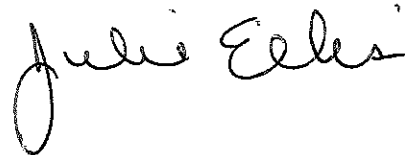


Scandinavian Middle

106216660064801

Principal's Name: Julie Goorabian-Ellis

Principal's Signature:

A handwritten signature in black ink that reads "Julie Ellis". The signature is written in a cursive style with a large, looped initial "J" and a distinct "E".

The Fresno Unified School District Board of Education approved this plan on: May 9, 2018

Title I SWP

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

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

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

Consolidated Program Assurances

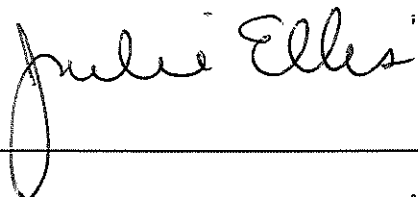

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Julie Goorabian-Ellis	X				
2. Chairperson – Donna Cardona			X		
3. Summer Gaston-Gehris			X		
4. Sarah Brown					X
5. Yvette Beck				X	
6. William Brown				X	
7. Laura Pano				X	
8. Michael Guerra		X			
9. Lindsay Richina		X			
10. Stephanie Nechay		X			
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>3/21/18</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and 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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Julie Goorabian-Ellis		3/21/18
SSC Chairperson	Donna Cardona		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Scandinavian - 0415

ON-SITE ALLOCATION

3010	Title I	\$49,749 *
7090	LCFF Supplemental & Concentration	\$192,899
7091	LCFF for English Learners	\$56,388
TOTAL 2018/19 ON-SITE ALLOCATION		\$299,036

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,442
Remaining Title I funds are at the discretion of the School Site Council	\$48,307
Total Title I Allocation	\$49,749

Scandinavian Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	11.34	18.34
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	26.612	33.612
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	9.726	16.726
One D or F on Any Report Card (grades 2-12)	62.874	55.874

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- AC Team common planning, unit assessment calendars, CFA's and analysis of student learning weekly to identify learning gaps and improve instructional strategies.
- Fidelity to Core Springboard Program in all classroom instruction to include daily complex text, tasks and student discourse.
- Professional Learning on student collaboration strategies and Tier 1 strategies to include flexible grouping
- Focused lesson planning with clarity of learning targets and student outcomes, CFU and high leverage instructional strategies.
- Student goal setting and progress monitoring of SBAC, Interim and CFA's.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- AC Team common planning, unit assessment calendars, CFA's and analysis of student learning weekly to identify learning gaps and improve instructional strategies.
- Fidelity to Core Springboard Program in all classroom instruction to include daily complex text, tasks and student discourse.
- Professional Learning on student collaboration strategies and Tier 1 strategies to include flexible grouping
- Focused lesson planning with clarity of learning targets and student outcomes, CFU and high

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Student goal setting occurred prior to interim 2 and should have started sooner.
- Teachers need continued training in flexible grouping strategies.
- Departments and grade levels consistently using student work evidence and common CFU's and CFA's.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Student goal setting occurred prior to interim 2 and should have started sooner.
- Teachers need continued training in flexible grouping strategies.
- Departments and grade levels consistently using student work evidence and common CFU's and CFA's.

One D or F on Any Report Card (grades 2-12)

- Lunch and after school tutorials not being consistent or targeted.
- Digital resources to support intervention and acceleration not being implemented consistently across the curriculum.
- Professional Learning on student collaboration strategies and Tier 1 strategies to include flexible grouping
- After school extended tutoring in library using digital resources started mid year.

leverage instructional strategies.

- Student goal setting and progress monitoring of SBAC, Interim and CFA's.

One D or F on Any Report Card (grades 2-12)

- Lunch and after school tutorials
- Digital resources to support intervention and acceleration
- Support for teachers in the classroom and with flexible grouping to support intervention strategies.
- Professional Learning on student collaboration strategies and Tier 1 strategies to include flexible grouping
- After school extended tutoring in library using digital resources.
- Integration of performance tasks using Task, Question, Evidence planning tool(TQE), higher order thinking problems, making sense of mathematics organizer to deconstruct problems.

EL Reclassification Rate (All grade levels)

- 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 redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed in ELL/ELA classrooms for intensive instruction.
- Redesignated students will be recognized and awarded as well as progress monitored.
- Teachers will receive training on integrated and designated strategies to meet ELL students needs.
- Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Springboard and Go Math curriculum to meet students needs.
- Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

- There was an increase yet not consistent Integration of performance tasks using Task, Question, Evidence planning tool(TQE), higher order thinking problems, making sense of mathematics organizer to deconstruct problems.

EL Reclassification Rate (All grade levels)

- Students did not receive in a timely manner goal setting and criteria for success for ELPAC redesignation.
- Students were not consistently given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Increase in district interim results show programs are successful and aligned to grade level standards.
- Our 2017-18 SPSA Goal in ELA and Math is to increase by 7%. Our interim 2 data indicates growth of at least 7% in each area as compared to Interim#2 last year. ELA showed 18% increase and math showed 8% increase.
- Budget Priorities:
- Continue to fund grade level AC planning days to review CFA data, develop Tier 1 interventions and plan unit assessment calendars. Provide PL opportunities for RTI implementation. Fund substitute teachers to provide time for ELA and math teachers to have student data chats where

2 ELAC:

- Continue focus on CCSS and current actions in ELA & Math
- Our 2017-18 SPSA Goal in ELA and Math is to increase by 7%. Our interim 2 data indicates growth of at least 7% in each area as compared to Interim#2 last year. ELA showed 18% increase and math showed 8% increase.
- Budget Priorities:
- Continue to fund grade level AC planning days to review CFA data, develop Tier 1 interventions and plan unit assessment calendars. Provide PL opportunities for RTI implementation. Fund substitute teachers to provide time for ELA and math teachers to have student data chats where students set Interim and SBAC goals and action plans.

3 Staff:

- Continue with Professional Learning and add best practices that we adopted this year due to training.
- Our 2017-18 SPSA Goal in ELA and Math is to increase by 7%. Our interim 2 data indicates growth of at least 7% in each area as compared to Interim#2 last year. ELA showed 18% increase and math showed 8% increase.
- Budget Priorities
- Continue to provide grade level AC planning release time and extended hours for common lesson planning, development of CFA's and unit assessment calendars, reviewing student data and planning Tier 1 interventions in

students set Interim and SBAC goals and action plans- Continue to fund after school extended tutorial for math. Improve parent/school communication at classroom to parent level.

