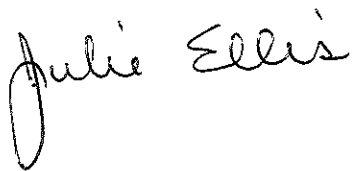


Scandinavian Middle

10621666006480

Principal's Name: Julie Goorabian-Ellis

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

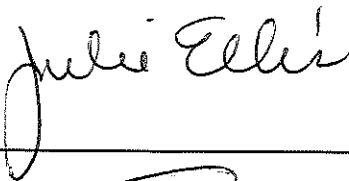

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family Engagement 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 School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Julie Goorabian-Ellis	X				
2. Chairperson - Eugene Reinor			X		
3. Secretary – Terese Riojas		X			
4. DAC Representative – Vladimir Wells				X	
5. Kayli Gobeli		X			
6. Glenda Jacobsen		X			
7. Taya Brandow				X	
8. Christina Pasillas				X	
9. Viola Ellis-Hankins					X
10. Tyson Xiong					X
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

School Name: Scandinavian Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Julie Goorabian-Ellis		5/17/21
SSC Chairperson	Eugene Reinor		5/17/21

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 2021/22

Scandinavian - 0415

ON-SITE ALLOCATION

3010	Title I	\$74,592 *
7090	LCFF Supplemental & Concentration	\$229,970
7091	LCFF for English Learners	\$60,198
3182	Comprehensive Support and Improvement	\$299,145
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$15,860</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$679,765

* 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	\$2,331
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$72,261</u>
	Total Title I Allocation	\$74,592

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions, and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Scandinavian Middle 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		8.38 %	2019-2020	15.38 %
One D or F on Any Report Card (Grades 02-12)		71.02 %	2020-2021	64.02 %
I-Ready ELAD2 On Level		24.64 %	2020-2021	30.91 %
I-Ready Math D2 On Level		16.67 %	2020-2021	21.94 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

1. PLCs working together to plan common units of study, lessons, and assessments. Data and student work analysis utilizing the 4 grounding questions and the data analysis protocol.
2. Data chats with students to progress monitor their learning and create short term and long term goals. Tracking student assessment data throughout the year
3. Intentional time for students to practice on I-Ready
4. Utilization of IABs to progress monitor students and drive instruction
5. PLC Planning days
6. Tutoring and intervention time
7. Utilization of lab school strategies in all content areas
8. Implementing PLI Strategies
9. Academic counseling for all students
10. Utilizing instruction and assessment platforms such as illuminate, nearpod, desmos, brain pop, etc
11. Utilizing tutors through Teaching Fellows
12. Deconstructing SBAC claims and targets and embedding question stems into instruction

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

I-Ready ELA D2 On Level

1. Inconsistent tutoring
2. Challenges with attendance
3. Low student engagement with online instruction
4. More consistent support for students who are struggling
5. Inconsistent with scope and sequence due to online instruction
6. Challenge translating the content and instruction to the online platform

I-Ready Math D2 On Level

1. Inconsistent tutoring
2. Challenges with attendance
3. Low student engagement with online instruction
4. More consistent support for students who are struggling
5. Inconsistent with scope and sequence due to online instruction
6. Challenge translating the content and instruction to the online platform

EL Reclassification Rate

I-Ready Math D2 On Level

1. PLCs working together to plan common units of study, lessons, and assessments. Data and student work analysis utilizing the 4 grounding questions and the data analysis protocol.
2. Data chats with students to progress monitor their learning and create short term and long term goals. Tracking student assessment data throughout the year
3. Intentional time for students to practice on I-Ready
4. Utilization of SBAC to progress monitor students and drive instruction
5. PLC Planning days
6. Targeted tutoring and intervention time
7. Utilization of lab school strategies in all content areas
8. Implementing PLI Strategies
9. Academic counseling for all students
10. Utilizing instruction and assessment platforms such as illuminate, nearpod, desmos, brain pop, etc
11. Utilizing tutors through teaching fellows
12. Implementation of MLD strategies
13. Deconstructing SBAC claims and targets and embedding question stems into instruction in all content areas
14. MLD coaching cycles
15. Utilizing Personal Math Trainer

