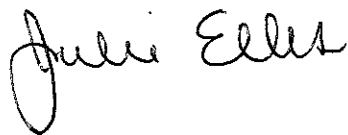


**Scandinavian Middle**

10621666006480

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".

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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**

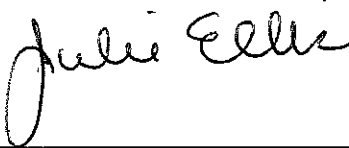

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Julie Goorabian-Ellis</b>	X				
2. <b>Chairperson -Summer Gaston-Gehris</b>			X		
3. <b>Charley Her</b>					X
4. <b>Chris Brown</b>		X			
5. <b>Stephanie Nechay</b>		X			
6. <b>Dennie Turner</b>		X			
7. <b>Michelle Thorton</b>				X	
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Julie Goorabian-Ellis		3/20/19
<b>SSC Chairperson</b>	Summer Gaston-Gehris		3/20/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Scandinavian - 0415

**ON-SITE ALLOCATION**

3010	Title I	\$55,380 *
7090	LCFF Supplemental & Concentration	\$192,602
7091	LCFF for English Learners	\$51,054
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$299,036</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,130
Remaining Title I funds are at the discretion of the School Site Council	\$53,250
Total Title I Allocation	\$55,380

## Scandinavian Middle 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	18.34 %	5.59 %	2017-2018	12.59 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.612 %	29.023 %	2017-2018	36.023 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	16.726 %	14.085 %	2017-2018	21.085 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### 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, PLi model.
- 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)

- Full implementation of MLD, continue pilot with Swan Math group.
- 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 GO Math 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

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- Student tutorials and grade remediation was not mandatory.
- Teachers need continued training in flexible grouping strategies.
- Departments and grade levels consistently using student work evidence and common CFU's and CFA's.

#### Disproportionate student groups:

- SWD
- Hispanic, African American

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

- Student tutorials and grade remediation was not mandatory.
- Teachers need continued training in flexible grouping strategies.
- Departments and grade levels consistently using student work evidence and common CFU's and CFA's.

#### Disproportionate student groups:

- SWD

- grouping, PLi blended learning model.
- 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.

**EL Reclassification Rate (All grade levels)**

- Teacher will receive full implementation in Lab School training.
- 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.

**Making progress toward meeting goals in all significant subgroups through progress monitoring and goal setting as well as strategically targeting our students that are disproportionately affected.**

- Hispanic, African American

**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.

**Disproportionate student groups:**

- SWD
- Hispanic

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- 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.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Full implementation of mandatory tutoring in collaboration with teachers, parents and academic counselors.
- Fully implement goal setting with all students.
- Implementation of Lab School strategies, PLi strategies and MLD model.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

**2** ELAC:

**3** Staff:



- Increase in district interim results show programs are successful and aligned to grade level standards.
- 2018-19 Interim 2 this year shows a -0.7% decrease compared to last year in ELA and a 1% increase in proficiency in math.
- 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 PLI 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. Continue to fund after school extended tutorial for math. Improve parent/school communication at classroom to parent level.

- Continue focus on standards and current actions in ELA & Math
- 2018-19 Interim 2 this year shows a -0.7% decrease compared to last year in ELA and a 1% increase in proficiency in math.
- 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. Continue to fund after school extended tutorial for math. Improve parent/school communication at classroom to parent level.

- Continue with Professional Learning and add best practices that we adopted this year due to training.
- 2018-19 Interim 2 this year shows a -0.7% decrease compared to last year in ELA and a 1% increase in proficiency in math.
- 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 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. Continue training with Swan Math group in MLD.

## Action 1

**Title:** EL's Re-Designation

### Action Details:

Tier 1: Scandinavian Middle school will be a Lab School with a focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. 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 year's 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

**Specify enhanced services for low-performing student groups:**

- All students will be provided with integrated ELD in all content areas through strategic, skilled lessons planning and delivery.
- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After School tutorial.

**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 Lab School training with a focus on literacy strategies that integrate ELD standards into instruction. Teachers will receive training and job embedded learning through the secondary/lab school professional learning model.
- 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.
- Teachers will continue with PL in "Talk Moves" that engage students in listening and speaking skills across all content areas.

