Intervention Specialist work with students on caseload.
 - 11. Provide Saturday Academy for intervention, acceleration, and enrichment
- Tier 3:**
- 1. T2 parent meeting with Attendance Clerk & CWA, SART process with social worker, SARB referrals
 - 2. Provide Saturday Academy for intervention, acceleration, and enrichment

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Daily Review ATLAS for ADA Review

[Owner\(s\):](#)

Admin./Attendance Clerk

[Timeline:](#)

Daily Monitor ADA on ATLAS

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Attendance data to strategically target and increase manageable student attendance.

[Owner\(s\):](#)

Admin./Attendance clerk/Social Worker/CWA Specialist

[Timeline:](#)

Manageable students weekly/monthly/Quarterly.

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Document phone logs, parent and student contact related to attendance on ATLAS. Teacher will also make parent contact.

[Owner\(s\):](#)

Admin./Attendance Clerk/Social Worker/CWA Specialist/Teacher

[Timeline:](#)

Daily/Weekly Contact and Log

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

CWA Specialist/ Academic Counselors will target manageable students and log contact.

[Owner\(s\):](#)

CWA Specialist/Academic Counselors

[Timeline:](#)

Monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Monthly/Quarterly Academic Counselors will track/Identify perfect attendance and improved attendance.

[Owner\(s\):](#)

Academic Counselors

[Timeline:](#)

Monthly/Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

The tardies will be tracked and monitored by the VP. Students with chronic tardies will be counseled and a phone call home continued repeated tardies will receive lunch or after school behavior intervention.

[Owner\(s\):](#)

VP/GLA/Tardies

[Timeline:](#)

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Students will be strategically targeted based on attendance to attend Saturday Academy to remedy absences. Letters and phone calls will be sent home to notify students and parents on dates, times and curriculum offered on Saturday.

[Owner\(s\):](#)

GLA/VP/CWA Specialist

[Timeline:](#)

Weekly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Daily CWA will monitor targeted student attendance and follow up on absences with a phone call and home visit.

[Owner\(s\):](#)

CWA

[Timeline:](#)

Daily

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

Prior the start of school Academic counselors will communicate to incoming 6th grade students the importance of having all immunization documentation completed, Day 1 of school Academic Counselors, Nurse and CWA will target students without proper documentation with support services. Possibly have a mobile immunization truck at site.

Owner(s):

Academic Counselors/CWA

Timeline:

Prior to school/first two weeks of school

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

Scan Attendance team will monitor student improvement in attendance and provide incentives.

Owner(s):

GLA/CWAS/HSL/SC

Timeline:

Weekly

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

- CWA
- Students will be given the opportunity to attend Saturday Academy.
- Monitor and track attendance progress weekly with admin.
- Students will participate in rallies and expectation talks on attendance.
- Students will be given the opportunity to improve their attendance on a weekly basis to qualify for the principal's incentive drawing.
- Students will be honored quarterly for perfect attendance and 95% attendance improvement.
- Students will receive incentives for improved attendance weekly by the CWAS.
- Semester students will be able to participate in an incentive field trip when identified with 95% attendance.
- Incentives will be provided by the CWA to students on their caseload that show growth
- Provide translation services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is at 25.3% in Chronic Absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title 1 funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
- Saturday Academy for EL intervention/acceleration/enrichment

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL students will be counseled on their attendance quarterly at expectation talks and Warrior Connect.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is at 43.3% in Chronic Absenteeism.

The Hispanic student population is at 34.8% in Chronic Absenteeism.

The Socioeconomically Disadvantage student population is at 31.8% in Chronic Absenteeism.

The Students with Disabilities student population is at 31.8% in Chronic Absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American student population by...

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

Implementation of site EL Plan and AC EL Plan components.

- Students will receive guidance and goal setting strategies to improve attendance through classes and during Warrior Connect.
- Materials and supplies for EL students
- Parent conferences will be provided in native language

*With Title I funds we plan to support **Hispanic** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

*With Title I funds we plan to support **Socioeconomically Disadvantaged** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

*With Title I funds we plan to support **Students with Disabilities** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds we plan to support **African American** student population) by...*

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

*With 7090 or 7091 funds we plan to support **Hispanic** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

*With 7090 or 7091 funds we plan to support **Socioeconomically Disadvantaged** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days

- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

With 7090 or 7091 funds we plan to support **Students with Disabilities** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as Blended Learning, PLI, 21st Century Skills, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will meet one on one with the academic counselors. Grades, goals and attendance will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site and Saturday Academy.
- CWA will work closely with low performing groups

Action 2

Title: Student Suspensions

[Action Details:](#)

Tier 1:

1. All referrals are handled in a timely manner with documentation and phone calls so students parents and teachers feel supported outside of the classroom at all times.
2. Professional learning and support for teachers on tier 1 classroom management and positive behavior interventions and supports
3. Referral data analysis weekly, monthly, and quarterly to identify behavior trends and develop interventions
4. Suspension data analysis weekly, monthly, and quarterly to identify behavior trends and develop interventions
5. Support will be provided through implementation of restorative practices
6. Increased activities and student engagements.
7. Culture and Climate team will review the data by ED. Code and revisit PL on school wide procedures, practices and tiered interventions through restorative practices.
8. SEL lessons taught during classroom meetings through Warrior Connect and teachers will use curriculum such as Second Step to teach essential character and SEL skills
9. Expectations talks quarterly
10. Positive behavior celebrations
11. Positive phone calls by staff