Continue to fund after school extended tutorial for math. Improve parent/school communication at classroom to parent level.

the classroom. Provide substitute support to complete student data chats and Interim and SBAC Goal setting. Provide student incentives for performance on Interim and SBAC. Continue professional learning around effective student engagement strategies, RTI process, and student collaboration. Implement PLI model through lead teachers using Educational elements to support enhanced lesson development, blended learning to support flexible grouping and Tier 1 intervention strategies under a MTSS structure.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Effectiveness is measured by growth in student work using Common Formative Assessments, Common Questions and checking for understanding as well as Common Lesson Planning.
- Students have access to additional supported embedded in common lessons as well as at lunch and after school and is measured by grade improvement.

Action 1

Title: EL's Re-Designation

Action Details:

Tier 1: Scandinavian Middle School will identify and target second language learners who have been continuously enrolled for more than 5 years for redesignation and students will set goals to make at least one years' growth towards proficiency and redesignation. Tier 2: All ELL students will be identified and assigned a case manager to monitor their progress. All ELL students will attend quarterly redesignation counseling where they will goal set. Tier 3: All ELL students will receive integrated and designated instruction to meet their academic needs. Students will receive instruction from teachers trained on the EL frameworks/standards and how they can plan/incorporate these standards across the curriculum.

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

Explain the Progress Monitoring and data used for this Action

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

Students will be counseled on achievement gaps. Criteria for success goals will be set for students to advance at least one proficiency level and documented on ATLAS

Owner(s):

Case Manager/Academic Counselor/GLA

Timeline:

Quarterly

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

TSA & Academic Counselor team will implement the ELPAC assessment. Prior to testing TSA will have data chats with students. Students will be updated on their current EL status and set goals to progress at least one proficiency level.

Owner(s):

Academic Counselors, TSA

Timeline:

2nd, 3rd Quarter prior to testing

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

Academic Counselors & TSA will team together to progress monitor redesignated students for satisfactory progress. SPED teachers will monitor the progress of the students they case manage with IEP goals being monitored.

Owner(s):

TSA/Academic Counselors/ SPED Case Managers

Timeline:

Quarterly

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

Newcomer students will receive daily intensive instruction in ELA through springboard EL curriculum and a trained EL teacher.

Owner(s):

ELL/English Teacher

Timeline:

Daily

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

- 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 redesignation.
- Students will be given opportunities to practice listening, speaking, reading and writing across the curriculum as well as exposure to digital literacy.
- Newcomer students will be appropriately placed in ELL/ELA classrooms for intensive instruction.
- Redesignated students will be recognized and awarded as well as progress monitored.
- Teachers will receive supplemental contracts for additional hours

Specify enhanced services for EL students:

- 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
- HSL will provide services to students and parents

Explain the actions for Parent Involvement (required by Title I):

- Parents will be encouraged to attend ELAC meetings where topics will include: ELD Standards, ELPAC criteria, students designated levels and goal setting, encouraging listening and speaking skills. There will be at least 4 meetings a year.
- District guest from English Learners Services as well as Parent University will be invited to speak to parents on a variety of topics related to second language learners needs and how parents can support.
- Parents will have access to Parent Portal, Edutext, Parent University.
- Childcare and translation for parents during meetings.

Describe Professional Learning related to this action:

- Teachers will receive training on integrated and designated strategies to meet ELL students needs.
- Teachers will receive training on the EL frameworks/standards, criteria of the ELPAC test, as well as embedded resources in Springboard and Go Math curriculum to meet students needs.
- Teachers will receive training on strategies to incorporate listening, speaking, reading and writing across the curriculum.

Action 2

Title: Students with a D or F on their report Card

Action Details:

Scandinavian Middle School will provide comprehensive support to all students who have at least one "D" or "F" and/or have a GPA below a 2.0. Guidance will provide college and career readiness student profile, awareness of A-G requirements and six year educational plan by implementing academic intervention, and guidance on goal setting and next action steps for improvement. Tier 1: Daily teachers will provide tier one teaching practices through the GVC, challenging content, and differentiated instruction through blended learning as well as progress monitor students for misconceptions and gaps. Tier 2: When counseled, students will be provided with a detailed report of any missing assignments/failed test and given an opportunity to remedy failed grades. Students will have the opportunity to receive intervention at lunch and after school as a tier two intervention. Tier 3: intervention as a pull out model. Students will receive additional intervention outside of class until they achieve a "C" or above and grades will continue to be monitored.

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

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

Comprehensive progress monitoring in ELA & Math. Teachers will run pre-progress reports every 3 weeks. Any student with a "D" and/or "F" in high school readiness core classes will attend intervention tutoring to improve

Owner(s):

Teachers/Academic Counselors

Timeline:

Monitored pre-progress report, pre-report card every 3 weeks.

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

Weekly common formative assessment will be implemented and followed up with data analysis and a plan for targeted intervention in small groups. Core teachers will plan for strategic intervention and students that are on target will have opportunities to peer tutor or work on enrichment activities.

Owner(s):

Departments/Teachers

Timeline:

Weekly

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

ATLAS student grade reports.

Owner(s):

Academic Counselors/Teachers/Students

Timeline:

Teachers will distribute during Warrior Connect or allow time for students to access on tablets at progress monitoring timelines (Every three weeks) based on progress reports and report cards.

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

Academic Counselors will implement guidance on goal setting and action steps for improvement. Students will be provided with a college and career readiness student profile, awareness of A-G requirements and 6 year educational plan that will be monitored through ELLS/ATLAS

Owner(s):

Academic Counselors

Timeline:

Quarterly

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

Academic Counselors will progress monitor their caseload every progress report/grade reporting period with goal setting and next action steps through small group or Warrior Connect.

Owner(s):

Academic Counselors/Teachers/Students

Timeline:

Quarterly Warrior Connect

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

AC Data Chats with a focus on literacy and performance in content areas through use of digital literacy. Developed action plans for improvement.

Owner(s):

ILT/AC/Principal

Timeline:

Progress reports

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

Agendas will be pre-approved and minutes collected for meetings, AC meetings and planning time will focus on the four grounding questions with emphasis on "What do we do when they have not learned?" Focus will be on providing targeted and timely intervention and enrichment.

Owner(s):

AC Teams/Principal

Timeline:

Weekly

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

- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time.
- Inside/outside of instructional time students will have the opportunity for small group instruction to support their needs. Students will also be able to attend after school tutorials with teachers/certificated tutors that will be contracted.

Specify enhanced services for EL students:

- Academic Counselors and GLA will meet with EL students to quarterly monitor academic progress in all classes. Students will be counseled to Goal set for redesignation and documented on ATLAS.
- EL students will have access to instruction that will use scaffolding and the use of academic vocabulary. This will include students use of listening, speaking, reading and writing standards.
- Instruction will be targeted and integrated into all CORE classes.
- ELD classes will be available for Newcomers with an ELD/ELA Block

- School wide goal grade tracking and goal setting with the use of academic planners.
- Students will utilize digital resources that align practice and assessment of interim and SBAC.
- Quarterly students will be recognized for academic growth(GPA) with certificates, medals, food for celebrations.
- Implementation of career pathways/technical education course and rigorous high school electives.
- Supplemental activities and progress monitoring for SPED/functional skills students. Case Managers will monitor IEP goals and grades for all students on their caseload at progress report and end of reporting periods.
- District adopted curriculum and instructional materials & supplies
- Students will have access to the Student Service Center to assist with organization, grade counseling, and goal setting.
- Academic Counselors with support from Warrior Connect Teachers will target all students who have a failing grade in a CORE class with next action steps.
- Students will have opportunities to participate in career pathways/ technical education courses, and rigorous high school credit electives.