## Action 2

Title: Meet/Exceed on ELA CAASP

### Action Details:

Tier 1: Scandinavian will implement a comprehensive reading support through Springboard, PLi and Lab School. Students will have the opportunity for flexible learning through blended learning (PLi) model. The program will offer challenging content focused on high quality text, intervention in small groups 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. Additional resources will include the iready program. 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 groups based on student work and CFA data based on standards being met.

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

Teachers will use district/state/CFA's assessments to be strategic in their planning for reading and reading comprehension. Teachers will include the iready program as a resource and intervention.

#### 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 standards 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 with incorporation of PLi strategies 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. Teachers will have data chats with administration and goal set.

**Owner(s):**

Teacher/administration

**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 administration will continue participation 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):**

Administration/ 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 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.
- Students will have access to a zero period PE class so they will be able to take an elective as well as enroll in iready academic support in ELA/Math as an elective.
- All students will be able to progress monitor and goal set through iready technology.

**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.

**Specify enhanced services for low-performing student groups:**

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site.
- After school tutorial.
- Student groups that are not meeting standards based on adaptive diagnostics on the iready program.

Focus student groups: SWD, Hispanic, along with any other groups that starts to show disproportionality

**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 standards.
- 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 with 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 of standards, 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 through Lab School training.
- ILT will continue to 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 3

**Title:** Meet/Exceed on Math CAASP

#### Action Details:

Tier 1: Scandinavian Middle School will implement a comprehensive mathematics program utilizing Math Lesson Design Model, with an emphasis on students scoring significantly below grade level as measured by the SBAC, and FUSD interim assessments and CFA's. 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 Math Lesson Design, eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics as well as the procedural/conceptual MLD components. Tier 2: Core teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, District interim. Students will receive access from the iready program as an intervention and resource. Students that continue to perform below grade level based on grade data, interim and common formative assessments will continue to be strategically targeted for small group instruction in class through a blended learning model, PLI and MLD. Intervention will be based on specific grade level clusters/standards. Teir 3: Students will be pulled for small group intervention based 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 to Go Math online tools as well as the iready program as a resource and intervention.

**Owner(s):**

Teachers

**Timeline:**

bi-weekly

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

Weekly walkthrough data will chart implementation of challenging content 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 MLD and 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 in the MLD Model.

**Owner(s):**

Admin Team

**Timeline:**

Weekly/Quarterly/Semester

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

Teachers will fully implement all the components of Math Lesson Design with Implementation of IPG monitored weekly by admin.

**Owner(s):**

Admin. Team

**Timeline:**

Weekly

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

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

**Owner(s):**

administration/LT team

**Timeline:**

Training Timelines/Daily implementation in classrooms.

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

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

**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 MLD, state standards and the Go Math adoption. Students receiving a failing score on common assessments will be given intervention opportunities inside/outside the school day.
- Following common formative assessments students needing re-teaching/enrichment will be grouped and receive intervention/enrichment in class with their core teacher.
- Students will be allowed opportunities for tutoring outside of the instructional day in small groups with teachers through supplemental contracts.
- Computers and technology components of 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.
- Students will have access to a zero period PE class so they will be able to take an elective as well as enroll in iready academic support in ELA/Math as an elective.
- All students will be able to progress monitor and goal set through iready technology.

#### 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

#### Specify enhanced services for low-performing student groups:

- All students will meet one on one with the academic counselors. Grades and goals will be reviewed.
- Parents will be notified and given the opportunity to meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site and after school
- Students that are not meeting standards on the diagnostic assessment on the iready program will be targeted.

Focus student groups: SWD, Hispanic, along with any other groups that starts to show disproportionality

#### Describe Professional Learning related to this action:

- Continued PL with Swan Math Group.
- Math teachers will continue PL in MLD with pilot middle schools. Time will be allocated for observations of model lessons, debriefing and planning.
- 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 and district, county or



state conferences.

- Provide sub release for teacher planning.

## 2019-2020 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	Sup & Conc	Attendance & Social Work Service	Local Mileage			CWA mileage	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	4,946.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			equipment	8,694.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,300.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Parent Participation Graphics	425.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes	2,354.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			supplemental contracts	10,626.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: iReady Site license	10,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Tech/Equipment	2,000.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLi	14,000.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady PL	5,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		19,134.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		17,786.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			substitutes	16,469.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	11,489.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			equipment	2,035.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			substitutes	7,059.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			supplemental	12,053.00
G1A3	Title 1 Basic	Instruction	Direct-Graph			graphics	3,400.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts	33,490.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	14,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Nc-Equipment			equipment	100.00

**\$197,360.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	95.159 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

- 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.