EL Reclassification Rate

1. PLCs working together to plan common units of study, lessons, and assessments. Data and student work analysis utilizing the 4 grounding questions and the data analysis protocol.
2. Data chats with students to progress monitor their learning and create short term and long term goals. Tracking student assessment data throughout the year
3. Intentional time for students to practice on I-Ready
4. Utilization of IABs to progress monitor students and drive instruction
5. PLC Planning days
6. Tutoring and intervention time
7. Utilization of lab school strategies in all content areas
8. Implementing PLI Strategies
9. Academic counseling for all students
10. Utilizing instruction and assessment platforms such as illuminate, nearpod, desmos, brain pop, etc
11. Utilizing tutors through teaching fellows
12. Deconstructing SBAC claims and targets and embedding question stems into instruction
13. Consistent monitoring of all EL students, including those that have re-designated
14. Consistent, intentional opportunities for students practice language skills such as reading, writing, speaking, and listening
15. Implementing instructional strategies learned through lab school trainings
16. Consistent i-ready utilization by all content area teachers to help students close gaps with their language skills
17. Data chats with EL students before ELPAC testing
18. ELPAC practice
19. ELD Class for newcomers
20. Monitor EL progress towards redesignation
21. Implement lab school keystone pedagogies

One D or F on Any Report Card (Grades 02-12)

1. Inconsistent tutoring
2. Challenges with attendance
3. Low student engagement with online instruction
4. Inconsistent supports for EL students
5. Challenge translating the content and instruction to the online platform
6. No continued PL with lab school to support EL students with the online platform
7. Working better with our Sped department to support our students who are sped and EL

One D or F on Any Report Card (Grades 02-12)

1. Inconsistent tutoring
2. Challenges with attendance
3. Low student engagement with online instruction
4. More consistent support for students who are struggling
5. Challenges translating the content and instruction to the online platform
6. Challenges getting parents to attend conferences to discuss student academic performance
7. PL regarding best practices for grading

1. Quarterly individual grade chats
2. Tutorial referrals
3. Referral to Organization Strategies Group
4. Student Portal tutorials – student gains knowledge of how grade was received
5. Parent conferences
6. Teacher/parent/student conferences
7. Deficiency notices sent home
8. ATLAS tutorials for parents
9. Teachers using data to drive instruction
10. Data chats with students to progress monitor their learning and create short term and long term goals. Tracking student assessment data throughout the year
11. Tutoring and intervention time
12. Academic counseling for all students
13. Utilizing tutors through Teaching Fellows
14. Assigning students to a case manager if they are failing multiple classes
15. Positive Referrals and Warrior of the Month celebrations and incentives for academic improvement

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Distance learning created challenges with attendance and student engagement
2. The online platform made it difficult to consistently provide supports to students
3. PL topics had to be adjusted to address the challenges of distance learning
4. The intensity of lab school training and support changed due to distance learning

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

1. Utilizing PLI strategies school wide to support all actions
2. Utilizing instruction and assessment platforms such as illuminate, nearpod, desmos, brain pop, etc to support all actions
3. ATLAS Tutorials for parents to support all actions
4. PL on best practices for grading to help reduce the D/F rate

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:

SSC suggested more mentoring for at risk students and more career exposure and career preparation for students.

ELAC suggested tutoring for students that are struggling and more counseling services.

Staff Suggested:

1. Conferencing with parents of struggling students
2. Professional learning for working with classified staff in the classroom
3. Data chats with students in all content areas

Action 1

Title: EL Re-Designation

Action Details:

Tier 1:

1. Continue with the Lab School focus on developing literacy strategies that integrate the ELD standards into instruction in all content areas. Utilize keystone pedagogies from lab school training.
2. Teachers and leaders will continue to plan and utilize the keystone pedagogies with purposeful content and include modeling and implementation cycles.
3. Identify and target second language learners who have been continuously enrolled for more than 5 years for redesignation and students will set goals to make at least one years' growth towards proficiency and redesignation.
4. Teachers will plan designated ELD time for listening, speaking, reading and writing opportunities to ensure students are developing literacy skills
5. I-Ready practice in all classes
6. Utilizing CSI Funds, staff will receive professional learning through lab school training, PLI, Unbound Ed, PLC+, and other learning to support all students.
7. Designated ELD for all ELs
8. Integrated ELD for all ELs to ensure access to the standards
9. TSA will oversee EL students to ensure they are making expected yearly progress

Tier 2:

1. ELL students will be identified and assigned a case manager to monitor their progress.
2. Monitor redesignated students for academic progress and utilizing site based interventions for struggling RFEP students
3. ELL students will attend quarterly redesignation counseling
4. ELPAC practice
5. Utilizing CSI funds, Teaching fellow tutors to support EL students in ELA Classes

Tier 3:

1. Parent/Teacher/Student/Admin conferences for struggling students
2. ELD for newcomers
3. Newcomers will receive appropriate language support to help with language development
4. Celebrations for EL students making progress

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

TSA & Academic Counseling 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 designated daily intensive instruction in ELD.

Owner(s):

ELD Teacher

Timeline:

Daily

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

Teachers will work in a CCI model of planning lessons for integrated and designated ELD, engaging in peer observations, feedback, disaggregate data to improve upon instruction based on lab school lessons.