Explain the actions for Parent Involvement (required by Title I):

- Parents will be notified of students grades and tutoring/enrichment options at progress report/report card timelines as well as every three weeks for failing grades in ELA/Math
- Parent coffee hours will be to train parents on how to use ATLAS to monitor grades.
- Parent teacher conferences
- SSC/ELAC will have a meeting to focus on CORE High School Readiness.
- Parents will have access to Parent Portal, Edutext, Parent University.

Describe Professional Learning related to this action:

- Professional Learning dedicated to comprehensive use of illuminate common formative assessments, differentiated instruction included a blended learning model with the use of technology in GO Math & Springboard.
- Teachers will have PL and utilize the books *Learning by Doing & Tier I Intervention*.
- Professional learning and resources to develop instructional strategies, common assessments and student performance outcomes.
- AC teams will continue work on identifying essential standards and learning targets, common formative assessments and performance task for these standards and targets. Consistently review and analyze student work to increase proficiency levels.
- Staff will use the IPG instructional practice guide in ELA/Math in all content areas to plan instruction that includes actions in each tenant.
- Staff will attend district workshops and trainings that are available in their content areas.
- PL on best practices in grading and establish common grading practices in AC's.
- Sub release for teaches to complete above actions

Action 3

Title: Meet/Exceed on ELA CAASP

Action Details:

Tier 1: Scandinavian will implement a comprehensive reading support through Springboard. The program will offer challenging content focused on high quality text, intervention and acceleration during class and outside of class to support students who need more time and support. The majority of instructional time will be spent reading, writing and listening to complex text. Content in all classes will include strategies to promote critical thinking through complex text, talk and task based on grade level standards, essential standards and learning targets. Students will have access to digital literacy in all content classes. Tier 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. We will measure students success based on growth in 2A, 2B, and 3 on IPG as well as district interim and CFA data. Tier 3: Students will be pulled out for small group based on student work and CFA data based on standards being met.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Teachers will use district/state assessments to be strategic in their planning for reading and reading comprehension.

Owner(s):

Teachers/GLA

Timeline:

Daily

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

Academic literacy across the curriculum using claim, evidence and reasoning to focus on and promote challenging content and increase student reading level. ELA will use common curriculum, lesson planning and learning targets when unpacking standards as well as using student work protocol to calibrate proficiency.

Owner(s):

ILT, AC'S, Admin Team

Timeline:

Weekly

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

Full implementation of challenging content targeting CCSS across content areas: Classroom walkthrough data tool focused on the IPG will show overall increase in implementation of challenging content from somewhat to mostly and yes using tenant 2A, 2B and 3. Weekly admin will monitor the implementation of complex text, talk and task through collection of data on walks as well as from collection and data analysis on common formative assessments, and embedded assessments as evidence.

Owner(s):

ILT, AC's, Admin.Team

Timeline:

Weekly

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

Full implementation of ownership where students are responsible for doing the cognitive lift and thinking in the classroom through persistence with challenging tasks, text evidence, productive struggle, sharing of developing thinking, elaboration of initial thoughts, student discourse, and independence in reading and writing as measured by walkthrough data and collection of assessments as evidence.

Owner(s):

Admin Team

Timeline:

Weekly

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

Accountable communities collaborate to create, evaluate and analyze data to increase student performance through complex text, talk and tasks around challenging content and student ownership to promote reading comprehension at higher levels.

Owner(s):

Teachers/AC teams

Timeline:

Weekly

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

AC teams will create common formative assessments, common questions, common exit tickets, common performance tasks based on the CCSS, Scope and Sequence, essential standards & questions, DOK, foundations, and Springboard.

Owner(s):

Teachers/AC teams

Timeline:

Weekly

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

Continued training in Springboard Digital, Teacher Talk Moves/Speaking Stems for students, Discussion Stems, Socratic Seminar, and scaffolding strategies for EL, effective note taking in all content areas.

Owner(s):

ILT/Admin

Timeline:

Quarterly

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

Goals will focus on increased literacy and performance in content areas through daily opportunities using digital literacy.

Owner(s):

Teachers

Timeline:

Daily

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

CCI through data review, target setting goals, action plans, identifying best teaching practices, strengths and challenges, teachers will develop a strategic, targeted approach to teaching, this targeted approach of developing department/grade level common core lessons using digital literacy and literacy design collaborative mini tasks and performance task.

Owner(s):

Teachers

Timeline:

Monthly

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

Ongoing training through FUSD instructional commitments: Increase complex talk, text, and tasks through reading, writing, listening and speaking in complex text through district adopted curriculum. Engage students in grade level standards through the use of CCSS and scope and sequence planning. Engage students in higher level thinking using DOK levels 3-4. Implementation of common formative assessments that are SBAC aligned with instructional practice guides.

Owner(s):

Teachers/Admin/PL trainers

Timeline:

District Planning days/AC planning days

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

Interim/SBAC class and student goal setting. Teachers will meet with students individually and as a whole class to goal set. Students and Individual Classes will receive an incentive for reaching their goals.

Owner(s):

Teacher

Timeline:

Semester

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

Teachers will use student work analysis protocol to look at evidence of student learning weekly using student work(CFU-checking for understanding) or CFA to determine if students have learned the material and identify how to respond.

Owner(s):

teachers

Timeline:

Weekly

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

Lead Teachers and Principal will participate in the in the PLI Personalized Learning Initiative. Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Teachers will receive ongoing professional learning.

Owner(s):

Principal/ ILT

Timeline:

Training Timelines/Daily implementation in classrooms.

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

- 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 to close the achievement gap.
- Students will utilize digital resources in literacy and math through flexible grouping.
- 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. All students will participate in grade tracking and goal setting and mentoring support through Warrior

Specify enhanced services for EL students:

- EL students not meeting goals for redesignation will be identified in their CORE classes and will be placed in flexible intervention groups until they reach the level for redesignation.
- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning.
- Implementation of site EL Plan and AC EL Plan components. ELD Classes for newcomers
- Technology use for EL's
- Fund additional intervention as needed.

Connect and Academic Counselors. 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 or scoring proficient on district interim.
- Students will have opportunities to receive support from Warrior Connect teachers/Counselors when setting and monitoring goals.

