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 3, 2026

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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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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. Adrianna Centeno				**X**	
4. Erik Castillo		**X**			
5. Vy Heng		**X**			
6. Celene Heng		**X**			
7. Masidro Valdivia					**X**
8. Angeli Vang					**X**
9. Kenzie Jackson					**X**
10. Isabel Viramontes			**X**		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Scandinavian Middle School			
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**	Julie Ellis	3-10-26
SSC Chairperson	**Sue Vang**		3-16-26

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

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

FY 2026/27

Scandinavian - 0415

ON-SITE ALLOCATION

3010	Title I	$87,945	*
7090	LCFF Supplemental & Concentration	$230,080	
7091	LCFF for English Learners	$51,884	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$369,909**	

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$2,860
Program Budget	$85,085
Total Title I Allocation	$87,945

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Scandinavian Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		19.3 %	2025-2026	**20.4 %** ↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		12.6 %	2025-2026	**13.7 %** ↑
Goal 1	ELPAC - percentage of students who scored 4		23 %	2024-2025	**24.1 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	25 %	65.2 %	2024-2025	**66.3 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	26.7 %	64.9 %	2024-2025	**66 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		35.4 %	2025-2026	**36.5 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		51.1 %	2025-2026	**52.2 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		31.1 %	2025-2026	**32.2 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		49.8 %	2025-2026	**50.9 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-33.2 pts	-50.1 pts	2024-2025	**-35.1 pts** ↑
Goal 1	SBAC ELA - Average distance from standard (African American)		-84.5 pts	2024-2025	**-69.5 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		33.4 %	2024-2025	**38.4 %** ↑
Goal 1	SBAC Math - Average distance from standard (African American)		-132.3 pts	2024-2025	**-117.3 pts** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-84.7 pts	-93 pts	2024-2025	**-78 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Hispanic)		-102.3 pts	2024-2025	**-87.3 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		21 %	2024-2025	**26 %** ↑
Goal 2	Chronic Absenteeism - (African American)	43.3 %	47.2 %	2024-2025	**46.6 %** ↓

Goal 2	Chronic Absenteeism - (Asian)		22.2 %	2024-2025	**21.6 %** ↓
Goal 2	Chronic Absenteeism - (English Learner)		29.5 %	2024-2025	**28.9 %** ↓
Goal 2	Chronic Absenteeism - (Hispanic)		40.6 %	2024-2025	**40 %** ↓
Goal 2	Chronic Absenteeism - (Long-Term English Learner)		31.4 %	2024-2025	**30.8 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		37.2 %	2024-2025	**36.6 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	33.2 %	22.9 %	2025-2026	**22.3 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	90 %	94 %	2025-2026	**95.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90 %	89 %	2025-2026	**90.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		80 %	2025-2026	**82 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	9.47 %	3.5 %	2025-2026	**3.17 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

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

Reading/ELA -

Students are demonstrating year-over-year reading growth on i-Ready; however, this growth is not translating into grade-level mastery. Both i-Ready proficiency (19.3%) and SBAC ELA performance (33.4% Meets/Exceeds; DFS –50.1) show that students struggle with the deeper comprehension, analysis, and written expression required by grade-level standards. Instruction currently supports progress but not the level of rigor needed for mastery, particularly for student groups with persistent gaps (e.g., African American students).

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

Math -

Students are meeting growth targets in math, but too few are reaching grade-level proficiency. SBAC Math results show most students remain far below standard, with African American and Hispanic students experiencing the largest gaps. This indicates that current instruction builds skills but does not yet provide equitable access to the rigorous problem-solving and reasoning needed for mastery.

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

Absenteeism -

Chronic absenteeism remains high—particularly among African American, Hispanic, English Learner, LTEL, and socioeconomically disadvantaged students—indicating inconsistent engagement and unequal access to the conditions that support regular attendance, despite overall improvement in the schoolwide rate.

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

English Learners -

Most EL students have not yet achieved full English proficiency. While 65.2% of English Learners and 64.9% of Long-Term English Learners improved at least one ELPI level, approximately one-third did not demonstrate expected annual growth. Current instructional practices are not accelerating language development quickly enough to ensure students reach full proficiency.

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

Reading/ELA

1. Weak transfer of intervention skills to grade-level texts – Students grow in i-Ready or targeted interventions but struggle to apply those skills to complex, grade-level reading.
2. Limited exposure to complex and rigorous texts – Students are not reading enough grade-level or challenging texts to build comprehension and analytical skills.
3. Gaps in reading comprehension strategies – Students struggle with inference, analysis, and evidence-based reasoning required for mastery.
4. Insufficient vocabulary and academic language – Lack of understanding of complex words and academic terms limits comprehension of grade-level texts.
5. Inconsistent differentiation for struggling or English Learner students – Instruction is not always tailored to meet diverse student needs, leaving below-grade-level students behind

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

Math

1. Gaps in foundational and pre-algebra skills – Students lack mastery of critical prior concepts like fractions, ratios, proportions, and expressions.
2. Limited experience with grade-level problem-solving and reasoning – Students struggle with multi-step, complex tasks aligned to standards.
3. Inadequate differentiation for students below grade level – Low-income and historically underserved students do not consistently receive targeted support.
4. Weak math reasoning and academic language – Students have difficulty explaining reasoning, justifying answers, and using academic math vocabulary.
5. Inconsistent use of progress data to inform instruction – Instruction is not regularly adjusted based on i-Ready or formative assessment results.