**The site is reaching to meet the goal of 100% engagement through targeted actions with a focus on our disproportionate subgroups.**

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

- New students not being identified and targeted for goal 2 activities.
- Students that were counseled did not select an goal 2 activity.

**Disproportionate student groups.**

- Students with disabilities are our highest group not engaged in a goal 2 activity.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Offer more variety of engagements and times engagements are available.
- Target specific student groups.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Full implementation of all goal 2 activities with access available to all student groups.
- one on one counseling with high needs student groups to engage in activities.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p><b>1 SSC:</b></p> <ul style="list-style-type: none"> <li>• Please continue to fund Goal 2 activities. These are very important for students to feel part of the school.</li> <li>• Current student engagement data shows 87% 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. This is a decrease from last year at 97%.</li> <li>• Budget Priorities</li> <li>• Continue to provide funding for teachers to advise clubs at lunch and after school. Funding should also support materials and supplies.</li> </ul>	<p><b>2 ELAC:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue to provide funding for teachers to advise clubs at lunch and after school. Funding should also support materials and supplies.</li> <li>• Current student engagement data shows 87% 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. This is a decrease from last year at 97%.</li> </ul>	<p><b>3 Staff:</b></p> <ul style="list-style-type: none"> <li>• Please make sure we fund extra pay contracts to encourage teachers to be advisers of clubs.</li> <li>• Current student engagement data shows 87% 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. This is a decrease from last year at 97%.</li> <li>• Budget Priorities</li> <li>• Continue to provide funding for teachers to advise clubs at lunch and after school. Funding should also support materials and supplies.</li> </ul>
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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. Scandinavian Middle School will implement strategies learned at CADA as well as adopt Character Strong Curriculum with emphasis on building students citizenship and kindness student population. As a site will offer a zero period PE to open opportunities for students to engage in electives to meet their academic and social emotional needs. Tier 2: School wide campus culture will be implemented and be 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. Teachers will identify students of the Month who demonstrate Pillars of Character. All teachers will have an opportunity to select two students a month to honor as Warriors of the Month for demonstration of good character in the classrooms. 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:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically monitor progress toward each indicator target**  
 Campus Culture Director will document engagements and participation on ATLAS weekly. 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 encouraged and actively recruited to join.

**Owner(s):**

Club Advisers/Campus Culture Director

**Timeline:**

Semester intervals.

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

All teachers will implement Character Strong Curriculum during Warrior Connect in order for students to develop a sense of character and implement kindness on campus.

**Owner(s):**

Teachers

**Timeline:**

Warrior Connect Mondays

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

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

**Specify enhanced services for EL students:**

- EL Club for Newcomers

**Specify enhanced services for low-performing student groups:**

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

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

**Describe Professional Learning related to this action:**

- Messenger, 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.

- 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 by the Culture Climate Team and shared with staff, student and parents.
- 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 training.
- PE Teachers will have access to CAHPERD PL.

## 2019-2020 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	0.1250	Zero period PE for Music students - Michael Ogden	11,659.00
G2A1	Sup & Conc	Instruction	Travel			travel	1.00
G2A1	Sup & Conc	Instruction	Direct Trans			transportation	152.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	21,199.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			Parent Participation	800.00
G2A1	LCFF: EL	Instruction	Direct Trans			transportation	1,839.00
G2A1	LCFF: EL	Instruction	Cons Svc/Oth			Pilot : consultant	100.00

**\$35,750.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	54.645 %	27.586 %	2017-2018	34.586 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 8th Grade**

- All students completed Xello through in their Social Studies courses. Students will complete career matchmaker, and myskills assessment.

**As a site we will continue with full implementation of the programs available with 100% compliance as a goal.**

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 8th Grade**

- There should be more follow up after career cruising in CTE and Core Classes.
- Follow up on student completion of Xello.

**Disproportionate groups**

- Students not meeting the high school readiness criteria: 96% attendance, no suspensions, no D/F in ELA/Math.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There is no follow up with the 8th grade students to ensure they are selected appropriate High School Pathways.  
Follow up and keep track for student completion.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Follow up with 8th grade high school selections prior to December 1.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.



**1** SSC:

- Continue to incorporate the use of technology in the classroom. Students need more time to learn how to use the tools.
- Current data shows 77% of student completion of Xello and 99.9% 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.