Explain the actions for Parent Involvement (required by Title I):

- Parents will be notified of student's illuminate/district interim test scores with an explanation to what is expected at grade level and what parents can do at home for intervention.
- Parent Coffee Hour to address parent knowledge of illuminate/district interim and reading comprehension CCSS.
- Parent Conferences/ Back to School Night Student celebrations/Students making growth.
- Translators for parents
- Parent University classes, ELAC & SSC to review student data
- Parents will have access to Parent Portal, Edutext.

Describe Professional Learning related to this action:

- Ongoing training through FUSD instructional commitments: Increase complex talk, text, and tasks through reading, writing, listening and speaking in complex text through district adopted curriculum. Increase in student discourse and accountable talk strategies.
- Planning/Training focused on literacy/literacy skills across the curriculum/ reading comprehension.
- PL on *Best Practices at Tier 1* by Mattos; *Visible Learning and Rigorous Reading* by Fisher, Frey and *Engagement by Design* by Fisher, and *Taking Action* to develop a innovative standardized team RTI plan.
- Teachers will have the opportunity to collaborate their team as well as teams from other schools to conduct peer lesson observations to support in specific identified areas based on student assessment results.
- Staff will have opportunities for peer observations on/off campus with subs provided quarterly to empower their knowledge as use of engaging students in grade level complex texts through RWSL tasks that are aligned to state standards
- District Coaches will provide opportunities for training of best practices each cycle to include: clarity, close reading, student discourse and ownership.
- Instructional leadership team will develop and implement PL opportunities which will include: complex text, task, talk, accountable talk, writing strategies, academic vocabulary for content area support, classroom foundations, four essential questions, how to increase literacy and performance in content areas, data analysis and action planning through CCSS, scope and sequence and district adopted curriculum.
- Common planning time will be designed around departmental needs through the CCI, reviewing data, setting target goals, and action plans, identifying best teaching practices, strengths, challenges, and teachers will develop a strategic approach to teaching.
- Teachers will consistently review and analyze student work to calibrate proficiency levels and increase student performance in each grade level and subgroup.
- PL with an emphasis on literacy skills across the curriculum.
- ILT will receive training in the PLI model. They will have event numbers to be released from the classroom as well as AC/Dept. time to collaborate with their teams.
- Teachers will have access to professional learning through Solution Tree as well as and district, county or state conferences.
- Supplemental contracts provided to teachers for additional hours.

Action 4

Title: Meet/Exceed on Math CAASP

Action Details:

Scandinavian Middle School will implement a comprehensive mathematics program, with an emphasis on students scoring significantly below grade level as measured by the SBAC, and FUSD interim assessments. McLane Regional Goal to implement the GVC with fidelity and to the depth of the grade level standard. Admin team and district math team will continue to provide professional learning/feedback on implementation of the eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics. Core teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, District interim. 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 through a blended learning model. Intervention will be based on specific grade level clusters/standards. Students will be pulled for small group intervention based on common formative assessments to ensure progress and demonstration of knowledge in grade level content. We will measure students success based on growth in 2A, 2B, and 3 on IPG as well as district interim and CFA data.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Teachers/Academic Counselors

Timeline:

Every 3 weeks

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

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

Owner(s):

Teachers

Timeline:

bi-weekly

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

Weekly walkthrough data will chart implementation of challenging content based on the Instructional Practice Guide tenant 2A challenging content, 2B practices of challenging content and 3 ownership as well as the Eight Mathematical Practices and the implementation/use of technology resources.

Owner(s):

Admin

Timeline:

Weekly

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

Interim assessments will be monitored and interventions put in place. Students receiving a failing score on this assessment will receive intervention /enrichment with their core teacher based on the grade level clusters/standards tested. Interim/SBAC class and student goal setting. Teachers will meet with students individually and as a whole class to goal set. Students and Individual Classes will receive an incentive for reaching their goals.

Owner(s):

Teacher

Timeline:

After interim assessment

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

Weekly walkthrough data will chart implementation of student ownership with a focus on student discourse in mathematics. Students will be responsible for doing the thinking in the classroom through mathematical practices. This will include students relating problems, displaying perseverance, opportunities for productive struggle, share developing thinking, elaborate on initial thoughts, talk and ask questions about each other's thinking, justify their conclusions, communicate conclusions to others and respond to arguments, revise work, use mathematical language and appropriate tools

Owner(s):

Admin Team

Timeline:

Weekly/Quarterly/Semester

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

Implementation of IPG & Math tights monitored weekly by admin. for implementation of the GVC(guaranteed viable curriculum), TQE (task,question,evidence), HOT problems, CFU, Making sense of math template(What is the question asking, ideas to solve,checking answer.)

Owner(s):

Admin. Team

Timeline:

Weekly

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

Lead Teachers and Principal will participate in the in the PLI Personalized learning Initiative Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students.

Owner(s):

Principal/ILT team

Timeline:

Training Timelines/Daily implementation in classrooms. Oct., Jan., & May

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

Teachers will implement the instructional model in support of the IPG and blended learning model of (intervention, remediation, acceleration) in differentiated instruction in mathematics through digital content, collaboration and targeted small groups.

Owner(s):

Teachers

Timeline:

Daily in the classroom

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

- All students will receive math instruction from a teacher utilizing state standards and the new math adoption. Students receiving a failing score on common assessments will be given intervention opportunities inside/outside the school day.
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment 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 Go Math new adoption will include Math Personal Trainer and be made available to students.
- Performance Tasks will be integrated into instruction quarterly to include target questions aligned with SBAC.
- TSA to provide targeted intervention to students after CFU & CFA
- Intervention schedules will be implemented to allow time for math intervention.

Specify enhanced services for EL students:

- 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 redesignation will be identified in their CORE classes and will be placed in flexible intervention groups until they reach the level for redesignation.
- 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.

Explain the actions for Parent Involvement (required by Title I):

- Weekly for D & F grades will be reported and parents will have access on ATLAS
- ATLAS training for parents will be provided
- Parent coffee hours will include an overview of grade level expectations in math.
- Parent workshop on how to use the technology components of the new math adoption for families at home.
- ELAC & SSC review of math student quarterly data
- Parents will have access to Parent Portal, Edutext, Parent University.
- Providing childcare and interpreters for parent meetings/events

Describe Professional Learning related to this action:

- Training on School Messenger/Training on communication with parents.
- District buyback will include a review of the State Standards in Mathematics and the eight mathematical practices, unpacking standards, identifying learning targets, lesson planning using best practices to involve students in the learning and taking ownership of thinking and discussion. iPL math training.
- On-Site staff collaboration during accountable communities training after looking at data and determining additional methods needed for re-teaching
- Mathematics as an academic literacy which includes reading and writing in mathematics
- Additional AC time for teachers to utilize the CCI over winter, spring and summer breaks.
- PL to integrate all digital components of Go Math, Math personal Trainer to support the needs of students. Additional support from district math coaches as well a cycle of observation and review with elementary

feeders and regional middle schools.