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

Absenteeism

1. Socioeconomic barriers – Challenges such as transportation, unstable housing, family responsibilities, or lack of access to basic needs.
2. Low student engagement and negative school climate – Students feel disconnected, unmotivated, or unsafe at school.
3. Limited family communication and support – Families may not have timely information or resources to support regular attendance.
4. Health-related factors – Chronic illness, mental health issues, or limited access to healthcare contribute to absences.
5. Academic or behavioral struggles – Students behind academically or struggling socially may avoid school.

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

English Learners

1. Limited Explicit Academic Language Instruction - Instruction may focus on content completion rather than direct teaching of academic vocabulary, complex sentence structures, and discipline-specific language.
2. Insufficient Differentiation by English Proficiency Level - Lessons and scaffolds may not consistently match students' ELPAC/ELPI levels, especially for Long-Term English Learners.
3. Limited Structured Academic Discourse Opportunities - Students may not have frequent, structured opportunities to speak and write using academic language in meaningful ways.

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.

Reading/ELA

1. Bridge Intervention Skills to Grade-Level Texts -Provide scaffolded lessons that apply intervention skills (e.g., decoding, fluency) to grade-level complex texts. Use gradual release: model → guided practice → independent application.
2. Increase Access to Complex, Rigorous Texts - Provide high-interest, grade-appropriate, and culturally relevant texts for all students. Incorporate paired-text sets (narrative + informational) to support comprehension and analytical thinking.
3. Explicit Instruction in Reading Comprehension Strategies -Teach and model inferencing, text-dependent questioning, summarizing, and evidence-based analysis. Embed strategies in daily lessons with opportunities for discussion, writing, and text annotation.
4. Develop Academic Vocabulary and Language - Implement targeted vocabulary instruction for both general academic and domain-specific terms. Use vocabulary in contextualized discussions, reading, and writing tasks.
5. Differentiate Instruction for Struggling Readers and English Learners - Provide small group instruction, tiered assignments, and scaffolds for below-grade-level and EL students. Monitor progress with formative assessments and adjust instruction to meet individual needs, including tutoring and literacy interventions.
6. Strengthen Text-Dependent Writing and Speaking Opportunities - Integrate writing tasks and panel discussions where students must cite evidence from texts. Focus on argumentation, analysis, and synthesis across texts.

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.

Math

1. Implement tiered interventions targeting foundational skills (fractions, ratios, proportions, expressions, early algebra).
2. Provide scaffolded, multi-step, real-world problem-solving tasks aligned to grade-level standards.

3. Deliver small-group targeted instruction and enrichment for below-grade-level students, using culturally responsive teaching; including tutoring and literacy interventions.
4. Embed math discourse, think-alouds, and writing in math, and explicitly teach academic vocabulary and sentence stems.
5. Use data-driven instruction, regularly analyzing summative and formative assessment data to adjust grouping, reteaching, and targeted interventions.

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.

Absenteeism

1. Increase student engagement and positive school climate – Mentorship programs, SEL support, restorative practices, and enrichment opportunities.
2. Strengthen family communication and support – Regular attendance check-ins, home-language communication, workshops, and family outreach.
3. Provide academic and behavioral support – Tutoring, homework assistance, early warning systems, and targeted interventions for struggling students.
4. Monitor and support student well-being – School-based counseling, mental health support, individualized attendance plans, and support for students with chronic health needs.

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.

English Learners

1. Systematic, explicit instruction in academic language (vocabulary, syntax, discourse) embedded across all content areas.
2. Targeted scaffolds and small-group instruction aligned to proficiency levels to accelerate movement toward Level 4.
3. Consistent use of structured discussion protocols, sentence frames, and evidence-based writing tasks to increase productive language use
4. Interact Fellowes, Tutors, and/or BIAs to support ELs

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Improve Proficiency in Reading and Writing

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
5. Tutoring and intervention time

6. Implementation of lab school -Keystone Pedagogies- strategies in all content areas
7. Implementing PLI Strategies
8. Academic counseling for all students
9. Utilizing instruction and assessment platforms such as Illuminate, Nearpod, Desmos, Brain Pop, Class Kick etc.
10. Deconstructing SBAC claims and targets and embedding question stems into instruction.

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

EL ReClassification

Fully Implemented

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

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.

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)

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

Decrease Chronic Absenteeism

Fully 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

Decrease Suspension Rate

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

Increase Student Engagements

Fully 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.

Staff Sense of Belonging

Partially Implemented

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

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

Communication with Parents

Partially 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. ATLAStutorials
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

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

Parent & Community Engagement

Fully Implemented

Tier 1:

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

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

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Improve Proficiency in Reading and Writing

Partially Effective

The actions were partially effective - While overall progress In ELA occurred resulting in 33.4% of students meeting/exceeding on SBAC, we did not meet our targeted goal of 34.7%. In addition, we scored -50.1pts of DFS not meeting our -33.2pts DFS goal. Lastly, SWD scored -131.5pts DFS, not reaching the targeted goal of -121.4pts DFS.

Improve Proficiency in Math

Partially Effective

The actions were partially effective - While overall progress in Math occurred resulting in 21% of students meeting/exceeding on SBAC, we did not meet our targeted goal of 22.8%. In addition, we scored -93pts of DFS not meeting our -84.7pts DFS targeted goal.

EL ReClassification

Effective

The actions were effective - ELs target of 25% of ELs improving at least one level on ELPI was exceeded with 65.2 %. While LTELs target of 26.7% of LTELS improving at least one level on ELPI was exceeded with 64.9 %.

