

Scandinavian Middle

10621666006480

Principal's Name: Julie Goorabian-Ellis

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 rewritten 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 - Sue Vang				X	
3. Teresa Perez				X	
4. Michael Guerra			X		
5. Chole Campos		X			
6. Vy Heng		X			
7. Erik Castillo		X			
8. Tracy Vang					X
9. Ashley Yang					X
10. Thalay Souksengdao					X
11.					

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		2-25-25
SSC Chairperson	Sue Vang		02/26/25

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

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

FY 2025/26

Scandinavian - 0415

ON-SITE ALLOCATION

3010	Title I	\$97,908	*
7090	LCFF Supplemental & Concentration	\$283,554	
7091	LCFF for English Learners	\$75,774	

TOTAL 2025/26 ON-SITE ALLOCATION	\$457,236
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* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
Parent Involvement Budget - Minimum		\$3,184
Program Budget		\$94,724
Total Title I Allocation		\$97,908

ESSA Assistance Status: Not Identified for Assistance

Scandinavian Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		23.9 %	2023-2024	25 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		25.6 %	2023-2024	26.7 %
SBAC ELA- Average distance from standard	✓	-55.1 pts	-48.2 pts	2023-2024	-33.2 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓		-136.4 pts	2023-2024	-121.4 pts
SBAC ELA- percentage of students met/exceeded standard	✓	32.2 %	32.3 %	2023-2024	37.3 %
SBAC Math - Average distance from standard	✓	-95 pts	-99.7 pts	2023-2024	-84.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	20 %	17.8 %	2023-2024	22.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- 68% of students are not meeting/exceeding standards in ELA
- 82% of students are not meeting/exceeding standard in Math.
- 75% of EL students are not improving at least on ELPI level

- SWD are over a 130 scale points for meeting standards for ELA

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1 - Increase Proficiency in Reading and Writing

1. Majority of students enter middle school with limited mastery of literacy skills in academic vocabulary development, reading comprehension of informational and narrative texts.
2. Students have limited exposure to expository texts, knowledge, and skills.
3. Many older students lack a strong foundation in reading skills such as phonics, grammar and vocabulary.
4. PLC error-analysis focus on recursive standards with limited literacy interventions.

Action 2 - Increase Proficiency in Math

1. Majority of students enter middle school with limited mastery of foundational, procedural, and conceptual math skills.
2. PLC error-analysis focus on recursive/critical standards with limited foundational interventions.
3. Over-Reliance on Calculators & Technology – While technology is valuable, excessive reliance on calculators has weakened fundamental math skills in students.
4. Math Anxiety & Negative Mindset – A significant number of students experience math anxiety, leading to lower confidence and disengagement from learning.

Action 3 - Improve Reclassification

1. ELs - newcomers and LTELs - lack target language proficiency for BICs and CALPs
2. LTELs are not mastering literacy skills - reading comprehension and writing proficiency
3. Ineffective instructional models and consistency of supports.

Action 4 - Improve D/F Rate

1. Inconsistencies in student work-completion due to motivation, engagement, and effective study skills.
2. Inconsistencies in effective and equitable instructional models
3. Inconsistent aligned coordination of tutorial/intervention services.
4. Inconsistent communication of assignments, due dates, and grades.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Literacy-focused instruction in content-areas
2. Tutoring/Interventions - including literacy and math classes - for identified students not of grade level
3. Interact Fellowes/BIA support for ELs.
4. Consistency in effective instructional models - MLD, Clarity, Success Criteria, Culturally Responsive Practices, and Keystone Pedagogies with Designated EL instruction.
5. Professional learning opportunities for staff, including conferences
6. Implementation of PLC+ Framework and fidelity of monitoring student learning with CFAs, CAASPP and ELPAC Interim Assessments.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Improve Proficiency in Reading and Writing

Partially Implemented

1. PLCs working together to plan common units of study, lessons, and Data and studentwork analysis
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
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 SBACclaims and targets and embedding question stems into instruction.

Action 2: Improve Proficiency in Math

Partially Implemented

1. PLCs working together to plan common units of study, lessons, and Data and student work analysis
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
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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

Action 3: EL Re-Classification

Partially Implemented

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 byour TSAand 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

Action 4: Improve D and F Rate

Partially Implemented

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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Improve Proficiency in Reading and Writing

Partially Effective

1. PLCs working together to plan common units of study, lessons, and Data and student work analysis
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Action 3: EL Re-Classification

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 18. Data chats with EL students before ELPAC testing
 19. ELPAC practice
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Action 4: Improve D and F Rate

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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.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

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 and PLC+ framework
4. Develop and implement interventions - lunch and after-school tutorial, including intervention classes for literacy and math as funding allows.
5. 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.
6. Common cross curricular connections for example, clarity of learning intentions, rigor, student engagement and equitable/culturally responsive practices school-wide.
7. Student goal setting via agenda. Increase identification of students who will attend tutorials via teacher referrals.
8. 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, 6) CHAMPS/STOIC training and demonstration by DPI trainers, and 7) Equitable/Culturally Responsive Practices - Grading for Equity, Leading Equity (Chism), and including student voice.
10. In-depth training in ELA and Math on standards, grade level content, aligned curriculum, and equitable instructional practices.
11. Additional hours for PLC planning during Summer.
12. Increased collaboration to facilitated 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.
13. Teachers in ELA and Math will be able to coordinate deeper implementation of IAB's , FAIBs, CFA's, EA's within Springboard and GO Math scope and sequence
14. Incorporation of technology - Prisms VR - for math and science instruction
15. Continue to provide integrated and designate ELD instruction
16. Provide EL bilingual supports such as BIAs/Interact Fellows

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

SSC:

- Ensure EL students are provided integrated and designated supports
- Provide more after school tutorial and intervention opportunities - Saturday Academy
- Improve communication to families regarding academic performance.

ELAC:

- Ensure EL students are provided integrated and designated supports
- Provide more after school tutorial and intervention opportunities - Saturday Academy
- Improve communication for parents of ELs regarding supports - academic, participation in school events, and reclassification.