- Teachers will discuss instructional practices related to student performance of each CFA and plan actions to improve instruction.
- TSA to provide coaching and co-teaching support to implement differentiated instruction, flexible grouping and integration of digital resources.
- ILT will receive training in the PLI model. They will have event numbers to be released from the classroom as well as AC/Dept. time to collaborate with their teams.
- Teachers will have access to professional learning through Solution Tree as well as district, county or state conferences.
- Provide sub release for teacher planning.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting	612.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies (No incentives or food)	1,786.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries	6,117.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics	20.00
G1A1	LCFF: EL	Instruction	Direct-Other			: Assessors	1,800.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental	391.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Home school Liaison will work with our EL families. She will communicate through phone calls, home visits and parent meetings. This will align in help increase student achievement in goal 1, increase student participation in goal 2, as well as ensure all students are on target ready to graduate in Goal 4	15,906.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitute Salaries	1,899.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Equipment	11,249.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	24,173.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies	15,406.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental	17,129.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies (No incentives or food)	8,718.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	11,711.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment	8,680.00
G1A4	Title 1 Basic	Instruction	Travel			: Travel See all Goal 1 and Goal 4	5,000.00
G1A4	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,400.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries	5,858.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maint.	3,400.00
G1A4	Sup & Conc	Instruction	Direct-Graph			Graphics	1,800.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Partnership with Education Elements	12,000.00
G1A4	Sup & Conc	Parent Participation	Direct-Graph			Graphics	1,800.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitut	3,515.00
G1A4	LCFF: EL	Instruction	Direct-Maint			Maintenance	2,000.00
G1A4	LCFF: EL	Instruction	Direct-Graph			Graphics	267.00
G1A4	LCFF: EL	Parent Participation	Direct-Graph			Graphics	155.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

\$162,792.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	96.194	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Students not engaged in a goal 2 activities will be identified and counseled. Encouraged at club rush to join. • Campus Culture Director will host "Club Rush at the start of each semester to ensure all students know what clubs & activities are available and sign up to join. • Athletic Director actively recruiting eligible students for sports. • Art and Music teacher recruiting students from feeder elementary schools into the Arts. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • New students not being identified and targeted for goal 2 activities.
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Step 2: 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.

<p>1 SSC:</p> <ul style="list-style-type: none"> • Please continue to fund Goal 2 activities. These are very important for students to feel part of the school. • Current student engagement data shows 97% of students involved in a campus engagement. Goal is to increase participation to 100% Students currently have over 18 club offerings, athletics, music, and after school program. • Budget Priorities • Continue to provide funding for teachers to advise clubs at lunch and after school. Funding should also support materials and supplies. 	<p>2 ELAC:</p> <ul style="list-style-type: none"> • Our students enjoy being able to participate in activities at school. It also helps the parents feel connected to the school when we are invited to these activities. • Continue to provide funding for teachers to advise clubs at lunch and after school. Funding should also support materials and supplies. • Current student engagement data shows 97% of students involved in a campus engagement. Goal is to increase participation to 100% Students currently have over 18 club offerings, athletics, music, and after school program. 	<p>3 Staff:</p> <ul style="list-style-type: none"> • Please make sure we fund extra pay contracts to encourage teachers to be advisers of clubs. • Current student engagement data shows 97% of students involved in a campus engagement. Goal is to increase participation to 100% Students currently have over 18 club offerings, athletics, music, and after school program. • Budget Priorities • Continue to provide funding for teachers to advise clubs at lunch and after school. Funding should also support materials and supplies.
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Action 1

Title: Student engagement in Goal 2 Activities

Action Details:

Tier 1: Scandinavian Middle School will continue to implement new clubs and club sponsorship's to promote student engagement and belonging as part of the school. Tier 2: School wide campus culture will be implemented and reinforced through Warrior connect classroom meetings. Students will be given the opportunity to engage in sports athletics, clubs and goal 2 activities throughout the school year. Tier 3: Students not engaged in goal 2 activities will be identified, counseled and encouraged to participate in activities of their interest.

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

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

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

Owner(s):

Campus Culture Director

Timeline:

Monthly

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

Club Sponsors and advisors will document attendance in engagements

Owner(s):

Club Sponsors

Timeline:

Weekly

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

VP/Culture Climate will review Goal 2 data quarterly. Students not engaged in a goal 2 activity will be identified and counseled. GLA will present PL on Survey Data " I feel like I am part of this school"

Owner(s):

Campus Culture Director/GLAMP

Timeline:

Quarterly

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

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

Owner(s):

Athletic Director

Timeline:

Monthly

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

Campus Culture Director will host "Club Rush at the start of each semester to ensure all students know what clubs & activities are available and sign up to join. Students will be encourages and actively recruited to join.

Owner(s):

Club Advisers/Campus Culture Director

Timeline:

Semester intervals.

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

Specify enhanced services for EL students:

- EL Club for Newcomers

- 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.

Explain the actions for Parent Involvement (required by Title I):

- Principals newsletter, Website, School messenger, communications about club options
- Parent club night, college night
- Coffee hour
- Newly enrolled students will be advised about clubs and goal 2 activities on campus
- Sports awards
- HSL to support parents and outreach
- Parents will have access to Parent Portal, Edutext, Parent University.

Describe Professional Learning related to this action:

- Teachers will receive lessons for Warrior Connect class meetings, coaching, and circle process.
- List student interest and offer teachers opportunities to be advisors of clubs.
- Teachers will receive training on restorative approaches to resolve conflict, managing student behavior, building healthy adult relationships.
- Student Survey data will be reviewed as well as Goal 2 data.
- Teachers will have an opportunity to attend workshops/training when available based on allocated funds.
- Office staff will receive ongoing professional learning on providing customer service and making every effort to make parents/family and students comfortable and invited.
- Culture climate director, teachers, and admin will have opportunities to attend CADA conferences and trainings.
- PE Teachers will have access to CAHPERD PL.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	1 period of PE	14,850.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Salaries	25,121.00
G2A1	Sup & Conc	Instruction	Travel			Professional Travel & Workshops	2,646.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation	18,597.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			Parent Participation	800.00
G2A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salary	2,275.00
G2A1	LCFF: EL	Instruction	Oth Cls-Supp			Classified Supplemental	1,362.00
G2A1	LCFF: EL	Instruction	Direct Trans			Transportation	5,371.00

\$71,022.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Linked Learning Enrollment	0	7
Exposure to Careers - 8th Grade	47.645	54.645

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 8th Grade</p> <ul style="list-style-type: none"> All students completed career cruising competences through in their Social Studies courses. Students will complete career matchmaker, and myskills assessment. <p>Linked Learning Enrollment</p> <ul style="list-style-type: none"> Every student had access Khan/HRW in Math and Khan/Zink in ELA. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 8th Grade</p> <ul style="list-style-type: none"> There should be more follow up after career cruising in CTE and Core Classes. <p>Linked Learning Enrollment</p> <ul style="list-style-type: none"> Access was not consistent during structured classroom differentiated instruction model.
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Step 2: 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.