Improve D and F Rate

Partially Effective

The actions were partially effective - overall percentage of students with D/F increased by 8% from 1st Qtr 2025 to 2nd Qtr 2025.

Career Exposure

Partially Effective

The actions were partially effective - 2% increase in student CC survey from Spring 2025 to Fall 2025, however metric for college/career readiness shifted to Health & Wellness.

College Exposure

Partially Effective

The actions were partially effective - 2% increase in student CC survey from Spring 2025 to Fall 2025, however metric for college/career readiness shifted to Health & Wellness.

Decrease Chronic Absenteeism

Partially Effective

The actions were partially effective - Overall Chronic Absenteeism decreased; target goal of 33.2% for 2025 is currently meeting expectations with 22.9 % Chronic Absenteeism based on 2025 Semester 1. However, Chronic Absenteeism for African-American is currently 47.2 % at 2025 Semester 1 trending negatively toward meeting the target of 41%.

Decrease Suspension Rate

Partially Effective

The actions were partially effective - Overall suspension rate for 2025 Semester is 3.5%, while the target goal was 9.47%. However, our Foster Youth and American Indian subgroups are higher than our 2025-26 target.

Increase Student Engagements

Effective

The actions were effective - student engagement domain increase 5% from Spring 2025 at 72% to Fall 2025 at 77%.

Staff Sense of Belonging

Partially Effective

The actions were partially effective - Spring 2025 to Fall 2025 Staff Survey -I feel valued at this school - 1% decrease (84% to 83%).

- Goal 2 Fall Climate & Culture staff survey - percent favorable in staff culture domain - target 90 %; currently 89 %

Staff Professional Learning and Supports

Effective

The actions were effective - Spring 2025 to Fall 2025 Staff Survey

- Organizational Environment 72% compared to Staff Culture 89% (indicator metrics changed)

Communication with Parents

Effective

The actions were effective - Goal 2 Fall Climate & Culture family survey - percent favorable in family engagement domain - target 90 %; currently at 94 %.

School Events

Effective

The actions were effective - all Tier 1–3 activities were fully implemented, providing universal access, deeper family engagement, and targeted support for at-risk students, even though no direct outcome metric is available. This full execution across tiers demonstrates strong operational success and meaningful impact on school connectedness and parent involvement.

Parent & Community Engagement

Partially Effective

The parent engagement system was partially effective - Tier 1–3 structures were implemented—providing consistent communication, multiple engagement opportunities, and targeted support—but participation and impact varied across events and platforms, indicating that while the system is functioning, deeper parent involvement and more consistent utilization of supports are still needed. This level of implementation shows meaningful progress in building communication pathways and engagement routines, even as the school continues working toward fuller parent partnership and participation.

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.

Based on our analysis of the current SPSA actions and budget, we will:

- Strengthen Tiered Academic Supports in Literacy/ELA & Math — provide targeted instruction and professional learning to enhance PLCs in grade-level problem-solving, data cycles to adjust instruction and reteach essential standards, address gaps in rigor and application, while leveraging evidence based instructional routines.
- Increase Explicit Academic Language Support for ELs/LTELs — Embed structured speaking, writing, and vocabulary routines across content areas.
- Target Attendance Supports for High-Need Subgroups— Implement focused attendance cohorts, home visits, and family outreach for groups with high chronic absenteeism.
- Strengthen Staff Culture, Belonging, and Professional Learning — Implement structured staff recognition, mentorship, and peer-observation cycles, along with targeted professional learning in classroom management/SEL, culturally responsive practices, and pedagogic routines (clarity, modeling, checking for understanding, and high-leverage instructional moves.)

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:

- Increase access to technology
- Increase opportunities for planning and interventions
- add supports for EL students

ELAC:

- Support for Long-Term ELs
- Social Emotional support/Mentoring/Peer Tutoring
- Additional learning opportunities for Els – ASP, Summer, etc.
- Training for families to help support ELs

Staff:

- Hiring more teaching fellows
- Expanding professional learning focused on rigor and EL strategies
- Increasing access to technology and translation tools
- Using supplemental tools (iReady Toolkit, Delta Math, text sets) to build rigor
- Automating assessment data to strengthen differentiation

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Improve Proficiency in Literacy/ELA

Action Details

Literacy Intervention

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 PLCs, along with the adopted GVC curriculum, to provide differentiated literacy intervention in evidenced-based strategies and practices.

Goal: By June 2027, Scandinavian will decrease the distance from meeting standards in ELA from -50.1 to -35.1 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..

Direct Instructional 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. 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 **Curriculum Guidance Documents, Literacy/Content Standards, FUSD adopted curriculum**, and PLI and Lift for designated ELD. (teacher contracts when needed)
3. ~~Students will have the opportunity for flexible learning through blended leaning (PLI) mode~~l.
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, iReady, 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, Zinc, etc. to support student learning

Tier 3:

1. Academic counseling and additional supports for struggling students
2. Comprehensive tutoring support during lunch and after school.
3. 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, as funding is available*
- *Consistent use of academic discourse, talk moves/accountable talk, and Language Frames*
- *LTEL- 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?

Long Term English Learner (LTEL):

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?

Long Term English Learner (LTEL):

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 (LTEL):

English Learner (EL):

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Families use student planners weekly to check learning intentions, assignments, and goals.
- Families attend data conversations (CFA, iReady, SBAC) to understand progress and support goals at home.
- Families ensure consistent attendance at tutoring, intervention, and Saturday Academy.
- Families support literacy at home by encouraging reading and using school-provided books and digital tools.