Staff:

- Increase focus group support and opportunities for small group instruction embedded in daily lessons
- Contact parents earlier and more often when students are struggling.
- Provide opportunities for teachers to watch others teach and/or engage in lesson study
- Consistent and individual PL for staff
- Bilingual supports for ELs

Action 1 :

Improve Proficiency in Reading and Writing

Action Details:

Scandinavian Middle School will implement a comprehensive and balanced literacy program with a three-tiered approach to improve foundational, comprehension, and analytical skills to discern narrative and expository grade-level texts. Common Formative Assessments and will consistently monitor students' progress using Progress Monitoring Sheets to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment.

The school will utilize Interact Fellows, along with the adopted GVC curriculum, to provide differentiated literacy intervention in evidenced-based strategies and practices.

Goal: By June 2026, Scandinavian will decrease the distance from meeting standards in ELA from -48.2 to -33.2 pts as measured by the Smarter Balanced Summative Assessment (SBAC).

- Scandinavian Middle School will implement a comprehensive instructional literacy program with a three-tiered approach to improve literacy skills to access, comprehend, and analyze complex text.
- 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. All students will be able to progress monitor and goal set through CFA and Summative assessments via CASSPP, Interim, and iReady.
- Professional Learning Communities (PLCs) will analyze Common Formative Assessments and will consistently monitor students' progress using CFA Roster Trackers to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment.
- Funds provide sub and supplemental contracts for various instructional supports and peer observations.
- Students will utilize adopted GVC curriculum and digital resources/digital learning platforms for instruction.
- 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.
- The school will utilize Interact Fellows/BIAs/tutor to provide differentiated supports for literacy and language needs..

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

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 learning (PLI) model.
4. Students will be exposed to challenging content and rigorous text in all content areas
5. Small group support during class
6. The majority of instructional time will be spent engaged complex text, talk, and task in all content areas - reading, writing and listening
7. 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 instruction
10. 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 areas
12. PL on Teacher clarity to include learning intentions, success criteria, relevance, engagement and rigor.
13. PL on enhancing the use of technology including the Promethean Boards
14. Saturday Academy for intervention, acceleration, and enrichment

Tier 2:

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
3. Saturday Academy for intervention, acceleration, and enrichment
4. Provide intervention class for literacy as funding allows.
5. Teachers will use digital learning such as iReady, Znc, 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. Provide intervention classes for literacy as funding allows.
 4. Saturday Academy for intervention, acceleration, and enrichment.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

We plan to support English Learners by ensuring that designated ELD instruction is implemented daily by certificated teachers to ensure our ELs, including LTELs and Dually Identified ELs with IEPs access core learning. Additionally, we will be contracting Interact Fellows to provide additional support in core classes. We plan to support ELs through small group and after school intervention. We will add one additional Home School Liaison to improve service and communication with the families of our ELs. We will embed consistent use of academic discourse, talk moves/accountable talk, and Language Frames during Integrated and Designated ELD instruction. We will also provide Professional Learning aligned to the ELD standards with guidance/support from the EL Services department. For LTELs, we will provide additional support through targeted reading and language intervention opportunities. We will determine intervention needs for ELs and LTELs using ELPAC data on Ellevation to ensure our EL students receive appropriate support. For Reclassified Fluent English Proficient (RFEP) students, teachers will utilize the Ellevation platform to progress monitor and set goals as needed.

- Providing instructional materials, supplies, equipment, and translation services
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning -conferences, consulting, coaching, and training - Professional Learning and support from EL Services
- Supplemental contracts for tutoring and/or case manager to support EL Progress Monitoring
- Saturday Academy for EL intervention/acceleration/enrichment
- 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.
- Use ELPAC data in Ellevation to monitor and identify ELs academic progress and needs
- Fund additional intervention as needed.
- Student will receive designated/integrated ELD
- EL Case Manager will conduct ELPAC chats for ELs and ELs with disabilities to review pathways for reclassification
- EL Case Manager will continue to provide ELPAC intervention/prep
- Daily Designated and Integrated ELD(Tier1) from Certificated Teacher
- Newcomer's support
- Additional Home School Liaison

- *Consistent use of academic discourse, talk moves/accountable talk, and Language Frames*
- *L TEL- additional support-targeted reading intervention opportunities*
- *Provide BIA/Interact Fellows*

Student Groups

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

- Hispanic (HI):**
- African American (AA):**
- Students with Disabilities (SWD):**
- Long Term English Learner (LTEL):**
- English Learner (EL):**
- 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
 - Provide BIAs/Teaching Fellows/Interact Fellows

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

- Hispanic (HI):**
- African American (AA):**
- Students with Disabilities (SWD):**
- Long Term English Learner (LTEL):**
- English Learner (EL):**
- 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
 - Provide literacy intervention classes as funding allows
 - Provide BIAs/Teaching Fellows/Interact Fellows

As a site: What are the planned actions to support this student group?

Hispanic (HI):

African American (AA):

Students with Disabilities (SWD):

Long Term English Learner (LTE):

English Learner (EL):

- 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 CFA Data Tracker and provide intervention and feedback for learning.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the IPG and site-based initiatives for teacher feedback:
- Outcomes measured by walkthrough data focused on class-visit tools and PL school focus areas.
- 70% of classroom observations will show implementation of district/site-based initiatives - Clarity, Equitable & Culturally Responsive Practices, Standards-Aligned skills in lessons.
- CCI through data review, peer observations, 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.
- Outcomes monitored by admin, teachers, and ILT

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- CFA, district benchmark, iReady Diagnostic reading assessments, SBAC, and Interim assessments:
- Outcomes measured by growth from assessment to assessment and through CFA Progress Monitoring and Interim results.
- Student goal setting will be based on SBAC, iReady, Classroom progress monitoring assessments through Ed Cite, 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.
- Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA from -48.2 to -33.2 pts
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by admin, teachers, and ILT.

Action 2 :

Improve Proficiency in Math

Action Details:

Scandinavian Middle School will ensure that all students receive high quality instruction through the implementation of grade-level comprehensive Math instruction program with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students demonstrating mastery of standards.

Goal:

By June 2026, Scandinavian Middle School will decrease the distance from meeting standards in Mathematics from -99.7 to -84.7 as measured by the Smarter Balanced Summative Assessment (SBAC).