**2** ELAC:

- Make sure students can access the linked learning at school and at home.
- Current data shows 77% of student completion of Xello and 99.9% 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.

**3** Staff:

- Make sure all teachers are trained and consistent with implementation of technology. Not just for testing but for everyday lessons.
- Current data shows 77% of student completion of Xello and 99.9% 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.

**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 Student Leadership Cohort)

**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 Xello competences through in their Social Studies/Science courses. Students will complete career matchmaker, and my skills 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):**

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- 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 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. Site will allow for maintenance of student computers and printers in the classroom.
- Graphics will be used for registration, parent student handbooks, Agenda for planning, promotion posters of field trips to colleges.

**Specify enhanced services for EL students:**

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- 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.

**Specify enhanced services for low-performing student groups:**

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

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

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- 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:**

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- 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:**

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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 continued to 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.

**Owner(s):**

Teachers

**Timeline:**

Weekly/Training Timelines

**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.

**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.

**Specify enhanced services for low-performing student groups:**

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

**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.

**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 continue to 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.

- Present to SCC and ELAC with technology tools available.

## 2019-2020 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	Direct-Maint			Maintenance & computer repair	4,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			graphics	1,800.00
G3A1	LCFF: EL	Instruction	Direct-Maint			Maintenance	5,580.00

**\$11,380.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	16.385 %	19.1 %	2017-2018	17.1 %
Suspensions Per 100	41.799 %	34.921 %	2017-2018	33.921 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

- Documented phone logs, parent and student contact related to attendance on ATLAS.
- Phone calls home and follow up home visits for our most at risk students.
- Daily teachers will commit to calling home for at least one absent student for the teacher home connection.

**Suspensions Per 100**

- Teachers receiving PL on **Restorative Practices** with staff to be revisited quarterly.
- Documentation of behaviors appropriately in ATLAS as well as interventions.
- 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.

**As a site we are still progressing towards lowering our absentee and suspension rate to match the state overall. We are currently higher than the state average. We will target our students that are disproportionately affected.**

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

- Not having the consistent school home connection through home visits and phone calls encouraging students to come to school.
- inconsistent communication with families on attendance.
- Coding of attendance

**Disproportionate groups**

- Subgroups that are disproportionately affected are students without transportation and homeless/foster youth.

**Suspensions Per 100**

- Teachers need to continue allocated time to review their classroom restorative plans as well as a PL on school wide expectations and processes.
- Documentation in ATLAS of behaviors/interventions.
- Communication with parents consistently.
- inconsistent COST meetings to meet at most risk students needs.

**Disproportionate groups**

- Students disproportionately affected our out African American male students, Students with disabilities, and our Hispanic youth.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- 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.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Continue with training teachers how to appropriately document referrals and ATLAS entries for behavior/interventions.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Utilize the reengagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures.
- Suspension data shows 18.8% students have been suspended at least once with a decline in suspension at 3.1%. Chronic absenteeism shows 21.7% with a decline of 1%. Goal is to decrease both by 5%.
- Budget Priorities
- Utilize the re-engagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures.

**2** ELAC:

- Please communicate with parents ongoing when students are struggling. Encourage them to be part of meeting with teachers.
- Suspension data shows 18.8% students have been suspended at least once with a decline in suspension at 3.1%. Chronic absenteeism shows 21.7% with a decrease of 1%. Goal is to decrease both by 5%.
- Budget Priorities
- Utilize the re-engagement as a resource prior to suspension. It is important to keep the campus safe with preventative measures.

**3** Staff:

- 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 18.8% students have been suspended at least once with a decline in suspension at 3.1%. Chronic absenteeism shows 21.7% with a decrease of 1%. Goal is to decrease both by 5%.
- 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.

**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 CWA Specialist 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 by CWA Specialist. Tier 3: T2 parent meeting with Attendance Clerk/VP, SART process with social worker, SARF referrals. EOY chronic will be reduced 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. Student will be given opportunities to remedy attendance through Saturday Academy as an intervention.

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/CWA Specialist

**Timeline:**

Manageable students weekly/monthly/Quarterly.

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

Document phone logs, parent and student contact related to attendance on ATLAS. 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/CWA Specialist/Teacher

**Timeline:**

Daily/Weekly Contact and Log

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

VP, CWA Specialist/ Academic Counselors will target manageable students an log contact.