Professional Learning

Describe Professional Learning related to this action.

Professional learning on the following:

- Teacher clarity, standards-aligned instruction, and rigorous tasks.
- Literacy and academic discourse strategies across all content areas.
- Designated and integrated ELD practices supported by EL Services.
- Digital literacy tools and integration.
- CFA/iReady/SBAC data analysis, progress monitoring, and student goal setting.
- Cultural proficiency and equitable subgroup monitoring.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 PLCs, 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.

- PLCs, 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 **-50.1 to -35.1 pts**
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by admin, teachers, and ILT.

Scandinavian Middle 2026-2027 - SPSA Draft Edits

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Improve Proficiency in Math

Action Details

Equitable Access

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 and Thinking-classrooms 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 2027, Scandinavian Middle School will decrease the distance from meeting standards in Mathematics from -93pts to –78pts as measured by the Smarter Balanced Summative Assessment (SBAC).

- All students will receive math instruction from a teacher utilizing MLD, state standards and adopted GVC. 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 iReady 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.

Direct Instructional 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. 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, Curriculum Guidance Documents, content/grade-level standards, and FUSD adopted curriculum with an emphasis on students scoring significantly below grade level as measured by SBAC, iReady, CFA's using EdCite, Interim, and IAB/FIAB 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, **Delta Math**, 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 clarity, rigor, conceptualization (reasoning/argumentation), learning strategies, lesson planning/reflection cycles, and collaborative and discursive learning.
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, **Delta Math**, 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~~ in CFA, **benchmark, and summative assessments**

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 are funding allows
- Provide BIA/Interactive Fellow support

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 CFA Data Tracker and provide intervention and feedback for learning.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Families review learning intentions, success criteria, and math goals in student planners each week.
- Families participate in data conversations (CFA, iReady, SBAC, IAB/FIAB) to understand progress and support targeted skills at home.
- Families ensure consistent attendance at tutoring, intervention classes, and Saturday Academy.
- Families encourage regular use of digital math platforms (iReady, Desmos, Delta Math, NextGen) at home.
- Families meet with counselors or teachers when students are identified for Tier 2 or Tier 3 intervention to co-create achievement plans.

Professional Learning

Describe Professional Learning related to this action.

Professional learning on the following:

- Training on Math Lesson Design (MLD), including conceptual understanding, reasoning, and rigorous task design.
- Professional learning on teacher clarity: learning intentions, success criteria, relevance, and rigor.
- Coaching and PL on eight mathematical practices and student-owned discourse.
- Training on digital math platforms (iReady, Desmos, Delta Math, NextGen) and using data to plan interventions.
- Ongoing coaching cycles and collaborative lesson-planning/reflection through PLCs

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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 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.
- PLCs 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.

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.

- District benchmark, iReady Diagnostic 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.

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: Outcomes measured by decrease the distance from meeting standards in Mathematics from -93pts to –78pts
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by admin, PLCs, teachers, and ILT

- Outcomes monitored by admin, PLCs, teachers, and ILT

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Learners and ELPI

Action Details

Equitable Access

Scandinavian Middle School will implement a comprehesive 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.

Direct Instructional 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. Continue with **high-leverage language and literacy practices** that ~~focus on developing literacy strategies that~~ integrate the ELD standards into instruction in all content areas (i.e. 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 CFA Data Tracker and class EL profile to provide intervention and feedback for learning.
- Reclassified students will be celebrated and recognized.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Families review students' language-development goals, reclassification targets, and learning intentions in planners or teacher updates.
- Families support daily reading, speaking, and writing at home to reinforce designated and integrated ELD.
- Families attend ELPI/ELPAC data chats, reclassification meetings, and progress conferences to understand growth and next steps.
- Families ensure consistent attendance at Saturday Academy, intervention classes, and newcomer/ELD support sessions.
- Families participate in meetings with EL case managers or counselors to learn how to support academic language development at home.

Professional Learning

Describe Professional Learning related to this action.

Professional learning on the following:

- Training on integrating ELD standards into content instruction using sustained, job-embedded coaching.
- PLC-based study and implementation of evidence-based EL strategies.
- Experiential PD where teachers practice scaffolds and discourse routines through modeled lessons.
- Curriculum-aligned coaching that emphasizes equitable, language-rich instructional practices.
- PL on adopting and implementing materials designed specifically for multilingual learners.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

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.

- 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.

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.

- ELPI Results: Increase the percentage of EL students who improved at least on ELPI level; ELs to 66.3% and LTELs to 66%.
- ELPAC Results: Increase the percentage of ELs scoring 4 on ELPAC to 24.1%
- Outcomes measured by growth from distance from standard; decrease DFS by 15 pts.
- Outcomes monitored by admin, teachers, EL Case Manager and ILT.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for professional learning. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	17,906.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Tutoring for ELA **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	36,810.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology for student achievement.	20,705.00
G1A1	Title 1 Basic	Instruction	Travel			Professional development for literacy	7,950.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Supplies to support student learning.	60,740.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Agendas for academic achievement. Graphics Dept closing, moved from object 5725 to 5899.	8,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Tutoring for Math **Budget lines for personnel include salaries and related benefits	36,810.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology for student achievement.	50,215.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Planning days **Budget lines for personnel include salaries and related benefits	17,906.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Planning Days and Assessors **Budget lines for personnel include salaries and related benefits	2,388.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Tutorial/Intervention **Budget lines for personnel include salaries and related benefits	28,222.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Support our EL students	7,591.00
G1A3	LCFF: EL	Instruction	Travel			Conferences for Professional Learning/Development to support our EL students and parents.	2,000.00