- 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.
- All students will be able to progress monitor and goal set through CFA and Summative assessments via CASSPP, Interim, and iReady.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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, CFA's 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. Provide intervention class for math as funding allows.
6. 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. Provide intervention class for math as funding allows.
3. We will measure students' success based on growth in 2A, 2B, and 3 on IPG as well as CFA data.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Designated ELD will take place daily and schoolwide. Integrated ELD will be implemented throughout the day in all content areas. With Title I funds we plan to support English Learners by contracting Interact Fellows/BIAs to be able to provide daily Math support. We are also utilizing some of the Title I funds to add an additional Home School Liaison HSL to improve service and communication with the parents of our ELs.

- 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
- 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.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Provide intervention classes as funding allows
- Provide BIA/Interactive Fellow support
- Incentives for academic achievement and targeted improvement

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Provide intervention classes are funding allows
- Provide BIA/Interactive Fellow support
- Incentives for academic achievement and targeted improvement

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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 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 CFADData Tracker and provide intervention and feedback for learning.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and site-based initiatives for teacher feedback: - Outcomes measured by walk-through data focused on IPG and PL school focus areas. 70%of classroom observations will show implementation of mathematical practices being implemented. - 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 Math resources. - 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. - Outcomes monitored by admin, teachers, and ILT	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - District benchmark, iReadyDiagnostic math assessments, SBAC, interim assessments: - Outcomes measured by growth from assessment to assessment and through math resources/platforms. - Module assessments through Ed Cite, iReady, IABs, FIABS, etc. will be monitored and interventions put in place. - 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. - Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC Results: Outcomes measured by decrease the distance from meeting standards in Mathematics from -97.7 to -84.7 pts - Outcomes measured by growth from distance from standard. - Outcomes monitored by admin, teachers, and ILT

Action 3 :

EL ReClassification

Action Details:

Scandinavian Middle School will implement a comprehensive and strategic language acquisition program with a three-tiered approach to improve speaking, listening, reading, and writing for English Learners. Integrated and designate EL instruction will occur with fidelity to ensure language proficiency. Common Formative Assessments, teachers, and EL case managers will consistently monitor students' progress using the Ellevation platform to measure student demonstration of growth and proficiency in target language acquisition and determine appropriate intervention and enrichment.

- 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 ELD/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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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. Provide intervention class for LTELs as funding allows.
6. Saturday Academy for intervention, acceleration, and enrichment
7. If funding allows Teaching Fellows for core classes to support integrated/designated ELD instruction
8. ELD teacher and EL case manager 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. Provide intervention class for LTELs as funding allows.
6. Celebrations for EL students making significant progress using ELPI growth.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

72% of English Learners are LTELs. LTELs are not making progress on ELPAC. 90% of ELs are not meeting criteria in iReady for reclassification. 49% of ELs have demonstrate no growth or regression on ELPAC.

We plan to support English Learners by ensuring that integrated/designated ELD instruction is implemented daily by certificated teachers to ensure our ELs, including LTELs and Dually Identified ELs with IEPs access core learning. Additionally, we will be contracting Interact Fellows to provide additional support in core classes. We plan to support ELs through small group and after school intervention. We will add one additional Home School Liaison to improve service and communication with the families of our ELs. We will embed consistent use of academic discourse, talk moves/accountable talk, and Language Frames during Integrated and Designated ELD instruction. We will also provide Professional Learning aligned to the ELD standards with guidance/support from the EL Services department. For LTELs, we will provide additional support through targeted reading and language intervention opportunities. We will determine intervention needs for ELs and LTELs using ELPAC data on Ellevation to ensure our EL students receive appropriate support. For Reclassified Fluent English Proficient (RFEP) students, teachers will utilize the Ellevation platform to progress monitor and set goals as needed.

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
- 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
- Case Managers and Academic Counselors will meet with ELs and ELs with Disabilities for reclassification criteria, goal setting, and necessary intervention

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

- 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
- BIAs/Interact Fellows
- Providing intervention class for LTELs as funding allows

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

- 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
- BIAs/Interact Fellows
- Providing intervention class for LTELs as funding allows

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

- All students will be provided with integrated ELD in al content areas through strategic, skilled lesson planning and delivery.
- All EL students will receive designated and integrated 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 CFAData Tracker and class EL profile to provide intervention and feedback for learning.
- Reclassified students will be celebrated and recognized.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Daily designated and integrated instruction for EL students based on class visits - Implementation of Keystone Pedagogies and Equitable-Culturally Responsive practices for reading, writing, speaking, and listening skills. - 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. - Outcomes monitored by admin, teachers, EL Case Manager and ILT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Reclassification monitoring for ELs - Progress monitoring of ELs and RFEP students on Ellevation - CFA data collection and progress monitoring - Utilize iReady for instruction, intervention, and progress monitoring for reclassification criteria - Outcomes monitored by admin, teachers, EL Case Manager and ILT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - ELPI Results: Increase the percentage of EL students who improved at least on ELPI level; ELs from 23.9 % to 25% and LTELs from 25.6% to 26.7% - ELPAC Results: Increase the percentage of ELs scoring 4 on ELPAC from 24.3% to 25.4 - Outcomes measured by growth from distance from standard; decrease DFS by 15 pts. - Outcomes monitored by admin, teachers, EL Case Manager and ILT.

Action 4 :

Improve D and F Rate

Action Details:

Scandinavian Middle School will implement a comprehensive and rigorous standards-based curriculum with a three-tiered approach to improve and ensure students are high-ready. Common Formative Assessments and will consistently monitor students' progress using Progress Monitoring Sheets to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment.

- 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, Eddite, 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- All teachers will provide rigorous and engaging instruction that is driven by essential standards and assessment data.
- Teachers will implement grading practices and PLC commitments agreed upon by during our work around Grading for Equity- make-up days, champion for the work, etc.

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
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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
- 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.
- Fund intervention class as funding allows.
- Hire an After-school Coordinator to align site-based interventions/enrichments as funding allows.