Owner(s):

All Core Teachers

Timeline:

Daily Lessons/Monthly observation cycles

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

All Scan ILT team will work to progress monitor student achievement data.

Owner(s):

ILT/CSI Team

Timeline:

Monthly

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

Monitor classroom instruction and teacher implementation of lab school strategies and time for students to practice reading, writing, speaking, and listening skill.

Owner(s):

All Core Teachers

Timeline:

Monthly

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

I-Ready Diagnostic data, lesson completion, and time spent on task.

Owner(s):

TSA

Timeline:

Monthly

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

All EL students will receive academic counseling and will be counseled on their grades, attendance, and assessments. At risk EL students will be recommended for parent conferences.

Owner(s):

Academic Counselors/TSA/Admin Team

Timeline:

Quarterly

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 designated intensive instruction.
- Redesignated students will be recognized and awarded as well as progress monitored in all academic areas.
- Teachers will receive supplemental contracts for additional hours.
- Utilizing CSI funds, Teaching fellows will provide targeted tutoring

- Teachers will utilize digital platforms such as I-Ready, Desmos, Nearpod, Brainpop, illuminate etc.. to support their classroom instruction for their EL students
- Professional learning for all staff in curricula, instruction, and assessment
- Utilizing CSI Funds, staff will receive professional learning through lab school training, PLI, Unbound Ed, PLC+, and other learning to support all students.

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

Action 2

Title: Improve Proficiency in Reading and Writing

Action Details:

Tier 1:

1. Scandinavian will implement a comprehensive reading and writing support through Springboard, PLI and Lab School.
2. Students will have the opportunity for flexible learning through blended learning (PLI) model.
3. Students will be exposed to challenging content and rigorous text in all content areas
4. Small group support during class
5. The majority of instructional time will be spent reading, writing and listening to complex text in all content areas
6. Content in all classes will include strategies to promote critical thinking through complex text, academic discourse, and tasks based on grade level standards, essential standards and learning targets.
7. Students will have access to digital literacy in all content classes.
8. Use data from CFAs, I-Ready, and SBAC to drive instruction
9. Utilizing CSI Funds, staff will receive professional learning through lab school training, PLI, Unbound Ed, PLC+, and other learning to support all students.
10. Provide annual EL professional learning to ensure teachers have the support to help EL students improve their language acquisition

Tier 2:

1. Teachers and leaders will be intentional about monitoring data from subgroups illustrating proportionality based on Cultural Proficiency Training.
2. Students will receive additional tutoring outside of the instructional day with the goal of having all students reading on grade level or all students moving one grade level and beyond.
3. Teachers will use additional resources like nearpod and i-ready to support their students
4. Utilizing CSI Funds, Teaching fellow tutors will provide in class and lunch time support

Tier 3:

1. Students will be pulled out for small groups utilizing teaching fellows and PLI model based on student work, CFA data and i-ready diagnostics with standards not being met.
2. Focus on blended learning, SBAC claims and targets and goal setting.
3. Academic counseling and additional supports for struggling students

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Teachers/GLAVP

Timeline:

Daily

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

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

Owner(s):

ILT/PLC/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 implementation of challenging content. Weekly admin will monitor the implementation of complex text, talk and task through collection of data on walks as well as from collection and data analysis on common formative assessments.

Owner(s):

ILT/PLC/Admin.Team

Timeline:

Weekly

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

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

Owner(s):

Admin Team

Timeline:

Weekly

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

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

Owner(s):

Teachers/PLC teams

Timeline:

Weekly

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

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

Owner(s):

Teachers/PLC

Timeline:

Weekly

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 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/PLC planning days

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

Student goal setting will be based on SBAC, i-ready, Classroom progress monitoring assessments through illuminate, SBAC IAB and iready. Teachers will meet with students individually and as a whole class to goal set. Students and Individual Classes will receive an incentive for reaching their goals. Teachers will have data chats with administration and goal set. Teachers will also use student agendas to goal set.

Owner(s):

Teacher/administration

Timeline:

Quarterly

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

Teachers and administration will continue participation in the in the PLI Personalized Learning Initiative. Lead teachers will model as we expand the program to CORE teachers using CSI funding. Teachers will utilize Teaching Fellows for targeted small group. Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Teachers will receive ongoing professional learning. Participate in peer observations and provide feedback.

Owner(s):

Administration/ ILT/CSI Team

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.
- Students will utilize digital resources.
- 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.
- Students will have opportunities to receive support from Warrior Connect teachers/Counselors when setting and monitoring goals..
- All students will be able to progress monitor and goal set through iready technology.
- Utilizing CSI Funds, staff will receive professional learning through lab school training, PLI, Unbound Ed, PLC+, and other learning to support all students.