$297,243.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

College & Career Exposure

Action Details

College & Career Readiness

Scandinavian Middle School will expand real-world learning by providing students with college and career exploration through clubs, athletics, co-curricular activities, visual and performing arts, field trips, and classroom presentations, supported by digital career-readiness platforms, academic planners for goal setting, intentional SEL/career instruction, and access to technology and materials. The school will offer on- and off-campus career experiences, incentivize participation in college and career events, and provide the staffing, substitutes, transportation, and resources needed to ensure all students can engage in meaningful college and career readiness opportunities

Direct Instructional 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 – Universal College & Career Exposure

1. Provide Xello presentations for all students to explore colleges, careers, and interest pathways.
2. Deliver A-G presentations to build understanding of college eligibility and readiness.
3. Host college representatives on campus for informational sessions and presentations.
4. Ensure academic counselors meet with every student to create a 6-year academic and career plan.
5. Integrate SEL and College & Career Readiness skills into daily instruction across content areas.
6. Offer real-world learning through clubs, athletics, co-curricular activities, VAPA, field trips, and class presentations.
7. Provide access to digital platforms, academic planners, and technology to support goal setting and career exploration.

Tier 2 – Targeted College & Career Opportunities

1. Organize community college visits for students needing additional exposure and support.
2. Provide CSU and UC campus visits to deepen understanding of postsecondary options.
3. Offer additional field trips in core content areas as academic incentives.
4. Expand access to career-aligned learning experiences based on student interest and progress.

Tier 3 – Intensive, Personalized College & Career Pathways

1. Provide visits to specialty colleges, technical programs, and trade schools for students needing alternative or highly personalized pathways.
2. Offer targeted support through counselors and staff to ensure students understand postsecondary options aligned to their goals.

3. Provide Saturday Academy and structured intervention time to support academic readiness for college and career opportunities.

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?

African American (AA):

English Learner (EL):

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

There are no Title 1 funds allocated to this action.

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

African American (AA):

English Learner (EL):

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

- Providing instructional materials, supplies, equipment, etc.
- PLC planning days - supplemental contracts/sub-release days
- Professional Learning - conferences, consulting, coaching, and training - such as SEL, 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?

African American (AA):

Hispanic (HI):

Students with Disabilities (SWD):

English Learner (EL):

Socio-economically Disadvantaged (SED):

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Families review academic planners weekly to support grade tracking, goal setting, and readiness habits.
- Families attend Xello, A-G, and college-and-career information sessions offered by counselors and site staff.
- Families participate in on-campus college presentations and support student attendance on field trips and campus visits.
- Families encourage student use of digital SEL and career-readiness platforms at home (Xello, Second Step, School Connect).
- Families engage in communication about upcoming college, career, and incentive-based learning opportunities

Professional Learning

Describe Professional Learning related to this action.

Professional Learning on the following:

- Training for staff on integrating SEL and College & Career Readiness skills into daily instruction.
- Professional learning for counselors and teachers on A-G requirements, 6-year planning, and pathway guidance.
- PL on effective use of digital platforms (Xello, Second Step, School Connect) to support career exploration.
- Coaching on designing real-world learning experiences, student presentations, and career-aligned tasks.
- Training for staff on organizing, supervising, and maximizing impact of college visits and career field trips.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism

Action Details

Health & Wellness

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

Direct Instructional 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 ls, 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 ls, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Families learn school attendance expectations and categories (Satisfactory, Manageable, Chronic, Severe) through clear, multilingual communication.
- Families receive and respond to daily attendance calls, messages, and updates to stay informed and connected.
- Families participate in attendance conferences, home visits, and improvement meetings with the HSL, TST, and attendance team.
- Families support student participation for intervention, acceleration, and enrichment.
- Families receive resources and support from the school and DPI partners to address barriers affecting attendance.

Professional Learning

Describe Professional Learning related to this action.

- Training on evidence-based attendance strategies and chronic absenteeism indicators.
- PL on building a positive, relationship-centered culture of attendance.
- Training on using attendance data to apply Tier 1–3 interventions early and consistently.
- PL on effective family engagement, home visits, and supportive communication.
- Training on identifying root causes of absenteeism and connecting families to resources.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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.

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.

- 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

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.

- Decrease in chronic absenteeism rate from this year to last year from 33.2% to 22.3%
- Outcomes measured by monthly meetings to review/analyze ADA
- Outcomes monitored by Admin Team, Office Staff, TST, and CCT

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspension Rate

Action Details

Life Skills

Scandinavian Middle Schoo 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

Direct Instructional 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. **Utilize Discipline Guidelines framework for misbehaviors**
3. Professional learning and support for teachers on Tier 1 classroom management and positive behavior interventions and supports
4. Referral data analysis weekly, monthly, and quarterly to identify behavior trends and develop interventions
5. Suspension data analysis weekly, monthly, and quarterly to identify behavior trends and develop interventions
6. Support will be provided through implementation of restorative practices
7. Increased activities and student engagements.
8. 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.
9. 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
10. Expectations talks quarterly
11. Positive behavior celebrations
12. Positive phone calls by staff
13. Conflict resolution/de-escalation learning for staff and students
14. 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, **as FTE allows**
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 Counselors
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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Families learn schoolwide behavior expectations, discipline guidelines, and restorative practices through meetings, communication, and quarterly expectation talks.
- Families participate in positive phone calls, conferences, and restorative conversations to support conflict resolution and behavior improvement.
- Families engage in celebrations and recognition events that reinforce positive behavior and the Warrior Way.