12. Conflict resolution learning for staff and students

Tier 2:

- 1. Strategic interventions will be put in place for at risk students
- 2. YMA and YWA electives for at risk students
- 3. TST team meeting will be held and interventions will be put in place
- 4. Incentives used to promote positive behavior and the Warrior Way
- 5. Tier II Intervention Specialist to support at risk students
- 6. Restoratives by School Counselor
- 7. Re-engagement center used as an alternative to suspensions
- 8. Re-engagement teacher will prep incoming students for restoratives and meeting with other students, teachers, and admin. Student will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting.

Tier 3:

- 1. SST's will be held for students at High risk
- 2. Referrals will be made for outside agencies as recommended by the team.

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

Behaviors and referrals will be monitored through ATLAS

Owner(s):

VP/GLA

Timeline:

weekly, monthly, quarterly

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

Teacher referrals will be monitored through ATLAS

Owner(s):

VP/GLA

Timeline:

weekly, monthly, quarterly

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

Re-engagement students' academic progress and assignment completion will be monitored. Reengagement teacher & Counselors will provide strategies to include time management, study skills, social emotional coping strategies, reflections and restoration for reentry.

Owner(s):

Reengagement Teacher/Counselors

Timeline:

Daily

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

High risk students will attend a TST team meeting and interventions will be put in place and monitored

Owner(s):

TST Team

Timeline:

Weekly

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

Academic Counselors/teacher/VP/GLA will data chat with a focus on grade correlation with chronic behavior referrals. Intervention for at most risk students will be monitored.

Owner(s):

Academic Counselors/VP/GLA/Teachers

Timeline:

Weekly, pre-progress report and pre-report card intervals.

<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Students not engaged in goal 2 activities will be encouraged to participate in activities of their choice.Students will be counseled for eligibility for athletics. Student engagement data will be monitored monthly through Atlas.</p>	<p>Owner(s):</p> <p>VP/GLA/Campus Culture Director/Athletic Director</p>	<p>Timeline:</p> <p>Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Social Worker will implement and monitor a mentoring program for our at most risk students.</p>	<p>Owner(s):</p> <p>Social Worker</p>	<p>Timeline:</p> <p>Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Students will be targeted for YWAYMA</p>	<p>Owner(s):</p> <p>Teacher</p>	<p>Timeline:</p> <p>Daily</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Re-engagement teacher will monitor students in her classroom and what class they are out of and for what behavior.</p>	<p>Owner(s):</p> <p>Re-engagement Teacher</p>	<p>Timeline:</p> <p>daily</p>
<p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none">• Students will participate in classroom meetings through Warrior Connect and teachers will use curriculum such as Second Step, to teach essential character and SEL skills• Counselors will facilitate restorative practices with teachers and students to address behaviors• Scandinavian Middle School will continue to support and allocate money to Young Men's Alliance and Young Women's Alliance and necessary supports for students in the program• Continue with implementation of WEB program and activities that WEB students will facilitate• Assign High Risk students a volunteer staff member mentor to meet with on a regular basis• Re-engagement teacher will be assigned a caseload of high risk student to help monitor and foster connections.• Student will be given the opportunity to engage in school service and well as earn incentives/field trips.• School wide expectations talks will be done each semester and revisited when needed• Students will have academic agendas/planners to track grades and goals.• Students will have to opportunity to have a referral to tutoring/intervention/enrichment.• Students will be given the opportunity to participate in engagements and clubs.• Students will be eligible to attend school wide activities• Students will have opportunities to participate in career pathways/technical education courses, and rigorous high school credit electives through middle school redesign model.• celebrations for improved behavior• Provide translation services		
<p>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</p> <p>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.</p> <p><i>English Learner student population is at 8.6% in Suspension Rate.</i></p> <p>2. Using Title I funds Only: What are the planned expenses to support this student group?</p> <p><i>With Title 1 funds we plan to support English Learners by...</i></p> <ul style="list-style-type: none">• Providing instructional materials, supplies, equipment, and translation services• PLC planning days - supplemental contracts/sub-release days• Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency,	<p>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</p> <p>Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.</p> <p>1. Identify the student group (list only one at a time) in red and all the areas they are identified in.</p> <p><i>The African American student population is at 16.4% in Suspension Rate.</i></p> <p><i>The Hispanic student population is at 8% in Suspension Rate.</i></p> <p><i>The Socioeconomically Disadvantaged population is at 7.5% Suspension Rate</i></p> <p><i>The Students with Disabilities population is at 4.9% Suspension Rate.</i></p>	

CHAMPS/STOIC, College & Career Readiness, etc.