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 and incorporate these strategies with identified ELD students.
- Implementation of site EL Plan and PLC EL Plan components. ELD Classes for newcomers.
- Fund additional intervention as needed.
- Student will receive designated ELD

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.

Action 3

Title: Improve Proficiency in Math

Action Details:

Tier 1:

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, iready, CFA's using illuminate(CSI funded) and SBAC IAB data.
2. McLane Regional Goal to implement the GVC with fidelity and to the depth of the grade level standard.
3. Admin team and district math team will continue to provide professional learning/feedback on implementation of Math Lesson Design, eight mathematical practices, state standards, and the level of challenging content and student ownership calibrated by the instructional practice guide for mathematics as well as the procedural/conceptual MLD components and math task.
4. Utilizing CSI Funds, staff will receive professional learning through lab school training, PLI, PLC+, and other learning to support all students.
5. All Math teachers will receive professional learning on SBAC claims and Targets and will also attend Standards Institute Math Advance training

Tier 2:

1. Core teachers will target intervention for students scoring below grade level based on SBAC, Common formative assessments, SBAC IAB and iready.
2. Students will receive access from the iready program as an intervention and resource.
3. Students that continue to perform below grade level based on grade data, interim and common formative assessments will continue to be strategically targeted for small group instruction in class through a blended learning model, PLi and MLD.
4. Intervention will be based on specific grade level clusters/standards.

Tier 3:

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

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

Explain the Progress Monitoring and data used for this Action

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

Comprehensive progress monitoring of Math grades. Teacher will run pre-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

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

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. Teachers will engage in four coaching cycles to continue building capacity with MLD.

Owner(s):

Admin./Math team/Swun Math/Math coaches

Timeline:

Weekly/quarterly

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

Teachers and administration will continue to participate in the in the PLI Personalized learning Initiative .Scandinavian will use the PLI model to build capacity with technology, expertise in targeting instruction, creating opportunities for students to reflect and own their learning, make data informed decisions, and navigate the content and tools to support students. Lead teachers will model as we expand the program to CORE teachers using CSI funding. 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/LT team/CSI 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 with teaching fellows.
- 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 CFA
- Intervention schedules will be implemented to allow time for math intervention.

- All students will be able to progress monitor and goal set through iready technology.
- Utilizing CSI Funds, staff will receive professional learning through lab school training, PLI, Unbound Ed, PLC+, and other learning to support all students.

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.

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 and after school
- Students that are not meeting standards on the diagnostic assessment on the iready program will be targeted.

Action 4

Title: Improve D and F Rate

Action Details:

Tier 1:

1. All teachers will provide rigorous and engaging instruction that is driven by essential standards and assessment data
2. All teachers will provide small group support to students and personalize learning using PLI strategies
3. All teachers will monitor student performance on CFAs and have data chats with each student to progress monitor their learning and create short term and long term goals. Tracking student assessment data throughout the year
4. Academic counselors will provide Quarterly individual grade chats
5. Student Portal tutorials – student gains knowledge of how grade was received
6. ATLAS tutorials for parents
7. Academic counseling for all students
8. Utilizing CSI Funds, staff will receive professional learning through lab school training, PLI, Unbound Ed, PLC+, and other learning to support all students.

Tier 2:

1. Tutorial referrals
2. Referral to Organization Strategies Group
3. Parent conferences
4. Teacher/parent/student conferences
5. Deficiency notices sent home
6. Tutoring and intervention time
7. Utilizing tutors through teaching fellows
8. Assigning students to a case manager if they are failing multiple classes
9. Positive Referrals and Warrior of the Month celerbations and incentives for academic improvement

Tier 3:

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

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

Explain the Progress Monitoring and data used for this Action

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

AC meeting minutes for evidence of student work analysis, common planning, and responses to struggling students

Owner(s):

ACs

Timeline:

Weekly

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

Classroom observation data for evidence of rigorous instruction and PLI strategies

Owner(s):

Admin Team

Timeline:

Weekly

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

CFA charts to monitor student progress on assessments

Owner(s):

Teachers

Timeline:

Weekly

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

Progress report and quarterly grades

Owner(s):

Academic Counselors

Timeline:

Quarterly

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

Tutoring attendance

Owner(s):

Teachers

Timeline:

Weekly

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

Positive referral and warrior of the month recipients

Owner(s):

Academic Counselors

Timeline:

Weekly/Quarterly

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

Grades and attendance for students who have been assigned to the COST and SST team

Owner(s):

Admin Team

Timeline:

Quarterly

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 be helped with goal setting
- students will be recognized and awarded as well as progress monitored in all academic areas.
- Teachers will receive supplemental contracts for additional hours.
- Teaching fellows will provide targeted tutoring
- Teachers will utilize digital platforms such as I-Ready, Desmos, Nearpod, Brainpop, illuminate etc.. to support their classroom instruction
- Professional learning for all staff in curriculum, instruction, and assessment
- Students will receive tiered levels of support based on common formative assessment analysis. Students will be offered small group instruction, tutoring at lunch, and after school based on grades and test scores.
- Students will utilize digital resources.
- 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.
- Students will receive recognition for meeting growth goals.
- Students will have opportunities to receive support from Warrior Connect teachers/Counselors when setting and monitoring goals.
- Utilizing CSI Funds, staff will receive professional learning through lab school training, PLI, Unbound Ed, PLC+, and other learning to support all students.

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.

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

- Teachers will implement scaffolding strategies and incorporate ELD standards into lesson planning and incorporate these strategies with identified ELD students.
 - Implementation of site EL Plan and AC EL Plan components. ELD Classes for newcomers.
 - Fund additional intervention as needed.
 - Student will receive designated ELD
- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Mat & Supp			Materials and Supplies for Goal 1 (No Food/Incentives)	14,232.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,299.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	45,402.00
G1A1	LCFF: EL	Instruction	Direct Trans			Transportation	100.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Misc. Maintenance	1,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Parent communication	425.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology to support student instruction and academic success.	18,553.00
G1A2	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : G1A3, Teaching Fellows	75,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	95,701.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Misc. Maintenance	1,500.00
G1A3	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	7,930.00
G1A3	One-Time School	Instruction	Nc-Equipment			: Technology	7,930.00
G1A4	ESSA-CSI	Instruction	Travel			Professional Development	25,000.00
G1A4	ESSA-CSI	Instruction	Cons Svc/Oth			To Be Determined : Supporting Student Achievement	10,000.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	11,972.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts	11,972.00

\$328,016.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	95 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

The goal is to have 95% of students exposed to college and careers

1. Xello presentations during class for all students
2. A-G presentations during class for all 8th grade students
3. High school pathway presentations during class for all 8th grade students
4. Elective ranking for all students
5. Advisory time for all students
6. Data chats with all students
7. CTE courses available for students

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

Student-centered real world learning experience - Site Defined

1. More opportunities for college visits
2. Exposure to more careers and opportunities to talk with professionals
3. Challenges with high school elective ranking
4. Advisory time was inconsistent
5. Detailed exposure to more high school pathways
6. More opportunities for college and career exposure for 7th grade students

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. PSAT was waived this year due to distance learning and that impacted linked learning
2. Virtual CTE event not as comprehensive as in person
3. Low attendance led to challenges with students completing Xello, A-G, elective ranking, and high school pathway presentations
4. college visits this year were not accessible

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

1. More opportunities for college visits to increase college exposure

- 2. Exposure to more careers and opportunities to talk with professionals
- 3. Detailed exposure to more high school pathways so students understand the various career training opportunities available to them
- 4. More opportunities for college and career exposure for 7th grade students

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:

- 1. Career Fair
- 2. Resume and interview practice

2 ELAC:

- 1. Additional counseling support
- 2. Technology support

3 Staff:

- 1. Career Fair
- 2. More opportunities for college visits
- 3. More time to explore all high school pathways

Action 1

Title: Career Exposure

[Action Details:](#)

Tier 1:

- 1. All students at Scandinavian Middle School will be provided early exposure to career exploration through multiple avenues. This exposure will be provided by Xello. This will increase student self awareness as they learn about themselves interest and skill as they explore opportunities that are right for them.
- 2. Job fair will be provided on campus for all students to interact with a diverse group of professionals

Tier 2:

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

Tier 3:

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

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

Explain the Progress Monitoring and data used for this Action

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

All students will complete Xello competencies 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

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

Student engagement data for multiple job fairs on campus

Owner(s):

Academic Counselors

Timeline:

Semester

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

- Students will have access to career exploration activities on/off campus.
- School wide grade tracking and goal setting with the use of academic planners to prepare students for high school and careers readiness.
- Xello
- Graphics will be used for registration, parent student handbooks, Agenda for planning, promotion posters of field trips to colleges.
- Computers to complete presentations
- Instructional time for presentations

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.