- Families receive resources and communication about Tier 2 supports (YMA/YWA, mentoring, re-engagement center) to partner in intervention planning.
- Families collaborate in SST meetings and connect with outside agencies when Tier 3 supports are needed.

Professional Learning

Describe Professional Learning related to this action.

- Training on Tier 1 classroom management, positive behavior interventions, and culturally responsive practices to reduce referrals and suspensions.
- PL on restorative practices, conflict de-escalation, and re-engagement processes to ensure consistent, relationship-centered responses to misbehavior.
- Training on analyzing referral and suspension data to identify trends, root causes, and targeted interventions across tiers.
- PL on SEL curriculum (Warrior Connect, School Connect) to integrate character skills and emotional regulation into instruction.
- Training for staff on equitable discipline, implicit bias, and consistent implementation of schoolwide procedures and tiered interventions.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- 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

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.

- 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.

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.

- Decrease in suspensions overall from **9.47% to 3.17%**
- 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

Scandinavian Middle 2026-2027 - SPSA Draft Edits

Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Increase Student Engagements

Action Details

Health & Wellness

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/**SEL** 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 YWA FTE, 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

Direct Instructional 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 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Positive Communication Initiative – Regular positive calls, messages, and “Warrior Way” recognition shared with families.
- Family Cultural Connection Nights – Celebrate campus diversity through food, performances, and cultural displays.
- Family Academic & Wellness Workshops – Sessions on academics, SEL, attendance, and supporting student success.
- Club/Sports Engagement Expo – Families explore clubs, athletics, WEB, and after-school programs.
- Family–Student Mentorship Launch Event – Introduce families to WEB leaders, tutoring, and mentorship supports.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning will include:

- Culturally Responsive & Equitable Teaching
- SEL & Positive School Culture
- Active Learning & Instructional Engagement Strategies
- Clubs, Mentorship, and Student Connection Structures
- Targeted Intervention & Academic Support Approaches

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by admin, CCD, 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.

- 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.

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.

- **Students Engagement participation reach 90%; currently 81.3%**
- **Increase in favorable response for student engagement in Fall Climate and Culture Survey - reach 85%; currently 77%**
- Outcomes measured through ATLAS reports.
- Outcomes monitored by admin, CCD, and CCT.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Scandinavian Middle School will continue to augment Arts Education with added elective teachers in choir, dance, drama, and art.

Direct Instructional Services

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

- classroom materials and supplies will be purchased to support music, dance, choir, and art.
- materials and supplies needed for production and performances
- curriculum materials that align with standards
- performance attire that can be used repeatedly
- guest presenters, exposure to the arts, and professional learning for teacher to improve instruction

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.

Not applicable

Student Groups

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

Not applicable

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

Not applicable

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

Not applicable

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- concerts/performances
- Open House
- Multicultural Fair

Professional Learning

Describe Professional Learning related to this action.

Not Applicable

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ 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

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

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

Increased Student Enrollment and Interest in the Arts:

- More students participate in newly offered arts electives
- Measure by - course enrollment data and student interest surveys.
- Monitored by - counselors and site administrators

Shape these behaviors...

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

Improved Student Achievement and Focus:

- Students demonstrate stronger concentration, creativity, and problem-solving skills that carry over into academic classes
- Measured by - teacher feedback, grade trends, and student reflections
- Monitored by - arts teachers and site administrators

And ultimately achieve these impacts.

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

Stronger School Culture Centered on the Arts:

- The school develops a reputation for valuing creativity, expression, and innovation, fostering an inclusive environment.
- Measure by - school climate surveys, parent/community feedback, and student engagement metrics
- Monitored by - site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			College and career field trips that support student engagement.	18,000.00
G2A1	LCFF: EL	Instruction	Direct Trans			Student Engagement	100.00
G2A2	Title 1 Basic	Parent Participation	Cons Svc/Oth			TBD : Graphics to support SEL learning. Graphics Dept closing, moved from object 5725 to 5899.	190.00
G2A2	Sup & Conc	Instruction	Travel			Conferences for Staff Learning/Development	18,866.00
G2A2	LCFF: EL	Instruction	Off Eq Lease			Ricoh lease	8,608.00
G2A4	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext			Extra support classified support. **Budget lines for personnel include salaries and related benefits	1,555.00

$47,319.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Parent and Community Engagement

Action Details

Community Engagement

Scandinavian Middle School will provide inclusive and culturally responsive parent and family engagement opportunities, supported by effective communication and customer service practices, to ensure all families feel welcomed, informed, and meaningfully involved in school activities, events, and shared decision-making that promotes student academic success.

Direct Instructional 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 – Universal Supports - The school will provide consistent, accessible communication and schoolwide engagement opportunities to ensure all families receive essential information and can participate in school activities.
Tier 1 Strategies

1. Maintain an updated and informative school website and communication platforms.
2. Provide regular, schoolwide communication through ParentSquare, phone messages, email, social media, teacher websites, and the Principal's Message.
3. Ensure office staff—along with additional Office Assistant support—are trained to assist families, provide information, answer questions, and schedule appointments.
4. Support families in signing up for district communication systems (e.g., EduText).
5. Provide translation services for all universal communications and events.
6. Host schoolwide events such as Back to School Night, Open House, Registration Night, and athletic events.
7. Provide opportunities for families to attend student activities and volunteer at schoolwide events.