- *Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring*
- *Saturday Academy for EL intervention/acceleration/enrichment*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Behavior of EL students will be monitored quarterly.
- Students will be encouraged to participate in goal 2 activities and be given opportunities for intervention, tutoring, enrichment as well as school wide activities.
- Supports will be provided in native language

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support **African American** student population by...*

- *Providing instructional materials, supplies, equipment, etc.*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College & Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

*With Title I funds we plan to support **Hispanic** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College & Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

*With Title I funds we plan to support **Socioeconomically Disadvantaged** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College & Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

*With Title I funds we plan to support **Students with Disabilities** student population by...*

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College & Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds we plan to support **African American** student population) by...*

- *Providing instructional materials, supplies, equipment, etc.*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College & Career Readiness, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*
- *Incentives for academic achievement and targeted improvement*

- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

With 7090 or 7091 funds we plan to support **Hispanic** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College & Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

With 7090 or 7091 funds we plan to support **Socioeconomically Disadvantaged** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College & Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

With 7090 or 7091 funds we plan to support **Students with Disabilities** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PBIS, SEL Skills & Competencies, Restorative Practices, Culturally Responsive Practices, Cultural Proficiency, CHAMPS/STOIC, College & Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will meet one on one with the academic counselors. Grades, goals, expectations will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- African American students will be mentored using A4 mentors.

Action 3

Title: Student Engagements

Action Details:

Tier 1:

- 1. All teachers will be trained in best practices in cultural proficiency to ensure all students feel part of the school and welcomed at Scandinavian Middle School
- 2. Scandinavian Middle School will continue to implement new clubs and club sponsorship's to promote student engagement and create a sense of belonging at the school
- 3. CCT will attend CADA training to gather new ideas for school culture and engagements
- 4. Second Step with emphasis on building student's citizenship and kindness within student population.
- 5. As a site will offer a zero period PE to open opportunities for students to engage in electives to meet their academic and social emotional needs
- 6. Student rallies , after school events, and lunch activities
- 7. New student mentorship provided through WEB leaders
- 8. Positive referrals and warrior of the month recognizing students demonstrating the warrior way and academic improvement
- 9. School wide campus culture will be implemented and be reinforced through Warrior connect classroom meetings
- 10. Saturday Academy for intervention, acceleration, and enrichment

Tier 2:

- 1. Students will be given the opportunity to engage in sports athletics, clubs and activities throughout the school year
- 2. Specialized electives for students interested
- 3. Saturday Academy for intervention, acceleration, and enrichment

Tier 3:

- 1. Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest.
- 2. Teachers will be providing targeted tutoring services to our EL students and low performing students.

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

Campus Culture Director will document engagements and participation on ATLAS weekly. Students involved in clubs with ASP will be monitored. VAPA club roster will be updated and monitored

Owner(s):

Campus Culture Director

Timeline:

Monthly

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

Club Sponsors and advisors will document attendance in engagements.

Owner(s):

Club Sponsors

Timeline:

Weekly

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

Athletic Director will review and input sports rosters. As well as ensure all athletics are accessible to all eligible students.

Owner(s):

Athletic Director

Timeline:

Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target Campus Culture Director will host "Club Rush at the start of each quarter to ensure all students know what clubs & activities are available and sign up to join. Students will be encourages and actively recruited to join.	Owner(s): Club Advisers/Campus Culture Director	Timeline: quarterly/intervals.
Details: Explain the data which will specifically monitor progress toward each indicator target All teachers will implement Second Step Curriculum during Warrior Connect in order for students to develop a sense of character and implement kindness on campus.	Owner(s): Teachers	Timeline: Warrior Connect Mondays
Details: Explain the data which will specifically monitor progress toward each indicator target Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.	Owner(s): Teachers/Leaders	Timeline: Monthly training
Details: Explain the data which will specifically monitor progress toward each indicator target All Scan ILT team will work Guiding Coalition to process and progress monitor student achievement data.	Owner(s): ILT/Guiding Coalition	Timeline: Monthly

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

- Warrior Connect Second Step Lessons, School spirit rallies, quarterly sports recognition, practice and game uniforms to encourage school spirit, safety equipment, and regular/progress reports will assist in high quality, meaningful program for student engagement.
- Athletic programs/Extracurricular activities/school wide clubs will be supported for both boys and girls through academic assistance and performance incentives.
- Students will be allowed opportunities to participate in athletic programs (football, basketball, volleyball, track, cheer etc.)
- Students will be recognized for their participation in athletic programs/dubs
- Students will be allowed opportunities to participate in clubs that direct interest them.
- Support for YMA and YWAFTE, instruction, curriculum, materials (backpacks, shirts, food etc.), community service projects, study trips and other aspects of engagement that would encourage full participation. WEB program for mentoring during lunchtime activities, community service projects, leadership activities on and off campus, and assisting with campus projects,
- Cultural Clubs will be supported to engage our disproportionate/disadvantaged students (African American) Student Union, Spanish Club, Folkloric, EL Club for newcomers, Hmong student union, etc.)
- Cultural Fairs
- Students not engaged in a goal 2 activities will be identified and counseled. Encouraged at club rush to join.
- Assemblies in the arts to foster school participation and interest. Mentoring for at most risk students.
- Student leadership and coaching positions will be trained to work with functional skills students to ensure cohesive inclusion.
- Targeted students will be able to attend a zero period PE class. This will allow them to continue in their elective of choice as well as take and academic elective for high school or intervention support through iready.
- Teachers will be providing targeted tutoring services to our EL students and low performing students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student reported a 74% favorable response for student engagement on the Fall 2023 Climate Survey.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title 1 funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population recorded an 81% favorable response for student engagement on the Fall 2023 Climate Survey.