Action 2

Title: College Exposure

Action Details:

Tier 1:

1. Xello presentations to explore colleges and careers

2. A-G presentations to understand college readiness
3. Colleges will come to campus to present
4. Academic counselors will meet with all students to create a 6 yr plan

Tier 2:

1. Fresno state college visit
2. Community college visits

Tier 3:

1. UC Campus visits

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

Students engagement data with college visitors

Owner(s):

Academic Counselors

Timeline:

Semester

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

Student attendance on College visits

Owner(s):

Academic Counselors

Timeline:

Semesters

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

Xello and A-G presentation student completion

Owner(s):

Academic Counselors

Timeline:

Weekly

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

- Student computers
- Instruction time
- Subs for teacher coverage during college campus visits
- incentives for students that participate in the career and college fair

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Direct Trans			College and career exposure and student engagements	23,107.00

\$23,107.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		12.7 %	2020-2021	14.7 %
Suspensions students with 1 or more		0 %	2020-2021	17 %
Chronic Absenteeism (Students with Disabilities)		21.48 %	2020-2021	19.48 %
Chronic Absenteeism (Homeless)		33.33 %	2020-2021	31.33 %
Chronic Absenteeism (African American)		23.08 %	2020-2021	21.08 %
Chronic Absenteeism (Hispanic)		12.48 %	2020-2021	10.48 %
Chronic Absenteeism (White)		18.75 %	2020-2021	16.75 %
Chronic Absenteeism (English Learner)		8.11 %	2020-2021	6.11 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

1. Working with our CSI team to identify challenges and implement solutions
2. 1 on 1 attendance counseling
3. Group attendance counseling
4. Site attendance team collaborating
5. Weekly attendance data review
6. Quarterly attendance data review with whole staff
7. Parent conferences
8. Attendance incentives year around
9. Engagement opportunities
10. Providing students with onsite and offsite services
11. CWA caseload support
12. DPI support with attendance strategies
13. Home visits
14. Referral to sarb process

Chronic Absenteeism (African American)

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

Chronic Absenteeism

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. No saturday academy to recover attendance
3. Challenges connecting with families of students not attending
4. Lower amount of engagements due to distance learning
5. Challenges building relationship between the school and community due to distance learning

Chronic Absenteeism (African American)

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. No saturday academy to recover attendance
3. Challenges connecting with families of students not attending
4. Lower amount of engagements due to distance learning
5. Challenges building relationship between the school and community due to distance learning

Chronic Absenteeism (English Learner)

1. Working with our CSI team to identify challenges and implement solutions
2. 1 on 1 attendance counseling
3. Group attendance counseling
4. Site attendance team collaborating
5. Weekly attendance data review
6. Quarterly attendance data review with whole staff
7. Parent conferences
8. Attendance incentives year around
9. Engagement opportunities
10. Providing students with onsite and offsite services
11. CWA caseload support
12. DPI support with attendance strategies
13. Home visits
14. Referral to sarb process
15. Support from African American Academic Advisor

Chronic Absenteeism (English Learner)

1. Working with our CSI team to identify challenges and implement solutions
2. 1 on 1 attendance counseling
3. Group attendance counseling
4. Site attendance team collaborating
5. Weekly attendance data review
6. Quarterly attendance data review with whole staff
7. Parent conferences
8. Attendance incentives year around
9. Engagement opportunities
10. Providing students with onsite and offsite services
11. CWA caseload support
12. DPI support with attendance strategies
13. Home visits
14. Referral to sarb process
15. Providing support in native language

Chronic Absenteeism (Hispanic)

1. Working with our CSI team to identify challenges and implement solutions
2. 1 on 1 attendance counseling
3. Group attendance counseling
4. Site attendance team collaborating
5. Weekly attendance data review
6. Quarterly attendance data review with whole staff
7. Parent conferences
8. Attendance incentives year around
9. Engagement opportunities
10. Providing students with onsite and offsite services
11. CWA caseload support
12. DPI support with attendance strategies
13. Home visits

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. No saturday academy to recover attendance
3. Challenges connecting with families of students not attending
4. Lower amount of engagements due to distance learning
5. Challenges building relationship between the school and community due to distance learning

Chronic Absenteeism (Hispanic)

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. No saturday academy to recover attendance
3. Challenges connecting with families of students not attending
4. Lower amount of engagements due to distance learning
5. Challenges building relationship between the school and community due to distance learning

Chronic Absenteeism (Homeless)

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. No saturday academy to recover attendance
3. Challenges connecting with families of students not attending
4. Lower amount of engagements due to distance learning
5. Challenges building relationship between the school and community due to distance learning

Chronic Absenteeism (Students with Disabilities)

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. No saturday academy to recover attendance
3. Challenges connecting with families of students not attending
4. Lower amount of engagements due to distance learning
5. Challenges building relationship between the school and community due to distance learning
6. Challenges receiving necessary support due to online platform

Chronic Absenteeism (White)

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. No saturday academy to recover attendance
3. Challenges connecting with families of students not attending
4. Lower amount of engagements due to distance learning
5. Challenges building relationship between the school and community due to distance learning