Student Groups

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

- Students with Disabilities (SWD):**
- Socio-economically Disadvantaged (SED):**
- Hispanic (HI):**
- English Learner (EL):**
- African American (AA):**
- 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
 - Providing intervention class, as funding allows
 - Hire an After-School Coordinator to align site-based interventions/enrichments, as funding allows
 - Incentives for academic achievement and targeted improvement

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

- Students with Disabilities (SWD):**
- Socio-economically Disadvantaged (SED):**
- Hispanic (HI):**
- English Learner (EL):**
- African American (AA):**
- 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
 - Providing intervention class, as funding allows
 - Hire an After-School Coordinator to align site-based interventions/enrichments, as funding allows
 - Incentives for academic achievement and targeted improvement

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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.
- Intervention classes, as funding allows
- After-school Coordinator as funding allows

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • PLCs mintues for student work analysis, common planning, and responses to struggling student • Implementation of PLC+ elements • Classroom observations for evidence of rigorous, equitable, and culturally responsive practices in lessons • CFA charts to monitor student progress on assessments and learning tasks • Outcomes monitored by admin, teachers, and ILT	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Progress reports and quarterly grades • Tutoring attendance • Positive referral and warrior of the month recognition • Academic Awards • High-school Readiness progress monitoring - 2.5 GPA, 95% attendance, and no D/Fs in ELA or Math • Outcomes monitored by admin, teachers, and ILT	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Academic Awards • High-school Readiness progress monitoring - 2.5 GPA, 95% attendance, and no D/Fs in ELA or Math • Outcomes monitored by admin, teachers, and ILT

2025-2026 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	Bks & Ref			: Digital Platforms/site licenses	20,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Professional Consulting Services	9,360.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	101,102.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Classroom technology/digital platforms	15,562.00
G1A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Provide a safe campus environment for students to learn.	20,343.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Tutorial/Intervention G1A4 **No IEPs**	50,364.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Digital Platforms	15,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,459.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Tutorial/Intervention	6,131.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Tutorial/Intervention G1A2	51,271.00

\$299,592.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80.7 %	77.9 %	2024-2025	79 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey increased 3% from Spring 2024 - from 74% to 77%.
Based on our high-school readiness criteria - 2.5 GPA, 95% Attendance, and No Ds/Fs in ELA or Math classes - we have 34% of our students high-school ready at Q2.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Absenteeism
- 2. Not enough opportunities for student participation for college and career experiences ie, recruitment, field trips, professional guess speakers, and college-career fairs.
- 3. Relevancy of curriculum and courses

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Additional HSL for attendance monitoring and communication
- 2. Encourage sponsors/coaches for student engagements - clubs, mentors
- 3. Increase opportunities for college-career exposures - field trips, guest speakers, mentors, fairs, etc.
- 4. Provide zero-period PE for additional elective opportunities

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Career Exposure

Partially Implemented

- 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)

Action 2: College Exposure

Partially Implemented

- 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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Career Exposure

Partially Effective

- 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)

Action 2: College Exposure

Partially Effective

- 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

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will provide more opportunities for real world experiences such as field trips.
- We will host a College-Career Job Fair.
- We will increase the number of activities/engagements available for students to choose from.
- We will begin regular monthly meetings between Admin, CCT, and ILT to analyze data and calibrate student supports.
- We will monitor high-school readiness data and communicate with parents.
- We will provide zero period PE for increased opportunity for electives in VAPA courses.
- We will hire an additional HSL for communication and attendance monitoring.

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

SSC:

- Have speakers talk with students about their careers.
- More field trip opportunities
- Increase elective options
- ASP coordinator for aligning tutorial and enrichment

ELAC:

- Field trips college/career related
- Educational and enrichment assemblies
- Zero-period PE for ELs to have an additional elective

Staff:

- Bring more experiences and presentations to the school site
- Additional clubs and activities to support Real World Experiences
- Field trips - college/career related.
- PL on Student Engagement

Action 1 :

Career Exposure

Action Details:

Scandinavian Middle School is committed to increase student engagement in real-world learning experiences by engaging students in a variety of college and career opportunities through club organizations, athletic teams, co-curricular activities, visual and performing arts, field trips, and class presentations. Students in grades 7-8 will engage in a variety of learning experiences, field trips, and clubs based on student interest and leadership opportunities to expand student real world learning opportunities. We will continue to encourage students and parents to participate in the opportunities (exposure to careers trips) provided by the site and the district.

- 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, School Connect, 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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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)

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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
- EL students will have the opportunity to learn how they can receive a seal of biliteracy upon high school graduation.
- Students will have the opportunity to receive credit for native speakers' courses.
- Staff will support English Learners and families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real-world learning experiences.
- Student engagement data of EL students will be monitored for disproportionality

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Hire an After-school Coordinator for site-based interventions, enrichments, and engagements, as funding allows.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Hire an After-school Coordinator for site-based interventions, enrichments, and engagements, as funding allows.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Xelo and A-G presentation student completion
- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by admin, counselors, and CCT

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Student engagement data with college visitors
- Student attendance on College visits
- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by admin, counselors, and CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Responses on the Climate and Culture Surveys will increase by 3% compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by admin, counselors, and CCT.

Action 2 :

College Exposure

Action Details:

Scandinavian Middle School is committed to increase student engagement in real-world learning experiences by engaging students in a variety of college and career opportunities through club organizations, athletic teams, co-curricular activities, visual and performing arts, field trips, and class presentations. Students in grades 7-8 will engage in a variety of learning experiences, field trips, and clubs based on student interest and leadership opportunities to expand student real world learning opportunities. We will continue to encourage students and parents to participate in the opportunities (exposure to careers trips) provided by the site and the district.

- 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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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. Community college visits
2. Fresno state or other CSU college visit
3. Visit UC Colleges
4. More field trips in content areas as academic incentives

Tier 3:

1. Visit specialty colleges or trade schools

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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
- EL students will have the opportunity to learn how they can receive a seal of biliteracy upon high school graduation.