The Hispanic student population recorded a 78% favorable response for student engagement on the Fall 2023 Climate Survey.

- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
- Saturday Academy for EL intervention/acceleration/enrichment

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL Club for Newcomers
- Teachers will be providing tutoring services to EL students to ensure they are being provided the instructional support needed

The Socioeconomically Disadvantaged student population recorded a 78% favorable response for student engagement on the Fall 2023 Climate Survey.

The Students with Disabilities student population recorded a 75% favorable response for student engagement on the Fall 2023 Climate Survey.

2. Using Title I funds Only: What are the planned expenses to support this student group?

*With Title I funds we plan to support **African American** student population by...*

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Supplemental contracts to support and encourage targeted student engagement in school-based activities, clubs, and events
- Saturday Academy for intervention/acceleration/enrichment

*With Title I funds we plan to support **Hispanic** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Supplemental contracts to support and encourage targeted student engagement in school-based activities, clubs, and events
- Saturday Academy for intervention/acceleration/enrichment

*With Title I funds we plan to support **Socioeconomically Disadvantaged** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Supplemental contracts to support and encourage targeted student engagement in school-based activities, clubs, and events
- Saturday Academy for intervention/acceleration/enrichment

*With Title I funds we plan to support **Students with Disabilities** student population by...*

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Supplemental contracts to support and encourage targeted student engagement in school-based activities, clubs, and events
- Saturday Academy for intervention/acceleration/enrichment

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

*With 7090 or 7091 funds we plan to support **African American** student population) by...*

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Supplemental contracts to support and encourage targeted student engagement in school-based activities, clubs, and events
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

With 7090 or 7091 funds we plan to support **Hispanic** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Supplemental contracts to support and encourage targeted student engagement in school-based activities, clubs, and events
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

With 7090 or 7091 funds we plan to support **Socioeconomically Disadvantaged** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Supplemental contracts to support and encourage targeted student engagement in school-based activities, clubs, and events
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

With 7090 or 7091 funds we plan to support **Students with Disabilities** student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as PLI, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Supplemental contracts to support and encourage targeted student engagement in school-based activities, clubs, and events
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide funding for CWAS to support chronic absenteeism monitoring and intervention

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- All students will meet one on one with the academic counselors. Grades and Goal activities will be reviewed.
- Parents will be notified and given the opportunity to met with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring, clubs/goal 2 activities at the school site during and after school.
- Teachers will use data to provide targeted tutoring to low performing student groups

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian 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	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.4375		42,224.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Attendance meetings and interpreting events.	1,553.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Home visits HSL/CWAS	2,000.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.3125		30,161.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Split funded - 0.75 FTE district and 0.25 FTE site	19,071.00
G3A3	LCFF: EL	Instruction	Direct Trans			Student engagement	100.00

\$95,109.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	84.12 %	82.6 %	2023-2024	83.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Goal: Provide individualized learning opportunities based on staff member needs

1. Summer professional learning for staff
2. If funds available staff will be provided with a menu of professional learning opportunities about various educational topics.
3. Cultural proficiency training
4. Opportunities for peer to peer observations
5. Math lesson design coaching cycles
6. Climate Culture Specialist individual support
7. Admin feedback cycles
8. Gradebook analysis with staff
8. CCT provided professional learning around PBIS - school values, rules, and positive classroom environment

Staff Survey – Domain - Organizational Environment

1. Staff socials
2. Staff treats
3. Birthday shoutouts
4. Staff warrior of the month
5. Staff surveys to provide input on school wide decision-making
6. Staff involvement in spirit week, rallies, events, engagements, and assemblies

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

1. Challenges with teacher coverage to support classroom observations
2. Inequitable professional learning time (lack of differentiation)
3. Limited staff meetings

Staff Survey – Domain - Organizational Environment

1. Limited staff meeting time impacted recognition program.
2. Opportunities to be involved in the Decision Making and Planning
3. Recognize for the work staff does.

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 (Intended actions for the current school year vs. Actual actions that occurred).

- Peer observations limited to Basic 5 Walks

- Peer observations limited to basic 8 weeks
- Fidelity of implementation for engagement in CCT
- Conference - present to PLC about learning and intentions.

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 2024/25 SPSA.

1. Differentiated PLs
2. Teacher of the month celebration
3. CCT to improve staff recognition and value
4. Increase Staff opportunities for planning and decision making

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

1. Make sure everyone's voice is heard
2. Continue to create a positive campus culture by including activities for students and teachers
3. Parents always felt welcome when teachers reach out to them about their students and activities
4. Continue/expand parent engagements - Parent Hour, Parent University, etc.
5. Making sure we keep the culture of our staff as a family by being able to lean on each other in safety and not holding judgement.
6. Staff meetings in which teacher feedback is heard

2 ELAC:

1. Continue to communicate with all stakeholders
2. Make sure all voices are heard
3. Parents always feel welcome when teachers reach out to them about their students and activities
4. Continue/expand parent engagements - Parent Hour, Parent University, etc.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

1. Involved in the interviews by department
2. Continue to work on increasing communication with all stakeholders
3. Opportunities to celebrate and appreciate our work
4. Continue PLC's where we value each others work
5. Continue staff ice breakers for relationship building
6. Celebrating all staff members - staff raffles and positive feedback to peers

Action 1

Title: Staff Sense of Belonging

Action Details:

1. Staff socials
2. Staff recognition program
3. Staff surveys to provide input on school wide decision making
4. Staff involvement in spirit week, rallies, and assemblies
5. Including teachers in the hiring process.
6. Teacher Mentorship

- 7. Peer to peer observations
- 8. Needs assessment to identify staff member needs

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

Attendance at staff socials

Owner(s):

CCT

Timeline:

Monthly

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

Staff regonition data

Owner(s):

CCT

Timeline:

Monthly

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

Attedance at Q&A sessions, professional learning opportunities, and book clubs.