<p>1 SSC:</p> <ul style="list-style-type: none"> Continue to incorporate the use of technology in the classroom. Students need more time to learn how to use the tools. Current data shows 96% of student completion of Career Cruising and Khan Academy linking. Over 50% of students enrolled in technology elective. Classroom Tablet student to tablet ratio is 1 to 1. Budget Priorities Continue to fund increased technology. Implementation of PLI model through Educational Elements will support further building capacity of teachers in implementing blended learning in the classroom and increase student technology knowledge and skills. 	<p>2 ELAC:</p> <ul style="list-style-type: none"> Make sure students can access the linked learning at school and at home. Current data shows 96% of student completion of Career Cruising and Khan Academy linking. Over 50% of students enrolled in technology elective. Classroom Tablet student to tablet ratio is 1 to 1. Budget Priorities Continue to fund increased technology. Implementation of PLI model through Educational Elements will support further building capacity of teachers in implementing blended learning in the classroom and increase student technology knowledge and skills. 	<p>3 Staff:</p> <ul style="list-style-type: none"> Make sure all teachers are trained and consistent with implementation of technology. Not just for testing but for everyday lessons. Current data shows 96% of student completion of Career Cruising and Khan Academy linking. Over 50% of students enrolled in technology elective. Classroom Tablet student to tablet ratio is 1 to 1. Budget Priorities Continue to fund increased technology. Implementation of PLI model through Educational Elements will support further building capacity of teachers in implementing blended learning in the classroom and increase student technology knowledge and skills.
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Action 1

Title: Students exposure to careers

Action Details:

Tier 1: All students at Scandinavian Middle School will be provided early exposure to college and career exploration through multiple avenues. This will increase student self awareness as they learn about themselves interest and skill as they explore opportunities that are right for them. Tier 2: Students by groups will have opportunities to visit specific programs, high schools and colleges as well as use on online resources for exposure. Tier 3: students will be individually counseled on opportunities available based on their profile and screening criteria. (example high school pathways and programs, African American Cohort 2024)

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

Explain the Progress Monitoring and data used for this Action

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

All students will complete career cruising competences through in their Social Studies/Science courses. Students will complete career matchmaker, and myskills assessment.

Owner(s):

Academic counselors

Timeline:

Fall semester and as needed throughout the year

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

Students enrolled in CTE courses will be exposed to careers and pathways related to the courses they are taking. Student will have the opportunity to explore careers in depth as well as work place competencies, salaries, education required and working conditions.

Owner(s):

CTE Teachers

Timeline:

Quarterly

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

All 8th grade students will receive high school of choice presentations and counseling to choose career pathways. Along with high school and college visits

Owner(s):

Academic Counselors

Timeline:

Quarterly

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

All students will receive A-G requirements and 6 year advisement plan for college and career readiness. This includes course requirements, GPA and goal setting.

Owner(s):

Academic Counselors

Timeline:

Quarterly

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

Specify enhanced services for EL students:

- Students will be able to access manipulative kits.
- Students will have access to career exploration activities on/off campus.
- Students will receive direct instruction with challenging content as well as differentiated instruction within

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

instructional time to ensure high school readiness.

- Inside and outside of the classroom time (tutoring at lunch/after school) to support their needs. Teachers will have supplemental contracts approved for tutoring to ensure high school readiness.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- Students will utilize digital resources that align with practice and assessment with SBAC administration. Students will participate in strategic intervention groups after data from common formative assessments are analyze to prepare them for the rigorous college and career ready expectations.

Explain the actions for Parent Involvement (required by Title I):

- Academic Counselors will train parents on how to use ATLAS tools
- Academic Counselors will host a High School, School of Choice informational meetings and assistance completing documents before due dates.
- Present to SCC and ELAC high school pathways

Describe Professional Learning related to this action:

- CTE teachers will be trained in career pathways courses
- Teachers will receive a PL on overall FUSD pathway and school options for students.

Action 2

Title: Student Linked Learning

Action Details:

Tier 1: All Scandinavian Middle School students will have access to linked learning throughout the day embedded in the classroom as well as in after school and lunchtime interventions. This will include access to Khan Academy, My HRW, and Zinc. Tier 2: In identified Core classes students will have access to the PLi initiative model of learning. Teachers will be trained on classroom implementation. Tier 3: Students will be counseled on how to goal set based on the links they are accessing through Khan, My HRW and Zinc.

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

Explain the Progress Monitoring and data used for this Action

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

Every student will be able to access Khan/HRW in Math and Khan/Zinc in ELA during structured classroom differentiated instruction model.

Owner(s):

Teachers

Timeline:

Weekly

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

Every student in every class will have one to one access to a tablet during instructional time as well as in the library at lunch and after school.

Owner(s):

Teachers

Timeline:

Weekly

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

All 8th grade students will be tested on PSAT in order to access their ability levels in subject matter and exposure to test taking skills. This will allow students to have a profile tailored to their specific learning needs.

Owner(s):

VP/GLA/Academic Counselors

Timeline:

Semester

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

Lead Teachers and Principal will participate in the in the PI initiative and receive personal training. Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students.

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

- Students will receive direct instruction with challenging content as well as differentiated instruction within instructional time to ensure high school readiness.
- Inside and outside of the classroom time (tutoring at lunch/after school) to support their needs. Teachers will have supplemental contracts approved for tutoring to ensure high school readiness.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- Students will utilize digital resources that align with practice and assessment with SBAC administration. Students will participate in strategic intervention groups after data from common formative assessments are analyze to prepare them for the rigorous college and career ready expectations.
- Students will have one to one access to technology.

Explain the actions for Parent Involvement (required by Title I):

- Academic Counselors will train parents on how to use ATLAS, Khan & HRW tools
- Academic Counselors will host a High School, School of Choice informational meetings and assistance completing documents before due dates.
- Present to SCC and ELAC with technology tools available.

Owner(s):

Teachers

Timeline:

Weekly/Training Timelines

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- All teachers will be trained to use linked learning in their blended learning model in all core classes.
- ILT will receive training in the PLI model. They will have event numbers to be released from the classroom as well as AC/Dept. time to collaborate with their teams.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Nc-Equipment			: Equipment	3,000.00
G3A2	Sup & Conc	Instruction	Nc-Equipment			Equipment	3,660.00

\$6,660.00

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	18.385	16.385
Suspensions Per 100	42.799	41.799

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> Documented phone logs, parent and student contact related to attendance on ATLAS. Daily teachers will commit to calling home for at least one absent student for the teacher home connection. <p>Suspensions Per 100</p> <ul style="list-style-type: none"> Teachers receiving PL on Restorative Practices with staff to be revisited quarterly. Staff reviewed previous readings on “Restorative Practices in Schools and Circle Processes”. Staff book study of Fostering Resilient Learners as well as Trauma Informed Practices Culture and Climate team will update staff on referrals, referral processes and alternatives. PL will include: Structures for Success, School wide commitments/expectations, social emotional initiatives, strategies for classroom management, redirecting behavior, building positive relationships, proactive strategies to promote student success will be taught and reinforced with both students/adults, school wide expectations, classroom expectations CHAMPS, capturing kids hearts, class meetings, Warrior Connect, OLWEUS prevention components, levels of misbehavior response. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> Not having the consistent school home connection encouraging students to come to school. <p>Suspensions Per 100</p> <ul style="list-style-type: none"> Teachers need to continued allocated time to review their classroom restorative plans as well a PL on school wide expectations and processes.
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Step 2: 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.