- Students will have the opportunity to receive credit for native speakers' courses.
- Staff will support English Learners and families through outreach, home visits and other related services to encourage participation in college enrichment opportunities and real-world learning experiences.
- Student engagement data of EL students will be monitored for disproportion

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Hire an After-school Coordinator for site-based interventions, enrichments, and engagements, as funding allows.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Hire an After-school Coordinator for site-based interventions, enrichments, and engagements, as funding allows.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Xelo and A-G presentation student completion
- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by admin, counselors, and CCT

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Student engagement data with college visitors
- Student attendance on College visits
- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by admin, counselors, and CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Responses on the Climate and Culture Surveys will increase by 3% compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by admin, counselors, and CCT.

2025-2026 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	5,268.00

\$5,268.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		33.8 %	2023-2024	33.2 %
Chronic Absenteeism - (African American)	✓		43.9 %	2023-2024	43.3 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		41.6 %	2023-2024	41 %
Suspension Rate	✓	7.37 %	9.8 %	2023-2024	9.47 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, Chronic Absenteeism has slightly decreased over the last year. Identified student groups are AAand SWD. Suspensions have slightly decreased over the last year. Identified student groups are SED, Hispanic, AA, and SWD.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. **Health Issues:** Chronic illnesses, mental health conditions, and other health problems can contribute to frequent absences.
- 2. **Family Challenges:** Economic hardship, unstable housing, and the need to care for siblings can impact a student's ability to attend school regularly.
- 3. **Transportation Issues:** Lack of reliable transportation can be a barrier to consistent school attendance.
- 4. **School Climate and Connectedness:** poor relationships with teachers and peers, can discourage students from attending.
- 5. **Lack of Engagement:** If students don't feel connected to the curriculum or school culture, they might become disengaged and not want to attend.
- 6. **Poor Academic Performance:** Struggling with schoolwork or feeling behind can lead to avoidance, as students may feel embarrassed or discouraged.
- 7. **Smart Devices and Social Media:** increase in distraction, decrease in focus and social skills, prevalence of social media and peer pressure leading to increased conflict, sleep disruption, avoidance, and irritability.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. PBIS with incentives for attendance, engagements, and school-wide expectations
- 2. Additional HSL for home visits and communication
- 3. Strategic adult supervision in common areas
- 4. Robust implementation of tiered interventions
- 5. Aligned behavioral supports, including restorative and culturally responsive practices.
- 6. Provide RP counselor, as funding allows
- 7. Buy-out prep for Transition Teacher for consistency of intervention alignment

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Chronic Absenteeism

Partially Implemented

- 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

Action 2: Student Suspensions

Partially Implemented

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 YVA 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.

Action 3: Student Engagements

Partially Implemented

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 sponsorships 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 school engagements - clubs, sports, events, etc.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Chronic Absenteeism

Partially Effective

- 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

Action 2: Student Suspensions

Partially Effective

- 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 YVA 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.

Action 3: Student Engagements

Partially Effective

- 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 school engagements - clubs, sports, events, etc.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will implement discipline guideline practices and alternative discipline practices to address misbehaviors and suspensions.
- We will fund a prep buyout for the Transition Teacher to maintain consistency throughout the school day while providing academic and behavior interventions, restorative conferences, mediation, and case management.
- We will fund an additional HSL for attendance monitoring, home-visits, and communication.
- We will implement SEL interventions/curriculum and PBIS platforms such as Ripple Effects, 5-Star, School-Connect, etc.
- As funding allows, we will seek an After-school Coordinator to align the ASP with site vision of interventions, engagements, and enrichments.

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

SSC: • More student engagement opportunities more field trips - academic and career-related • Additional HSL for attendance monitoring and communication • Hire After-school Coordinator to encourage intervention, enrichment, and engagements for ASP.	ELAC: • SEL supports • Field trips • Assemblies	Staff: • PBIS and incentives for students • More mentoring opportunities and clubs
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Action 1 :

Decrease Chronic Absenteeism

Action Details:

Scandinavian Middle School will continue to utilize a school wide incentive program to improve attendance rates for all students and implement a tiered system of support for our chronically absent students. We support students in being on target to graduate by reducing the amount of chronic absenteeism while increasing overall site ADA with TST Team including HSL, Attendance Clerk, and staff.

- Fund additional HSL
- 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 HSL.
- Semester students will be able to participate in an incentive field trip when identified with 95% attendance.
- Incentives will be provided by the HSL to students on their caseload that show growth
- Provide translation services

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 HSL 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 HSL and TST
4. HSL will monitor students being targeted for attendance.
5. If students are absent HSL and/or office staff 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 & HSL, SART process with social worker, SARB referrals
2. Provide Saturday Academy for intervention, acceleration, and enrichment

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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 Ski Is, Keystone Pedagogies, Career Readiness, etc.
- Supplemental contracts for tutoring and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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 Ski Is, 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 additional HSL and extra hours for office staff to support chronic absenteeism monitoring and intervention

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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.
- Additional HSL will work closely with low performing groups.
- Support families through counselor and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance.
- We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support should be tailored to the students and families.
- Attendance Team (Office Assistant, Attendance Clerk, HSL, Admin) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in chronic absenteeism rate weekly • Outcomes measured by monthly meetings to review/analyze ADA • Documentation of contacts and meetings in ATLAS • Monitoring and tracking of tardies • Outcomes monitored by Admin Team, Office Staff, TST, and CCT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in chronic absenteeism rate by quarterly compared to last year. • Outcomes measured by monthly meetings to review/analyze ADA • Outcomes monitored by Admin Team, Office Staff, TST, and CCT	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease in chronic absenteeism rate from this year to last year. • Outcomes measured by monthly meetings to review/analyze ADA • Outcomes monitored by Admin Team, Office Staff, TST, and CCT

Action 2 :

Decrease Suspension Rate

Action Details:

Scandinavian Middle School will implement a Multi-Tiered System of Support to integrate research-based district adopted programs to support best practices of Response to Intervention (RTI) and Social Emotional Learning (SEL) to decrease out-of-school suspension rates and behaviors leading to suspension. Whenever it is safe, appropriate, and possible, responsive restorative processes will be used in lieu of suspension to support positive, ongoing relationships to interrupt incidences from escalating.