Owner(s):

Admin

Timeline:

Monthly

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

Participation in peer to peer observations and teacher mentorship

Owner(s):

Admin

Timeline:

Monthly

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

Progress monitoring surveys on staff sense of belonging

Owner(s):

Admin/CCT

Timeline:

Quarterly

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

- **Student Academics:**
 1. Peer to peer observations and staff mentorship to support teacher development and student learning
 2. Recognizing staff making a positive impact on campus
 3. Celebrating staff for supporting student learning
 4. Trainings to support staff to learn how to better support students
- **Student Centered and Real-World Learning:**
 1. Staff supporting CTE events on and off campus
 2. Teacher club for students interested in the teaching profession
- **Student Engagement:**
 1. Staff participation in spirit weeks, rallies, and assemblies
 2. Staff attendance to sporting events
 3. Staff opportunities to lead extra curricular activities
 4. Staff attending CADA conference to develop engagement opportunities for students

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA at -108.1 pts DFS and Math at -151.2 pts DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for EL intervention/acceleration/enrichment

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

1. Peer to peer observations and staff mentorship to support teacher development and student learning
2. Book clubs and trainings to support staff to learn how to better support students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Hispanic student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support the African American student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

With Title I funds we plan to support the Hispanic student population by...

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

With Title I funds we plan to support the Socioeconomically Disadvantaged student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

With Title I funds we plan to support the Students with Disabilities student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student

Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.

- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the African American student population by...

- *Providing instructional materials, supplies, equipment, etc.*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

With 7090 or 7091 funds we plan to support the Hispanic student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

With 7090 or 7091 funds we plan to support the Socioeconomically Disadvantaged student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

With 7090 or 7091 funds we plan to support the Students with Disabilities student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as CTSPs, CADA, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

1. Peer to peer observations and staff mentorship to support teacher development and student learning
2. Book clubs and trainings to support staff to learn how to better support students

Action 2

Title: Staff Professional Learning and Supports

Action Details:

1. Professional learning on topics such as: curriculum, assessment, instruction, technology, culture and dimate, cultural proficiency, PLC work, grading etc...

2. PL opportunities for staff off site

3. Opportunities for peer to peer observations

4. Math Lesson Design coaching cycles

5. Climate Culture Specialist individual support

6. Admin feedback cycles

7. CCT provided professional learning around school values, rules, and positive virtual classroom environment

8. Support with classroom management with CCS

9. Teacher Mentorship

10. Long Term subs to attend trainings

11. Needs assessment to identify staff member needs

12. Provide annual EL professional learning to ensure sufficient support to improve EL performance in language acquisition. PLs will provide basic EL information (Data, ELPAC, Re-classification), effective EL instruction, and effective teacher planning structures. Admin will monitor implementation and provide feedback.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Attendance to Professional learning and Q&A sessions</div>	<div>Owner(s):</div> <div>Admin</div>	<div>Timeline:</div> <div>Monthly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Participation in teacher mentorship, peer to peer observations, and book dub</div>	<div>Owner(s):</div> <div>Admin</div>	<div>Timeline:</div> <div>Monthly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Completion of needs assessment & progress monitoring</div>	<div>Owner(s):</div> <div>Admin</div>	<div>Timeline:</div> <div>Quarterly</div>

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

- Student Academics:

1. Professional learning on topics such as: curriculum, assessment, instruction, technology, culture and climate, cultural proficiency, PLC work, grading etc...

2. PL opportunities for staff off site, including conference and travel

3. Opportunities for peer to peer observations

4. Math Lesson Design coaching cycles

5. Climate Culture Specialist individual support

6. Admin feedback cycles

7. CCT provided professional learning around school values, rules, and positive virtual classroom environment

8. Support with classroom management with CCS

9. Teacher Mentorship

10. Long term subs to attend trainings
11. Needs assessment to identify staff member needs

- **Student Centered and Real-World Learning:**

1. Professional learning on topics such as: curriculum, assessment, instruction, technology, culture and climate, cultural proficiency, PLC work, grading etc...
2. Weekly Q&A sessions
3. PL opportunities for staff off site
4. Opportunities for peer to peer observations
5. Math Lesson Design coaching cycles
6. Climate Culture Specialist individual support
7. Admin feedback cycles
8. CCT provided professional learning around school values, rules, and positive virtual classroom environment
9. Support with classroom management with CCS
10. Teacher Mentorship
11. Long term subs to attend trainings
12. Needs assessment to identify staff member needs

- **Student Engagement:**

1. CADA conference to learn new ways of engaging students
2. WEB training for Campus Culture Team
3. Training for club advisors

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA at -108.1 pts DFS and Math at -151.2 pts DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for EL intervention/acceleration/enrichment

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

1. Lab School
2. PL on ATLAS reports/ELD standards
3. Accessibility to translators
4. PL on PLI

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Hispanic student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support the African American student population by...