Tier 2 – Targeted Supports - The school will implement targeted strategies to increase engagement among families who need additional support accessing school information or participating in the educational process.
Tier 2 Strategies

1. Provide targeted parent trainings, including ATLAS tutorials and Parent University sessions.
2. Facilitate Parent-Teacher conferences and additional family engagement events such as content showcases, multicultural fairs, and Winter Fest.
3. Promote positive communication between teachers and families, including proactive positive phone calls.
4. Deliver targeted outreach for English Learner families, including ELAC engagement and training opportunities.

5. Communicate high school pathways and provide information on college and career preparation.
6. Provide translation services for all targeted events and meetings.
7. Allocate resources for communication tools (e.g., Remind 101), conference supplies, event materials, and staff support.
8. Fund the technology teacher to maintain the school website and produce the Principal's Message.

Tier 3 – Intensive Supports - The school will provide individualized, high-intensity supports to families with students who are at risk academically, behaviorally, or in attendance.
Tier 3 Strategies

1. Conduct home visits to engage hard-to-reach families.
2. Hold individualized parent meetings, including SST meetings and parent conferences for at-risk students.
3. Provide targeted intervention meetings and student support planning.
4. Offer opportunities for families to participate in decision-making committees such as ELAC and SSC.
5. Provide translation services for all intensive-level meetings and supports.
6. Utilize Campus Safety Assistant time as needed to support high-intensity parent meetings or home visit coordination.

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.

- Provide instructional materials, supplies, equipment, and translation services to support parent and family engagement.
- Offer professional learning opportunities—including conferences, consulting, workshops, and trainings—focused on parenting skills, family resources, and strategies that support families.
- Ensure the EL Case Manager provides direct support and communication to EL families.
- Support ELAC meetings and parent events, including facilitation, materials, and administrative assistance.
- Provide meaningful opportunities for parents to join and participate in ELAC, school events, and meetings.
- Provide translation services during meetings, events, and parent-school interactions.
- Communicate information about school events to families in their home languages.

Student Groups

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

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

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

- 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?

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

- Provide professional learning opportunities—including conferences, consulting, workshops, and trainings—focused on parenting skills, family resources, and strategies to strengthen family engagement.
- Offer incentives to recognize and encourage student academic achievement and targeted improvement.
- Provide necessary instructional materials, supplies, equipment, and related resources to support parent engagement and student learning.

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

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

- Provide instructional materials, supplies, equipment, and related resources to support parent engagement and student learning.
- Offer professional learning opportunities—including conferences, consulting, workshops, and trainings—focused on parenting skills, family resources, and strategies that strengthen family-school partnerships.
- Offer incentives to recognize and encourage student academic achievement and targeted improvement.
- Provide opportunities for parents to participate in tutorials and trainings on school platforms and digital tools.
- Provide ongoing opportunities for parent-teacher conferences and family communication.
- Conduct home visits to support communication and outreach for families needing higher levels of engagement.

- Facilitate SST, TST, SSC, ELAC, school events, and various academic, behavioral, and enrichment meetings to ensure families are informed and able to participate in decision-making and student support processes.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Offer incentives to recognize and encourage student academic achievement and targeted improvement.
Provide opportunities for parents to participate in tutorials and trainings on school platforms and digital tools.
Provide ongoing opportunities for parent-teacher conferences and family communication.
Conduct home visits to support communication and outreach for families needing higher levels of engagement.
Facilitate SST, TST, SSC, ELAC, school events, and various academic, behavioral, and enrichment meetings to ensure families are informed and able to participate in decision-making and student support processes.

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ 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.

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.

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

- Outcomes measured by family engagement domain. There will be an increase of 2% favorable.
- Outcomes monitored by admin, office staff, and CCT.

- Outcomes monitored by admin, office staff, and CCT.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Culture

Action Details

Health & Wellness

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.

Direct Instructional Services

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 Ski ls, SEL Ski ls & 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 Ski ls, SEL Ski ls & 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Not applicable

Professional Learning

Describe Professional Learning related to this action.

Not applicable

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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
We will achieve these changes in knowledge and learning... 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.	*Shape these behaviors...* 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.	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them. **Goal 2 Fall Climate & Culture staff survey - percent favorable in staff culture domain to 90.1%.** Increase staff buy-in and attendance to peer connections, staff recognition, mentorship, and professional development opportunities. Outcomes monitored by admin and CCT.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Classified support **Budget lines for personnel include salaries and related benefits	2,974.00
G3A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Sub			Extra clerical support **Budget lines for personnel include salaries and related benefits	212.00
G3A1	Sup & Conc	Parent Participation	Cls Sup-Ovr			Overtime for classified support. **Budget lines for personnel include salaries and related benefits	207.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies for parent engagement.	1,000.00
G3A1	Sup & Conc	Parent Participation	Direct-Food			Extra support for parent engagement.	800.00
G3A1	Sup & Conc	Parent Participation	Cons Svc/Oth			TBD : Support parent learning. Graphics Dept closing, moved from object 5725 to 5899.	848.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			HSL to support parents	2,000.00
G3A1	Sup & Conc	Security	Cls Sup-Ext			Classified personnel support **Budget lines for personnel include salaries and related benefits	414.00
G3A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreting Services **Budget lines for personnel include salaries and related benefits	2,600.00
G3A1	LCFF: EL	Parent Participation	Cons Svc/Oth			TBD : Family Engagement. Graphics Dept closing, moved from object 5725 to 5899.	375.00
G3A2	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Professional Development for Staff Culture	1,410.00
G3A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh lease	8,607.00
G3A2	Sup & Conc	Instruction	Direct-Maint			Continue to keep the campus safe and welcoming.	3,900.00