- Students will participate in classroom meetings through Warrior Connect and teachers will use curriculum such as School Connect, to teach essential character and SEL skills
- Buy-out of Transition Teacher prep for consistency of SEL/Restorative interventions
- Provide SEL intervention curriculum such as Ripple Effects
- Restorative Practice Counselor, as funding allows
- 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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 School Connect to teach essential character and SEL skills/standards
9. Expectations talks quarterly
10. Positive behavior celebrations
11. Positive phone calls by staff
12. Conflict resolution/de-escalation learning for staff and students
13. Equitable and Culturally-response practices

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. Support Services - Prodigy, A4 mentoring, etc.
7. Restoratives by School Counselor
8. Re-engagement center used as an alternative to suspensions with SEL/Restorative interventions
9. 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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 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 EL Progress Monitoring
- Saturday Academy for EL intervention/acceleration/enrichment
- 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

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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, engagements, and/or case manager to support Target Progress Monitoring
- Saturday Academy for intervention/acceleration/enrichment
- Incentives for academic achievement and targeted improvement
- Provide an addition HSL and extend hours to office staff to support communication and intervention monitoring
- Provide RP counselor, as funding allows
- SEL resources and curriculum such as Ripple Effects
- Buy-out Transition Teacher prep for consistency of aligned SEL/Restorative interventions
- Hire an After-school Coordinator to align interventions, enrichments, and engagements

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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.
- Increase connectedness through mentoring - A4, mentorships, etc.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspensions monthly compared to last year. • Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. • Outcomes monitored by Admin Team, TST, and Climate & Culture	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspensions by semester compared to last year. • Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. • Outcomes monitored by Admin Team, TST, and Climate & Culture Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspensions overall from last year to this year. • Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. • Outcomes monitored by Admin Team, TST, and Climate & Culture Team

Action 3 :

Increase Student Engagements

Action Details:

Scandinavian Middle School is committed to increase student engagement in our school and community by engaging students in a variety of experiences through events, activities, club organizations, athletic teams, co-curricular activities, visual and performing arts, field trips, class presentations, and an after-school program. Students in grades 7-8 will be encouraged to engage in positive interactions with peers and adults to build connectedness and school culture.

- 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/clubs
- 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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- 1. All teachers will be trained in best practices in cultural proficiency, equitable, and culturally responsive practices 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 sponsorships 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. School Connect 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 - positive parent contacts
- 9. School wide campus culture will be implemented and be reinforced through Warrior connect classroom meetings
- 10. Saturday Academy for intervention, acceleration, and enrichment
- 11. Hire After-school Coordinator to align interventions, enrichments, and engagements with school

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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 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
- EL Club for Newcomers
- Zero Period PE option for increased elective opportunities
- Teachers will be providing tutoring services to EL students to ensure they are being provided the instructional support needed

Student Groups

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

Students with Disabilities (SWD):
Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):

African American (AA):

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

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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, mentoring, 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 an addition HSL and extra hours staff to support school and community events/activities
- Hire an After-school Coordinator to increase and encourage interventions, enrichments, and engagements at the school.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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.
- Increase connectedness through mentoring - A4, mentorships, etc.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Engagement participation will be analyzed quarterly for increases compared to last year. - Outcomes measured through ATLAS reports. - Outcomes monitored by admin, CCD, and CCT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Engagement participation will be analyzed at semester for increases compared to last year. - Outcomes measured through ATLAS reports. - Increase in favorable response for student engagement in previous Spring Climate and Culture Survey. - Outcomes monitored by admin, CCD, and CCT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Engagement participation will be analyzed for increases compared to last year. - Outcomes measured through ATLAS reports. - Increase in favorable response for student engagement in Fall Climate and Culture Survey. - Outcomes monitored by admin, CCD, and CCT.

2025-2026 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-Ext			Interpreting	1,554.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	2,000.00
G3A3	LCFF: EL	Instruction	Mat & Supp			Classroom Material & Supplies	33,288.00
G3A3	LCFF: EL	Instruction	Direct Trans			Student Engagement	100.00

\$36,942.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	83.7 %	85.1 %	2024-2025	90 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Staff participation in the Fall Climate & Culture Survey increased slightly from 2023 to 2024.
- Need for Increase of teacher voice in PD development and staff recognition.
- Same core teachers are involved in CCT and ILT meetings

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Challenges with teacher coverage to support classroom observations.
- Inequitable professional learning time (lack of differentiation).
- Limited professional development meeting time

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms and open discussion meetings.
- We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, and SSC to identify areas where growth can occur.
- We will have the CC team survey staff so they have full buy in with the connectivity ideas.
- We will provide weekly updates sent to the entire staff by the principal to keep staff connected.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Sense of Belonging

Partially Implemented

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 need

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

Action 2: Staff Professional Learning and Supports

Partially Implemented

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
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.

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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Sense of Belonging	Partially Effective
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 need	

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

Action 2: Staff Professional Learning and Supports

Partially Effective

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
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.

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

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Academic Coach will provide coach cycles to build teacher capacity in ELA/Math.
- Funds set aside to fund substitutes for data chats, action planning, collaboration, and reflection.
- Training for teachers in PLC+ structures and implementation.
- Differentiated PLs.

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

SSC:

1. Make sure everyone's voice is heard
2. Practice equitable/cultural proficiency mindset
3. Staff meetings with staff buy-in and feedback
4. Continue/expand parent engagements - Parent Hour, Parent University, etc.

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 Coffee Hour, Parent University, etc.

Staff:

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

Action 1 :

Staff Sense of Belonging

Action Details:

Scandinavian Middle School will provide high-quality professional learning to all staff to build their capacity, empower them, and promote higher teacher efficacy. Various support and resources will be provided to assist our staff and to increase retention. At the same time, we will increase our efforts to provide opportunities for staff to engage in schoolwide activities and events to promote a sense of community and belonging.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 need

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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
- Intervention classes as funding allows
- Peer to peer observations and staff mentorship to support teacher development and student learning
- Book clubs and trainings to support staff to learn how to better support students

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Intervention classes as funding allows

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Intervention classes as funding allows

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Peer to peer observations and staff mentorship to support teacher development and student learning
- Book clubs and trainings to support staff to learn how to better support students
- Professional Learning Opportunities for paraprofessionals and tutors supporting Tier 2 and Tier 3 students focused on literacy, math, and SEL.
- Tools/Resources for teacher such as, Tutor.com, Sora, Khan Academy, Rosetta Stone, Nearpod, Ripple Effects, School Connect, etc.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Increase staff buy-in and attendance to peer connections, staff recognition, mentorship, and professional development opportunities. Outcomes monitored by admin and CCT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Increase staff buy-in and attendance to peer connections, staff recognition, mentorship, and professional development opportunities. Outcomes monitored by admin and CCT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increase staff buy-in and attendance to peer connections, staff recognition, mentorship, and professional development opportunities. Outcomes monitored by admin and CCT.