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring

- Saturday Academy for intervention/acceleration/enrichment

With Title I funds we plan to support the Hispanic student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

With Title I funds we plan to support the Socioeconomically Disadvantaged student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

With Title I funds we plan to support the Students with Disabilities student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the African American student population by...

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

With 7090 or 7091 funds we plan to support the Hispanic student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.
- Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

With 7090 or 7091 funds we plan to support the Socioeconomically Disadvantaged student population by...

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural

Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.

- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

With 7090 or 7091 funds we plan to support the Students with Disabilities student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *PLC planning days - supplemental contracts/sub-release days*
- *Professional Learning - conferences, consulting, coaching, and training - such as CSTPs, CADA, Cultural Proficiency, Student Engagement, Blended Learning, 21st Century Skills, SEL Skills & Competencies, etc.*
- *Supplemental contracts for tutoring and/or case manager to support Targeted Progress Monitoring*
- *Saturday Academy for intervention/acceleration/enrichment*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

1. Tutoring support
2. Goal-setting, progress monitoring, gradebook analysis
3. PL on PLI, UDL, and small group instruction
4. Cultural proficiency training

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Sup & Conc	Instruction	Teacher-Subs			Subs for professional learning.	14,450.00
G4A2	Sup & Conc	Instruction	Travel			Professional learning	11,300.00
G4A2	LCFF: EL	Instruction	Teacher-Subs			Subs for Professional learning	25,264.00

\$51,014.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90.02 %	85.7 %	2023-2024	86.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Goal: Parents will be signed up to get regular education updates or attend a live education event on campus

- Registration and Back to school night
- ATLAS tutorials
- Home visits with information packets on Microsoft Teams, ATLAS, and other important resources
- Progress reports
- Email communication
- Parent conferences
- Phone communication
- Utilizing communication platforms like Google Voice, Microsoft Teams, Instagram, ParentSquare
- Increased communication through school website with teacher webpages
- Principal message via messenger and video on the school website and school social media

Parent Survey- Respected and welcomed

- Increased communication to families through various platforms
- Invited parents Back to School Night, open house, music program concerts, athletic and academic awards
- Extend availability and accessibility of office staff
- Progress monitoring surveys

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

- Communication issues - implementation of ParentSquare
- Transiency with living arrangements
- Vacancy of Academic Counselor for feeder school out-reach

Parent Survey- Domain - Family Engagement

- Inconsistent family engagement events - Parent University, etc.
- Inaccessibility to digital resources

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 (Intended actions for the current school year vs. Actual actions that occurred).

- Increase/enhanced communication via electronic and digital communication to household to address inconsistent parent turnout for school events - Back to School Night, Open House, Parent Engagement Hour, ELAC, etc.

- recruitment/placement of Academic Counselor

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 2024/25 SPSA.

1. More live events for parents to engage with the site
2. Opportunities to volunteer on campus
3. Increase positive contact home
4. Incentivize parents to attend events and register for education platforms
5. Provide trainings for parents to use and understand different digital platforms

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

1. Incentivize parents to attend events
2. Continue/expand parent engagements - Parent Engagement Hour, Parent University, etc

2 ELAC:

1. Provide opportunities for class visits
2. Encourage parent participation via communication with Parent Square
3. Having translators available for families

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

1. Positive contacts
2. PL for teachers to use different platforms sending parent messages such as ParentSquare

Action 1

Title: Communication with Parents

Action Details:

Tier 1:

1. Updated and informative school website
2. Parent Square messages
3. Utilizing multiple tools to communicate with parents about their student's education such as google voice, microsoft teams, remind 101, instagram, twitter, teacher websites, etc...
4. Principal's message
5. Signing parents up to edutext
6. Office Assistant will be utilized to communicate with our families. Office Assistant will communicate important site information, campus events, services offered, and also answer questions from our families and schedule appointments.

Tier 2:

1. ATLAS tutorials
2. Teachers making positive phone calls home
3. Parent/Teacher conferences

- 4. Support EL parent engagement and involvement through EL parent training and outreach.
- 5. Student Study Team meetings

Tier 3:

- 1. Home visits
- 2. Parent meetings

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Website Visitors</div>	<div>Owner(s):</div> <div>Librarian</div>	<div>Timeline:</div> <div>Monthly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Parents signed up for edutext and parent square</div>	<div>Owner(s):</div> <div>Counselors</div>	<div>Timeline:</div> <div>Monthly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Parent attendance to ATLAS tutorials</div>	<div>Owner(s):</div> <div>Counselors</div>	<div>Timeline:</div> <div>Monthly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Positive behaviors logs in ATLAS</div>	<div>Owner(s):</div> <div>Admin/teachers</div>	<div>Timeline:</div> <div>Quarterly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Parent Teacher conferences/SST</div>	<div>Owner(s):</div> <div>Admin/Teachers</div>	<div>Timeline:</div> <div>As needed</div>

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

Student Academics:

- 1. Technology teacher will be paid maintain site website and producing principal's message
- 2. Purchase communication tools such as remind 101
- 3. Supplies for parent conferences and other parent meetings on site
- 4. Provide translation services

Student Centered and Real-World Learning:

- 1. Parent volunteers for field trips
- 2. Parent volunteers for activities on campus
- 3. Communicating high school pathways to parents
- 4. Provide translation services

Student Engagement:

1. Opportunities for parents to attend school engagements with their students
2. Opportunities for parents to volunteer at school engagements
3. Provide translation services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA at -108.1 pts DFS and Math at -151.2 pts DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

1. Providing translation during meetings
2. Opportunities to join ELAC
3. Home communication about school events in home languages
4. Office Assistant will be utilized to make personal phone calls to our EL parents about tutoring and provided additional time, ELAC meetings, testing, and campus events.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Hispanic student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support the African American student population by...

- Providing instructional materials, supplies, equipment, etc.
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.

With Title I funds we plan to support the Hispanic student population by...

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.

With Title I funds we plan to support the Socioeconomically Disadvantaged student population by...

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.

With Title I funds we plan to support the Students with Disabilities student population by...

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the African American student population by...

- Providing instructional materials, supplies, equipment, etc.
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.
- Incentives for student academic achievement and targeted improvement
- Provide funding for CWAS and staff outreach

With 7090 or 7091 funds we plan to support the Hispanic student population by...

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.
- Incentives for student academic achievement and targeted improvement
- Provide funding for CWAS and staff outreach

With 7090 or 7091 funds we plan to support the Socioeconomically Disadvantaged student population by...

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.
- Incentives for student academic achievement and targeted improvement
- Provide funding for CWAS and staff outreach

With 7090 or 7091 funds we plan to support the Students with Disabilities student population by...

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.
- Incentives for student academic achievement and targeted improvement
- Provide funding for CWAS and staff outreach

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

1. Opportunities for tutorials on different platforms
2. Opportunities for parent conferences
3. Home visits, if needed to, communicate.
4. TST and SST meetings

Action 2

Title: School Events

[Action Details:](#)

Tier 1:

1. Sporting Events
2. Back to school
3. Open House
4. Resignation Night

Tier 2:

- 1. Additional parent nights such as content showcases and family nights
- 2. Multicultural fair
- 3. Winter fest

Tier 3:

- 1. Parent meetings for at risk students

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

Attendance to school events such as back to school, open house, winter fest, family nights, multicultural fair, etc..

Owner(s):

admin/CCT/CCD

Timeline:

Monthly/Quarterly

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

Attendance to parent conferences

Owner(s):

admin/Teacher

Timeline:

As needed

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

- Student Academics:
 - 1. Supplies for school events
 - 2. Supplies for parent conferences and other parent meetings on site
 - 3. Provide translation services
- Student Centered and Real-World Learning:
 - 1. Parent volunteers for field trips
 - 2. Parent volunteers for career week and college week on campus
 - 3. Communicating high school pathways to parents
 - 4. Provide translation services

Student Engagement:

- 1. Opportunities for parents to attend school engagements with their students
- 2. Opportunities for parents to volunteer at school engagements
- 3. Campus Safety Assistant time
- 4. Provide translation services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA at -108.1 pts DFS and Math at -151.2 pts DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

With Title I funds we plan to support English Learners by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

1. Providing translation during meetings
2. Opportunities to join ELAC
3. Home communication about school events in home languages

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Hispanic student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support the African American student population by...

- *Providing instructional materials, supplies, equipment, etc.*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

With Title I funds we plan to support the Hispanic student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

With Title I funds we plan to support the Socioeconomically Disadvantaged student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

With Title I funds we plan to support the Students with Disabilities student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the African American student population by...

- *Providing instructional materials, supplies, equipment, etc.*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*
- *Incentives for student academic achievement and targeted improvement*
- *Provide funding for CWAS and staff outreach*

With 7090 or 7091 funds we plan to support the Hispanic student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*
- *Incentives for student academic achievement and targeted improvement*
- *Provide funding for CWAS and staff outreach*

With 7090 or 7091 funds we plan to support the Socioeconomically Disadvantaged student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*
- *Incentives for student academic achievement and targeted improvement*
- *Provide funding for CWAS and staff outreach*

With 7090 or 7091 funds we plan to support the Students with Disabilities student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*
- *Incentives for student academic achievement and targeted improvement*
- *Provide funding for CWAS and staff outreach*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

1. Opportunities for tutorials on different platforms
2. Opportunities for parent conferences
3. Home visits to communicate
4. TST and SST meetings

Action 3

Title: Parents Feel Respected and Welcomed

[Action Details:](#)

Tier 1:

1. Available and trained office staff, additional OAsupport
2. Consistent and clear communication between school and home
3. Keep parents informed on school events and use multiple platforms such as school website, social media, phone messages, email, etc. to communicate

Tier 2:

1. Principal's message to parents to inform, partner with them, and address any concerns
2. Helping parents with supporting their student's education by training them how to utilize various platforms
3. Positive communication between teachers to parents
4. Hosting on campus events for parents to attend and engage with the school

Tier 3:

1. Opportunities for parents to volunteer on campus
2. Opportunities for parents to join committees such as ELAC and SSC

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

Semester parent surveys to progress monitor

Owner(s):

Admin/CCT

Timeline:

Semester

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

• Student Academics:

1. Supplies for parent conferences and other parent meetings on site
2. Tech teacher will paid for producing the principal's message to parents
3. Supplies for school events , including graphics, posters and signage
4. Provide translation services

Student Centered and Real-World Learning:

1. Parent volunteers for field trips
2. Parent volunteers for career week and college week on campus
3. Communicating high school pathways to parents
4. Provide translation services

Student Engagement:

1. Opportunities for parents to attend school engagements with their students
2. Opportunities for parents to volunteer at school engagements
3. Provide translation services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of ELA at -108.1 pts DFS and Math at -151.2 pts DFS.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Learners by...