<p>1 SSC:</p> <ul style="list-style-type: none"> Utilize the reengagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures. Suspension data shows 47 % per 100 and chronic absenteeism shows 18%. Goal is to decrease both by 5%. Current suspension data as of quarter 3 shows a 4% 	<p>2 ELAC:</p> <ul style="list-style-type: none"> Please communicate with parents ongoing when students are struggling. Encourage them to be part of meeting with teachers. Suspension data shows 47 % per 100 and chronic absenteeism shows 18%. Goal is to decrease both by 5%. Current suspension data as of quarter 3 shows a 4% 	<p>3 Staff:</p> <ul style="list-style-type: none"> Review school wide structures. More training in CHAMPS. We want our Culture Climate coach to review classrooms and school wide structures and help implement recommendations as well as follow up. Suspension data shows 47 % per 100 and chronic absenteeism shows 18%. Goal is to decrease both by 5%.
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decrease from 16-17 data.

- Budget Priorities
- Utilize the re-engagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures.

decrease from 16-17 data.

- Budget Priorities
- Utilize the re-engagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures.

Current suspension data as of quarter 3 shows a 4% decrease from 16-17 data.

- Review school wide structures. More training in CHAMPS. We want our Culture Climate coach to review classrooms and school wide structures and help implement recommendations as well as follow up.
- Budget Priorities
- Continue to fund professional learning opportunities on and off site for classroom management, restorative practices and culture climate team planning opportunities as needed.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Effectiveness is measured student referrals, suspensions, tracking of behaviors and interventions.
- Students have access to counseling on attendance and incentives. Attendance clerk makes appointments with parents to discuss attendance.

Action 1

Title: Chronic Absenteeism Rate

Action Details:

Tier 1: Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action. Tier 2: Satisfactory students and students with improved attendance will receive incentives. Students that are manageable will be counseled by SESS on how to improve with attendance contracts. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance. Tier 3: T2 parent meeting with Attendance Clerk/VP, SART process with social worker, SARB referrals. EOY chronic will be reduces and our severe chronic will be eliminated. This will be done through a comprehensive and strategic action plan to encourage positive attendance rates with incentives and supports put in place. .

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
Daily Review ATLAS for ADA Review

Owner(s):
Admin./Attendance Clerk

Timeline:
Daily Monitor ADA on ATLAS

Details: Explain the data which will specifically monitor progress toward each indicator target
EIS data to strategically target and increase manageable student attendance.

Owner(s):
Admin./Attendance clerk/Social Worker

Timeline:
Manageable students weekly/monthly/Quarterly.

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

Document phone logs, parent and student contact related to attendance on ATLAS. Daily teachers will commit to calling home for at least one absent student for the teacher home connection.

Owner(s):

Admin/Attendance Clerk/Social Worker/HSL/Teacher

Timeline:

Daily/Weekly Contact and Log

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

GLA, Social Worker and VP will target manageable students an long contact

Owner(s):

GLAMP

Timeline:

Monthly

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

Monthly/Quarterly Social Emotional Counselor and GLA will track/identify perfect attendance and improved attendance.

Owner(s):

Social Emotional Counselor/GLA

Timeline:

Monthly/Quarterly

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

Weekly the principal will check perfect attendance and select students for incentives.

Owner(s):

Principal

Timeline:

Weekly

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

1,2,3 Policy will be implemented consistently. The tardies will be tracked and monitored by the VP. Students with chronic tardies will be counseled and a phone call home continued repeated tardies will receive lunch or after school behavior intervention.

Owner(s):

VP/GLA/Tardies

Timeline:

Weekly

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

- 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
- Students will receive incentives for improved attendance weekly by the Principal.
- Semester students will be able to participate in an incentive field trip when identified with 95% attendance
- Extra hours for office assistant to counsel students on attendance and track data.

Specify enhanced services for EL students:

- 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 Plus classes and during Warrior Connect.
- Materials and supplies for EL students

Explain the actions for Parent Involvement (required by Title I):

- Parent meetings on attendance quarterly
- HSL to call home/ home visits for at risk students VP will contact parents for attendance meetings
- Social Worker will contact parents for SART meeting.
- VP & GLA will contract manageable students' parents and encourage good attendance.
- VP, GLA, GLC will contact parents in regards to tardies.
- Parent Coffee Hours to include training on attendance by Social Emotional Counselor and Home School Liaison
- Parents will have access to Parent Portal, Edutext, Parent University.
- Extra hours for office assistant to call home and counsel with parents.

Describe Professional Learning related to this action:

- Teachers will review attendance data and given strategies to improve attendance and tardies daily.
- Teachers will be given tools (incentives) to help improve attendance and tardies to include goal setting and strategies to support improved attendance during Warrior Connect.

Action 2

Title: Out of School Suspension Rate

Action Details:

Tier 1: Referrals, behaviors by tiers will be monitored as well as Suspensions by student and Ed code violations. Patterns will be established and targeted to meet the needs of staff and students. Support will be provided through implementation of restorative practices, increased Goal 2 activities and student engagement. VP and GLA will monitor suspension rates on ATLAS. 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. Tier 2: Strategic interventions will be put in place for at risk students. COST team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures. Tier 3: SST's will be held for students at High risk and referrals will be made for outside agencies as recommended by the team. .

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

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

Behaviors and referrals will be monitored through ATLAS

Owner(s):

VP/GLA

Timeline:

Monthly

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

Teacher referrals will be monitored through ATLAS

Owner(s):

VP/GLA

Timeline:

Weekly/Bi-Weekly

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

VP/GLA will collaborate with re-engagement teacher, SRO & COST team when tracking student referrals to transition based on ed. Code

Owner(s):

VP/GLA/COST Team/SRO

Timeline:

Weekly

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

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

Owner(s):

Reengagement Teacher/Counselors

Timeline:

Daily

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

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

Owner(s):

COST Team

Timeline:

Weekly

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

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

Owner(s):

Academic Counselors/VP/GLA/Teachers

Timeline:

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

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

Students not engaged in goal 2 activities will be encouraged to participate in activities of their choice. Students will be counseled for eligibility for athletics. Student engagement data will be monitored monthly through Atlas.