Action 2 :

Staff Professional Learning and Supports

Action Details:

Scandinavian Middle School will provide high-quality professional learning to all staff to build their capacity, empower them, and promote higher teacher efficacy. Various support and resources will be provided to assist our staff and to increase retention. At the same time, we will increase our efforts to provide opportunities for staff to engage in schoolwide activities and events to promote a sense of community and belonging.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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
3. Opportunities for peer-to-peer observations and feedback
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.

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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
 - Intervention classes as funding allows
-
1. Lab School
 2. PL on ATLAS reports/ELD standards
 3. Accessibility to translators and interact fellows
 4. PL related to ELD standards and culturally responsive practices

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Intervention classes as funding allows.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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
- Intervention classes as funding allows.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Tutoring support - BIAs/Interact Fellows
- Goal setting, progress monitoring, gradebook analysis
- PL on PLI, UDL, and small group instruction
- Cultural proficiency/Culturally-Responsive training
- Interventions including classes as funding allows for instructional needs

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- We will measure the effectiveness of professional development around IPG, district/site-based PL initiatives, and the Coaching/Feedback Cycle during the first semester.
- Outcomes will be measured by attendance to PL and feedback cycles.
- Outcomes monitored by admin.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by staff participation. There will be an increase of 2%favorable.
- Outcomes monitored by admin and CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by staff participation. There will be an increase of 2%favorable.
- Outcomes monitored by admin and CCT

2025-2026 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 PL	14,428.00
G4A2	Sup & Conc	Instruction	Travel			Professional Learning	11,300.00
G4A2	LCFF: EL	Instruction	Teacher-Subs			Planning Days and Assessors	5,964.00

\$31,692.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	86.8 %	79.7 %	2024-2025	90 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We have challenges getting parents to participate and attend meetings to support their student's achievement.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Work commitments and conflicting schedule of school meetings and events.
- 2. Communication Issues - not all parents have phones or digital platforms such as Parent Square to communicate with the school
- 3. Cultural and Language Barriers
- 4. Some parents may perceive school functions with a lack of importance or interest if their child has no direct involvement or benefit from school events.
- 5. Some parent may have had previous negative experiences.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Provide incentives for parents to attend and/or participate in school events
- 2. Increase positive contacts with home
- 3. Increase communication and marketing of school activities on various platforms
- 4. Hire additional HSL for family and community outreach

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Communication with Parents

Fully Implemented

- 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 Edu text
 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
- Tier 2:
1. ATLASutorials
 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

Action 2: School Events

Fully Implemented

- 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

Action 3: Parents Feel Respected and Welcomed

Partially Implemented

- Tier 1:
1. Available and trained office staff, additional OA support
 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

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Communication with Parents

Partially Effective

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 Edu text
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

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

Action 2: School Events

Partially Effective

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

Action 3: Parents Feel Respected and Welcomed

Partially Effective

Tier 1:

- 1. Available and trained office staff, additional OA support
- 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

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation by providing more incentives for our parents to attend our meetings. We will provide training to our HSL and Office Assistant in strategies on parent outreach.

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

SSC:

- Incentivize parents to attend events
- Continue/expand parent engagements - Parent Engagement Hour, Parent University, etc.
- Hire additional HSL for community engagement

ELAC:

- Parent Meetings
- Positive Phone Calls home
- Connect with students with excess absences
- Provide opportunities for class visits
- Encourage parent participation via communication with Parent Square and various platforms
- Having translators available for families

Staff:

- Tangible give aways/raffles such as food or clothing
- Increase school events and student recognition for parent engagements - Trunk-n-Treats, monthly awards.
- Increase communication with parents through various platform such as Parent Square.
- Positive contacts

Action 1 :

Communication with Parents

Action Details:

Scandinavian Middle School will ensure practices for effective customer service and communication to ensure parent and family engagement opportunities.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 - Parent University
5. Student Study Team meetings

Tier 3:

1. Home visits
2. Parent meetings

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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, Parent University, etc.
- Providing translation during meetings
- Opportunities to join ELAC
- Home communication about school events in home languages
- 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.
- Hire additional HSL for communication

Student Groups

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

Hispanic (HI):

English Learner (EL):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

African American (AA):

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

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

Hispanic (HI):

African American (AA):

English Learner (EL):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

- 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 additional HSL and staff outreach

As a site: What are the planned actions to support this student group?

Hispanic (HI):

African American (AA):

English Learner (EL):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

- Opportunities for tutorials on different platforms
- Opportunities for parent conferences
- Home visits to communicate
- SST, TST, SSC, ELAC, School Events, and various academic, behavioral, and enrichment meetings

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • We will see an increase in engagements for website visitors, edutext & parent square, ATLAS - responsive and positive logs, parent-teacher-admin conferences - SST. • Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year. • Outcomes monitored by admin, counselors, office staff, and CCT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • We will see an increase from the Fall Climate & Culture survey to the Spring survey. • Outcomes measured by family engagement domain. There will be an increase of 2% favorable • Outcomes monitored by admin, counselors, office staff, and CCT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • We will see an increase in the Fall Climate & Culture family survey from last year to this year. • Outcomes measured by family engagement domain. There will be an increase of 2% favorable. • Outcomes monitored by admin, counselors, office staff, and CCT.