**Owner(s):**

VP/CWA Specialist/Academic Counselors

**Timeline:**

Monthly

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

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

**Owner(s):**

Academic Counselors

**Timeline:**

Monthly/Quarterly

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

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

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

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

**Owner(s):**

GLA/VP/CWA Specialist

**Timeline:**

Weekly

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



- Students will be given the opportunity to attend Saturday Academy.
- Students will participate in rallies and expectation talks on attendance.
- Students will be given the opportunity to improve their attendance on a weekly basis to qualify for the principal's incentive drawing.
- Students will be honored quarterly for perfect attendance and 95% attendance improvement.
- Students will receive incentives for improved attendance weekly by the Principal.
- Semester students will be able to participate in an incentive field trip when identified with 95% attendance.

**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
- CWA Specialist 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 CWA Specialist.
- Parents will have access to Parent Portal, Edutext, Parent University.

**Specify enhanced services for low-performing student groups:**

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

**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. Including pending budget: AMD Methodology courses and YWA COST team meeting will be held and interventions including, BSP, incentives, Check ins, accommodations, re-engagement, mentors, parent conferences and restorative measures. As a site we will also look at making our 6 hour CA position into an 8 hour position to ensure all referrals are handled in a timely manner and students feel supported outside of the classroom at all times. Tier 3: SSTs will be held for students at High risk and referrals will be made for outside agencies as recommended by the team. .

<b>Reasoning for using this action:</b>	<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. CAs will also work with level 1 & 2 students to ensure they are able to stay in class. This will ensure deescalation and further disciplinary action.

Owner(s):

VP/GLA/COST Team/SRO/CA

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.

Owner(s):

VP/GLA/Campus Culture Director/Athletic Director

Timeline:

Monthly

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.

Owner(s):

Social Emotional Counselor/GLAVP

Timeline:

Quarterly

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

Students will be targeted for an AMD Methodology course as well as YWAYMA

Owner(s):

Teacher

Timeline:

Daily

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.

#### Specify enhanced services for EL students:

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- 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*

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

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- 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.

#### Specify enhanced services for low-performing student groups:

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

#### Describe Professional Learning related to this action:

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- 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.

## 2019-2020 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	Travel			Travel	5,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	3,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.1875		6,793.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.2500		9,058.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		15,096.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Open position split funded - 6 hours district and 2 hours site. Personnel Req A 61811.	15,599.00

**\$54,546.00**

## 2019-2020 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	Sup & Conc	Attendance & Social Work Service	Local Mileag			CWA mileage	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	4,946.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			equipment	8,694.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	1,300.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Parent Participation Graphics	425.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes	2,354.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			supplemental contracts	10,626.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: iReady Site license	10,000.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Tech/Equipment	2,000.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI	14,000.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iReady PL	5,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		19,134.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		17,786.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			substitutes	16,469.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	11,489.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			equipment	2,035.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			substitutes	7,059.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			supplemental	12,053.00
G1A3	Title 1 Basic	Instruction	Direct-Graph			graphics	3,400.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts	33,490.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	14,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Nc-Equipment			equipment	100.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period PE for Music students - Michael Ogden	11,659.00
G2A1	Sup & Conc	Instruction	Travel			travel	1.00
G2A1	Sup & Conc	Instruction	Direct Trans			transportation	152.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Participation	21,199.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			Parent Participation	800.00
G2A1	LCFF: EL	Instruction	Direct Trans			transportation	1,839.00
G2A1	LCFF: EL	Instruction	Cons Svc/Oth			Pilot : consultant	100.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Maintenance & computer repair	4,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			graphics	1,800.00
G3A1	LCFF: EL	Instruction	Direct-Maint			Maintenance	5,580.00
G4A1	Title 1 Basic	Instruction	Travel			Travel	5,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	3,000.00

G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.1875		6,793.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.2500		9,058.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		15,096.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant, Campus Safety	0.2500	Open position split funded - 6 hours district and 2 hours site. Personnel Req A 61811.	15,599.00
							<b>\$299,036.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,380.00
Sup & Conc	7090	\$192,602.00
LCFF: EL	7091	\$51,054.00
<b>Grand Total</b>		<b>\$299,036.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$197,360.00
G2 - All students will engage in arts, activities, and athletics	\$35,750.00
G3 - All students will demonstrate the character and competencies for workplace success	\$11,380.00
G4 - All students will stay in school on target to graduate	\$54,546.00
<b>Grand Total</b>	<b>\$299,036.00</b>