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

1. Providing translation during meetings

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Hispanic student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, Math, D/Fs, Chronic Absenteeism, and Suspensions.

2. Using Title I funds Only: What are the planned expenses to support this student group?

2. Opportunities to join ELAC
3. Home communication about school events in home languages

With Title I funds we plan to support the African American student population by...

- *Providing instructional materials, supplies, equipment, etc.*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

With Title I funds we plan to support the Hispanic student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

With Title I funds we plan to support the Socioeconomically Disadvantaged student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

With Title I funds we plan to support the Students with Disabilities student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the African American student population by...

- *Providing instructional materials, supplies, equipment, etc.*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*
- *Incentives for student academic achievement and targeted improvement*
- *Provide funding for CWAS and staff outreach*

With 7090 or 7091 funds we plan to support the Hispanic student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*
- *Incentives for student academic achievement and targeted improvement*
- *Provide funding for CWAS and staff outreach*

With 7090 or 7091 funds we plan to support the Socioeconomically Disadvantaged student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*
- *Incentives for student academic achievement and targeted improvement*
- *Provide funding for CWAS and staff outreach*

With 7090 or 7091 funds we plan to support the Students with Disabilities student population by...

- *Providing instructional materials, supplies, equipment, and translation services*
- *Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.*

- *Incentives for student academic achievement and targeted improvement*
- *Provide funding for CWAS and staff outreach*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

1. Opportunities for tutorials on different platforms
2. Opportunities for parent conferences
3. Home visits to communicate
4. TST and SST meetings

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian 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	Instruction	Direct-Graph			Graphics printing parent information.	4,861.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.2500	Increase by 0.25 FTE per Staffing Sheet - OP	19,153.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sub			Parent support	214.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Interpreting for parents	207.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent coffee hours and trainings	1,000.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Printing parent information.	375.00
G5A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified extra time for events and interpreting..	3,003.00
G5A2	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair.	3,900.00
G5A2	Sup & Conc	Instruction	Direct-Graph			Family engagement	848.00
G5A2	Sup & Conc	Parent Participation	Direct-Food			Food for events.	800.00
G5A2	Sup & Conc	Security	Cls Sup-Sub			CSA supports after hour school events	427.00

\$34,788.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0415 Scandinavian Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Classroom technology for students.	35,562.00
G1A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Professional Consulting Services.	9,360.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for site	78,676.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Site licenses for Near Pod, Next Gen, others TBD	5,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	20,459.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Classroom materials and supplies	11,012.00
G1A4	Title 1 Basic	Instruction	Teacher-Supp			Tutoring for students **NO IEPs**	40,334.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Tutoring for students	49,040.00
G2A2	Sup & Conc	Instruction	Direct Trans			College trips	1,898.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.4375		42,224.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Attendance meetings and interpreting events.	1,553.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Home visits HSL/CWAS	2,000.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.3125		30,161.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Split funded - 0.75 FTE district and 0.25 FTE site	19,071.00
G3A3	LCFF: EL	Instruction	Direct Trans			Student engagement	100.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Subs for professional learning.	14,450.00
G4A2	Sup & Conc	Instruction	Travel			Professional learning	11,300.00
G4A2	LCFF: EL	Instruction	Teacher-Subs			Subs for Professional learning	25,264.00
G5A1	Title 1 Basic	Instruction	Direct-Graph			Graphics printing parent information.	4,861.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.2500	Increase by 0.25 FTE per Staffing Sheet - OP	19,153.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Parent support	214.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Interpreting for parents	207.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent coffee hours and trainings	1,000.00
G5A1	LCFF: EL	Parent Participation	Direct-Graph			Printing parent information.	375.00
G5A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified extra time for events and interpreting..	3,003.00
G5A2	Sup & Conc	Instruction	Direct-Maint			Maintenance and repair.	3,900.00
G5A2	Sup & Conc	Instruction	Direct-Graph			Family engagement	848.00
G5A2	Sup & Conc	Parent Participation	Direct-Food			Food for events.	800.00
G5A2	Sup & Conc	Security	Cls Sup-Sub			CSA supports after hour school events	427.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$93,120.00
Sup & Conc	7090	\$272,220.00
LCFF: EL	7091	\$66,912.00
Grand Total		\$432,252.00

\$432,252.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$249,443.00
G2 - Expand student-centered and real-world learning experiences	\$1,898.00
G3 - Increase student engagement in their school and community	\$95,109.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$51,014.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$34,788.00
Grand Total	\$432,252.00