Action 2 :

School Events

Action Details:

Scandinavian Middle School will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and engaged in school events and activities.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.
- Providing translation during meetings
- Opportunities to join ELAC
- Home communication about school events in home languages

Student Groups

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

African American (AA):

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

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

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

African American (AA):

Students with Disabilities (SWD):

Hispanic (HI):

Socio-economically Disadvantaged (SED):

English Learner (EL):

- 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 additional HSL and staff outreach

As a site: What are the planned actions to support this student group?

Hispanic (HI):

African American (AA):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

- Opportunities for tutorials on different platforms
- Opportunities for parent conferences
- Home visits to communicate
- SST, TST, SSC, ELAC, School Events, and various academic, behavioral, and enrichment meetings

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences. - Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year. - Outcomes monitored by admin, office staff, teachers, and CCT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - We will see an increase from the Fall Climate & Culture survey to the Spring survey. - Outcomes measured by family engagement domain. There will be an increase of 2% favorable. - Outcomes monitored by admin, office staff, teachers, and CCT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - We will see an increase in the Fall Climate & Culture family survey from last year to this year. - Outcomes measured by family engagement domain. There will be an increase of 2% favorable. - Outcomes monitored by admin, office staff, teachers, and CCT.

Action 3 :

Parent & Community Engagement

Action Details:

Scandinavian Middle School will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included in the decision-making process that promotes academic progress and culturally inclusive practices.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
- Available and trained office staff, additional OA support and HSL
 - Consistent and clear communication between school and home
 - Keep parents informed on school events and use multiple platforms such as school website, social media, phone messages, email, etc. to communicate
- Tier 2:
- Principal's message to parents to inform, partner with them, and address any concerns
 - Helping parents with supporting their student's education by training them how to utilize various platforms
 - Positive communication between teachers to parents
 - 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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Providing instructional materials, supplies, equipment, and translation services
- Professional Learning - conferences, consulting, workshops, and training - such as Parenting Skills/Classes, Family Resources, etc.
- EL Case Manager will work with EL families
- Support for ELAC & Parent Meetings/Events
- Opportunities to join ELAC
- Additional HSL for parent outreach and community communication.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- We will add an additional Home School Liaison HSL to improve service and communication with the parents.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- 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 additional HSL and staff outreach

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Ensuring consistent communication with all parents.
- Increasing opportunities for parent engagement during and after school hours.
- Opportunities for tutorials on different platforms
- Opportunities for parent conferences
- Home visits to communicate
- SST, TST, SSC, ELAC, School Events, and various academic, behavioral, and enrichment meetings

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences.
- Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year.
- Outcomes monitored by admin, office staff, and CCT

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by family engagement domain. There will be an increase of 2% favorable.
- Outcomes monitored by admin, office staff, and CCT.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- We will see an increase in the Fall Climate & Culture family survey from last year to this year.
- Outcomes measured by family engagement domain. There will be an increase of 2% favorable.
- Outcomes monitored by admin, office staff, and CCT.

2025-2026 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	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Parent Support	212.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Interpreting	207.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Coffee Hour & Trainings	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Support families to engaged in their students' education	38,215.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreting Services	2,618.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.3125	Support families to engaged in their students' education	27,298.00
G5A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified extra time for events and interpreting	2,994.00
G5A2	Sup & Conc	Instruction	Direct-Maint			Maintenance & Repair	3,900.00
G5A2	Sup & Conc	Parent Participation	Direct-Graph			Family Engagement	848.00
G5A2	Sup & Conc	Parent Participation	Direct-Food			Food for events	800.00
G5A2	Sup & Conc	Security	Cls Sup-Ext			CSA support after hour events	414.00
G5A2	LCFF: EL	Parent Participation	Direct-Graph			Family Engagement	375.00
G5A3	Title 1 Basic	Parent Participation	Direct-Graph			School Publications for Parent Involvement	190.00
G5A3	Sup & Conc	Instruction	Direct-Graph			: School Publications	4,671.00

\$83,742.00

2025-2026 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	Bks & Ref			: Digital Platforms/site licenses	20,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Professional Consulting Services	9,360.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	101,102.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Classroom technology/digital platforms	15,562.00
G1A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Provide a safe campus environment for students to learn.	20,343.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Tutorial/Intervention G1A4 **No IEPs**	50,364.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Digital Platforms	15,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,459.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Tutorial/Intervention	6,131.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Tutorial/Intervention G1A2	51,271.00
G2A2	Sup & Conc	Instruction	Direct Trans			College Trips	5,268.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Interpreting	1,554.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	2,000.00
G3A3	LCFF: EL	Instruction	Mat & Supp			Classroom Material & Supplies	33,288.00
G3A3	LCFF: EL	Instruction	Direct Trans			Student Engagement	100.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Subs for PL	14,428.00
G4A2	Sup & Conc	Instruction	Travel			Professional Learning	11,300.00
G4A2	LCFF: EL	Instruction	Teacher-Subs			Planning Days and Assessors	5,964.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sub			Parent Support	212.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Interpreting	207.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Coffee Hour & Trainings	1,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Support families to engaged in their students' education	38,215.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreting Services	2,618.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3125	Support families to engaged in their students' education	27,298.00
G5A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified extra time for events and interpreting	2,994.00
G5A2	Sup & Conc	Instruction	Direct-Maint			Maintenance & Repair	3,900.00
G5A2	Sup & Conc	Parent Participation	Direct-Graph			Family Engagement	848.00
G5A2	Sup & Conc	Parent Participation	Direct-Food			Food for events	800.00
G5A2	Sup & Conc	Security	Cls Sup-Ext			CSA support after hour events	414.00
G5A2	LCFF: EL	Parent Participation	Direct-Graph			Family Engagement	375.00
G5A3	Title 1 Basic	Parent Participation	Direct-Graph			School Publications for Parent Involvement	190.00
G5A3	Sup & Conc	Instruction	Direct-Graph			: School Publications	4,671.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$97,908.00
Sup & Conc	7090	\$283,554.00
LCFF: EL	7091	\$75,774.00
Grand Total		\$457,236.00

\$457,236.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$299,592.00
G2 - Expand student-centered and real-world learning experiences	\$5,268.00
G3 - Increase student engagement in their school and community	\$36,942.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$31,692.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$83,742.00
Grand Total	\$457,236.00