Suspensions students with 1 or more

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. Challenges connecting with families
3. Lower amount of engagements due to distance learning
4. Challenges building relationship between the school and community due to distance learning
5. Challenges to build relationships with students due to distance learning

- 14. Referral to sarb process
- 15. ELAC Support

Chronic Absenteeism (Homeless)

- 1. Working with our CSI team to identify challenges and implement solutions
- 2. 1 on 1 attendance counseling
- 3. Group attendance counseling
- 4. Site attendance team collaborating
- 5. Weekly attendance data review
- 6. Quarterly attendance data review with whole staff
- 7. Parent conferences
- 8. Attendance incentives year around
- 9. Engagement opportunities
- 10. Providing students with onsite and offsite services
- 11. CWA caseload support
- 12. DPI support with attendance strategies
- 13. Home visits
- 14. Referral to sarb process
- 15. Porject Access support

Chronic Absenteeism (Students with Disabilities)

- 1. Working with our CSI team to identify challenges and implement solutions
- 2. 1 on 1 attendance counseling
- 3. Group attendance counseling
- 4. Site attendance team collaborating
- 5. Weekly attendance data review
- 6. Quarterly attendance data review with whole staff
- 7. Parent conferences
- 8. Attendance incentives year around
- 9. Engagement opportunities
- 10. Providing students with onsite and offsite services
- 11. CWA caseload support
- 12. DPI support with attendance strategies
- 13. Home visits
- 14. Referral to sarb process
- 15. Working in partnership with sped department

Chronic Absenteeism (White)

- 1. Working with our CSI team to identify challenges and implement solutions
- 2. 1 on 1 attendance counseling
- 3. Group attendance counseling
- 4. Site attendance team collaborating
- 5. Weekly attendance data review
- 6. Quarterly attendance data review with whole staff
- 7. Parent conferences
- 8. Attendance incentives year around
- 9. Engagement opportunities

- 6. Inconsistent advisory time for SEL support
- 7. Limited incentive options

10. Providing students with onsite and offsite services
11. CWA caseload support
12. DPI support with attendance strategies
13. Home visits
14. Referral to sarb process

Suspensions students with 1 or more

1. Continue to utilize restorative practices
2. Utilize SEL in all classes during advisory time and beyond
3. CCT will provide staff with PL and updates regarding the referral process, alternatives to suspension, classroom management strategies, school guidelines for success, school rules, common area expectations, and student relationship building
4. Utilize character strong, second step, and school connect curriculum to teach SEL lessons
5. provide academic and social emotional counseling and therapy services
6. Utilize alternatives to suspensions such as respect agreements, community service, re-engagement center, etc.
7. Provide student mentoring
8. Analyze suspension data weekly, monthly, and quarterly. identify data trends and create interventions and supports based on needs.
9. Utilize cost team to coordinate services provided to tier 2 and 3 students
10. Provide engagement opportunities for all students
11. Utilizing YWA and YMA for at risk students
12. Utilize behavior support plans with incentives for struggling students
13. Parent conferences
14. Intentionally teaching school wide expectations and guidelines for success

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Access to technology and reliable internet created challenges with attendance during distance learning
2. No Saturday academy to recover attendance
3. Challenges connecting with families of students not attending and provide attendance counseling for families
4. Lower amount of engagements due to distance learning
5. Challenges building relationship between the school and community due to distance learning
6. Challenges with SARB process
7. Reduced opportunities for incentives
8. Limited designated SEL time
9. Challenges adjusting to online behavior

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

1. Intentional conflict resolution and de-escalation for staff and students

2. Support from CSI Manager, Fresno County CSI Support, equity and access, department of intervention and prevention, state and federal, and working collaboratively with CSI Team.
3. Root Cause Analysis and Action Implementation through CSI Team Meetings
4. Student mentoring system
5. Promote clubs and sports

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:

1. Mentoring

2 ELAC:

1. Additional counseling support

3 Staff:

1. conflict resolution and de-escalation PL

Action 1

Title: Chronic Absenteeism

[Action Details:](#)

Tier 1:

1. Support from CSI Manager, Fresno County CSI Support, equity and access, department of intervention and prevention, state and federal, and working collaboratively with CSI Team
2. Root Cause Analysis and Action Implementation through CSI Team Meetings
3. Utilization of evidence-based strategies aligned to state identification
4. Monitor attendance data by-Satisfactory, Manageable, Chronic and severe and assign these categories for targeted action
5. Review and analyze attendance data weekly, monthly, and quarterly
6. Teaching attendance policies to students and families
7. Daily attendance phone calls by teachers and office staff
8. All incoming 6th grade students to 7th grade will be counseled on immunization requirements and provided resources so they can start day one of school.
9. CCT will review and analyze school wide attendance data regularly during meetings and create actions to help improve school attendance.