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

VP/GLA/Social Worker will implement and monitor a mentoring program for our at most risk students.

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

- Students will participate in classroom meetings through Warrior Connect.
- Students will be given opportunities to participate in restorative practices/circles and opportunities for correct/reflect code violations
- Scandinavian Middle School will continue to support and allocate money to Young Men's Alliance and Young Women's Alliance with FTE instruction, Funding for an African American Student Adviser, curriculum program, specific materials (backpacks, t-shirts etc.), community service projects, study trips, guest speakers and other aspects to encourage participation in this program. Continue with implementation of WEB program, mentoring, lunchtime activities, leadership activities, academic planners, assessment and goal setting.
- Assign High Risk students a volunteer staff member mentor to meet with on a regular basis and shadow who will be reimbursed for incentives.
- Re-engagement teacher will be assigned a caseload of high risk student to help monitor and foster connections.
- High risk students will be assigned mentors.
- 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.
- 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 goal 2 engagements and clubs.
- Students will be eligible to attend school wide activities for EIS green zone behaviors.
- Students will have opportunities to participate in career pathways/technical education courses, and rigorous high school credit electives through middle school redesign model. Breakfast & lunch celebrations for improved behavior.

Explain the actions for Parent Involvement (required by Title I):

- Parent surveys
- HSL communicate through phone calls and home visits
- COST Team meetings
- Parent contact through tiered referral system
- Parents will be educated on restorative practices
- Parents will have opportunities for Admin, Teacher and student meetings with high risk students
- Parent meetings prior to reentry back to school
- Parents will have access to Parent Portal, Edutext, Parent University.

Owner(s):

VP/GLA/Campus Culture Director/Athletic Director

Timeline:

Monthly

Owner(s):

Social Emotional Counselor/GLAMP

Timeline:

Quarterly

Specify enhanced services for EL students:

- 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.
- *Social Emotional Counselor provides lunch club for Newcomers*

Describe Professional Learning related to this action:

- Ongoing PL on **Restorative Practices** with staff to be revisited quarterly.
- Staff will review previous readings on "**Restorative Practices in Schools and Circle Processes**".
- Continued reading of **Fostering Resilient Learners** as well as **Trauma Informed Practices** Culture and Climate team will update staff on referrals, referral processes and alternatives. PL will include: Structures for Success, School wide commitments/expectations, social emotional initiatives, strategies for classroom management, redirecting behavior, building positive relationships, proactive strategies to promote student success will be taught and reinforced with both students/adults, school wide expectations, classroom expectations CHAMPS, capturing kids hearts, class meetings, Warrior Connect, OLWEUS prevention components, levels of misbehavior response.
- Regional Alignment of restorative classroom plans.
- Teacher release time to participate in COST team meetings, Culture and Climate Team meetings, parent

meetings, restorative reentry.

- Student referral process will be revisited for moderate (Level 2) and Severe (level 3) incidences.
- Staff will continue to be trained in engagement strategies in the classroom.
- PL on how to meet students educational needs while in transition.
- PBIS Training

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Oth Cls-Supp			Classified Supplemental See all Goal 1 and Goal 4	978.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Meetings: babysitting, school events, translating	978.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	6,539.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies	1,490.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	1 period of Young Womens Alliance	14,850.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	1 period of Young Mens Alliance	16,186.00
G4A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	16,041.00
G4A2	LCFF: EL	Instruction	Local Mileag			Mileage Home Visits	500.00

\$58,562.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0415 Scandinavian Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting	612.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies (No incentives or food)	1,786.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Salaries	6,117.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics	20.00
G1A1	LCFF: EL	Instruction	Direct-Other			: Assessors	1,800.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Classified Supplemental	391.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Home school Liaison will work with our EL families. She will communicate through phone calls, home visits and parent meetings. This will align in help increase student achievement in goal 1, increase student participation in goal 2, as well as ensure all students are on target ready to graduate in Goal 4	15,906.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher Substitute Salaries	1,899.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Equipment	11,249.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	24,173.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies	15,406.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental	17,129.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies (No incentives or food)	8,718.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	11,711.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Equipment	8,680.00
G1A4	Title 1 Basic	Instruction	Travel			: Travel See all Goal 1 and Goal 4	5,000.00
G1A4	Title 1 Basic	Instruction	Direct-Graph			Graphics	1,400.00
G1A4	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries	5,858.00
G1A4	Sup & Conc	Instruction	Direct-Maint			Direct Maint.	3,400.00
G1A4	Sup & Conc	Instruction	Direct-Graph			Graphics	1,800.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Partnership with Education Elements	12,000.00
G1A4	Sup & Conc	Parent Participation	Direct-Graph			Graphics	1,800.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitutue	3,515.00
G1A4	LCFF: EL	Instruction	Direct-Maint			Maintenance	2,000.00
G1A4	LCFF: EL	Instruction	Direct-Graph			Graphics	267.00
G1A4	LCFF: EL	Parent Participation	Direct-Graph			Graphics	155.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	1 period of PE	14,850.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Salaries	25,121.00
G2A1	Sup & Conc	Instruction	Travel			Professional Travel & Workshops	2,646.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation	18,597.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			Parent Participation	800.00

G2A1	LCFF: EL	Instruction	Teacher-Supp		Teacher Supplemental Salary	2,275.00
G2A1	LCFF: EL	Instruction	Oth Cls-Supp		Classified Supplemental	1,362.00
G2A1	LCFF: EL	Instruction	Direct Trans		Transportation	5,371.00
G3A1	Sup & Conc	Instruction	Nc-Equipment		: Equipment	3,000.00
G3A2	Sup & Conc	Instruction	Nc-Equipment		Equipment	3,660.00
G4A1	Title 1 Basic	Instruction	Oth Cls-Supp		Classified Supplemental See all Goal 1 and Goal 4	978.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup		Parent Meetings: babysitting, school events, translating	978.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag		Mileage	1,000.00
G4A1	LCFF: EL	Instruction	Mat & Supp		Materials & Supplies	6,539.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp		Materials & Supplies	1,490.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000 1 period of Young Womens Alliance	14,850.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000 1 period of Young Mens Alliance	16,186.00
G4A2	Sup & Conc	Instruction	Mat & Supp		: Materials and Supplies	16,041.00
G4A2	LCFF: EL	Instruction	Local Mileag		Mileage Home Visits	500.00

\$299,036.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$49,749.00
Sup & Conc	7090	\$192,899.00
LCFF: EL	7091	\$56,388.00
Grand Total		\$299,036.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$162,792.00
G2 - All students will engage in arts, activities, and athletics	\$71,022.00
G3 - All students will demonstrate the character and competencies for workplace success	\$6,660.00
G4 - All students will stay in school on target to graduate	\$58,562.00
Grand Total	\$299,036.00