$25,347.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0415 Scandinavian Middle School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0415	1110	1000	1120	Teacher-Subs					G1A1	Subs for professional learning. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	17,906.00
060	3010	0415	1110	1000	1160	Teacher-Supp					G1A1	Tutoring for ELA **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	36,810.00
060	3010	0415	1110	1000	4400	Nc-Equipment					G1A1	Technology for student achievement.	20,705.00
060	3010	0415	1110	1000	5221	Travel					G1A1	Professional development for literacy	7,950.00
060	3010	0415	1110	1000	5899	Cons Svc/Oth					G3A2	TBD : Professional Development for Staff Culture	1,410.00
060	3010	0415	1110	2495	2960	Oth Cls-Supp					G3A1	Classified support **Budget lines for personnel include salaries and related benefits	2,974.00
060	3010	0415	1110	2495	5899	Cons Svc/Oth					G2A2	TBD : Graphics to support SEL learning. Graphics Dept closing, moved from object 5725 to 5899.	190.00
030	7090	0415	1110	1000	1120	Teacher-Subs					G1A3	Planning days **Budget lines for personnel include salaries and related benefits	17,906.00
030	7090	0415	1110	1000	1160	Teacher-Supp					G1A2	Tutoring for Math **Budget lines for personnel include salaries and related benefits	36,810.00
030	7090	0415	1110	1000	4300	Mat & Supp					G1A1	Supplies to support student learning.	60,740.00
030	7090	0415	1110	1000	4400	Nc-Equipment					G1A2	Technology for student achievement.	50,215.00
030	7090	0415	1110	1000	5221	Travel					G2A2	Conferences for Staff Learning/Development	18,866.00
030	7090	0415	1110	1000	5631	Off Eq Lease					G3A2	Ricoh lease	8,607.00
030	7090	0415	1110	1000	5721	Direct Trans					G2A1	College and career field trips that support student engagement.	18,000.00
030	7090	0415	1110	1000	5723	Direct-Maint					G3A2	Continue to keep the campus safe and welcoming.	3,900.00
030	7090	0415	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Agendas for academic achievement. Graphics Dept closing, moved from object 5725 to 5899.	8,000.00
030	7090	0415	1110	2100	2420	Cl&Tech-Sub					G3A1	Extra clerical support **Budget lines for personnel include salaries and related benefits	212.00
030	7090	0415	1110	2495	2240	Cls Sup-Ovr					G3A1	Overtime for classified support. **Budget lines for personnel include salaries and related benefits	207.00
030	7090	0415	1110	2495	4300	Mat & Supp					G3A1	Supplies for parent engagement.	1,000.00
030	7090	0415	1110	2495	5767	Direct-Food					G3A1	Extra support for parent engagement.	800.00
030	7090	0415	1110	2495	5899	Cons Svc/Oth					G3A1	TBD : Support parent learning. Graphics Dept closing, moved from object 5725 to 5899.	848.00
030	7090	0415	1110	3130	2230	Cls Sup-Ext					G2A4	Extra support classified support. **Budget lines for personnel include salaries and related benefits	1,555.00
030	7090	0415	1110	3130	5211	Local Mileag					G3A1	HSL to support parents	2,000.00
030	7090	0415	1110	8300	2230	Cls Sup-Ext					G3A1	Classified personnel support **Budget lines for personnel include salaries and related benefits	414.00
030	7091	0415	4760	1000	1120	Teacher-Subs					G1A3	Planning Days and Assessors **Budget lines for personnel include salaries and related benefits	2,388.00
030	7091	0415	4760	1000	1160	Teacher-Supp					G1A3	Tutorial/Intervention **Budget lines for personnel include salaries	28,222.00

030	7091	0415	4760	1000	1160	Teacher-Supp	G1A3	and related benefits	28,222.00
030	7091	0415	4760	1000	4300	Mat & Supp	G1A3	Support our EL students	7,591.00
030	7091	0415	4760	1000	5221	Travel	G1A3	Conferences for Professional Learning/Development to support our EL students and parents.	2,000.00
030	7091	0415	4760	1000	5631	Off Eq Lease	G2A2	Ricoh lease	8,608.00
030	7091	0415	4760	1000	5721	Direct Trans	G2A1	Student Engagement	100.00
030	7091	0415	4760	2495	2260	Cls Sup-Sup	G3A1	Interpreting Services **Budget lines for personnel include salaries and related benefits	2,600.00
030	7091	0415	4760	2495	5899	Cons Svc/Oth	G3A1	TBD : Family Engagement. Graphics Dept closing, moved from object 5725 to 5899.	375.00
									$369,909.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$87,945.00
Sup & Conc	7090	$230,080.00
LCFF: EL	7091	$51,884.00
Grand Total		**$369,909.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$297,243.00
G2 - The Whole Child (SEL and Engagement)	$47,319.00
G3 - Operational Excellence	$25,347.00
Grand Total	**$369,909.00**