Tier 2:

1. Satisfactory students and students with improved attendance will receive incentives
2. Students that are manageable will be counseled by CWA Specialist on how to improve with attendance contracts
3. Chronic and Severe students will conference and have home visits and counseled on supports and how to improve attendance by CWA Specialist
4. CSI funded CWA will daily monitor students being targeted for attendance.
5. If students are absent Full time CWA will call or visit the home.
6. Attendance conferences with parents and students
7. Partner with DPI for supports and interventions
8. Attendance groups
9. Providing parents with necessary resources

Tier 3:

1. T2 parent meeting with Attendance Clerk & CWA, SART process with social worker, SARB referrals
2. 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](#)

Attendance data to strategically target and increase manageable student attendance.

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

Admin./Attendance clerk/Social Worker/CWA Specialist

[Timeline:](#)

Manageable students weekly/monthly/Quarterly.

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

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

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

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

[Timeline:](#)

Daily/Weekly Contact and Log

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

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

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

CWA Specialist/Academic Counselors

[Timeline:](#)

Monthly

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

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

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

Academic Counselors

[Timeline:](#)

Monthly/Quarterly

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

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](#)

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):

GLAMP/CWA Specialist

Timeline:

Weekly

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

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

Owner(s):

CWA

Timeline:

Daily

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

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

Owner(s):

Academic Counselors/CWA

Timeline:

Prior to school/first two weeks of school

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

All Scan ILT team will work with CSI to process and progress monitor student attendance data.

Owner(s):

ILT/CSI Team

Timeline:

Monthly

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

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

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
- Parent conferences will be provided in native language

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 meet with teachers and academic counselors to develop an achievement plan.
- Students and parents will be notified and given access to resources such as tutoring at the school site and Saturday Academy.
- CWA will work closely with low performing groups

Action 2

Title: Student Suspensions

Action Details:

Tier 1:

1. All referrals are handled in a timely manner with documentation and phone calls so students, parents, and teachers feel supported outside of the classroom at all times.
2. Professional learning and support for teachers on tier 1 classroom management and positive behavior interventions and supports
3. Referral data analysis weekly, monthly, and quarterly to identify behavior trends and develop interventions
4. Suspension data analysis weekly, monthly, and quarterly to identify behavior trends and develop interventions
5. Support will be provided through implementation of restorative practices
6. Increased activities and student engagements
7. Re-engagement center used as an alternative to suspensions
8. Re-engagement teacher (per CSI Funding) will prep incoming students for restoratives and meeting with other students, teachers, and admin. Student will process the harm caused and how it can be resolved. This is an effective way for students to reflect prior to meeting.
9. 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.
10. Character and SEL lessons taught during classroom meetings through Warrior Connect and teachers will use curriculum such as character strong, second step, and school connect to teach essential character and SEL skills

Tier 2:

1. Strategic interventions will be put in place for at risk students
2. YWA and YWA electives for at risk students
3. COST team meeting will be held and interventions will be put in place
4. Incentives used to promote positive behavior and the warrior way
5. Student mentorship

Tier 3:

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

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

Explain the Progress Monitoring and data used for this Action

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

Behaviors and referrals will be monitored through ATLAS

Owner(s):

VP/GLA

Timeline:

weekly, monthly, quarterly

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

Teacher referrals will be monitored through ATLAS

Owner(s):

VP/GLA

Timeline:

weekly, monthly, quarterly

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

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

Owner(s):

Reengagement Teacher/Counselors

Timeline:

Daily

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

High risk students will attend a 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/GLAMP

Timeline:

Quarterly

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

Students will be targeted for YWAYMA

Owner(s):

Teacher

Timeline:

Daily

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

Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

Owner(s):

Teacher/admin

Timeline:

Quarterly

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

Re-engagement teacher will monitor students in her classroom and what class they are out of and for what behavior.

Owner(s):

Re-engagement 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 and teachers will use curriculum such as character strong, second step, and school connect to teach essential character and SEL skills
- Counselors will facilitate restorative practices with teachers and students to address behaviors
- Scandinavian Middle School will continue to support and allocate money to Young Men's Alliance and Young Women's Alliance and necessary supports for students in the program
- Funding for an African American Student Adviser
- Continue with implementation of WEB program and activities that WEB students will facilitate
- Assign High Risk students a volunteer staff member mentor to meet with on a regular basis
- Re-engagement teacher will be assigned a caseload of high risk student to help monitor and foster connections.
- Student will be given the opportunity to engage in school service and well as earn incentives/field trips.
- School wide expectations talks will be done each semester and revisited when needed
- Students will have academic agendas/planners to track grades and goals.
- Students will have to opportunity to have a referral to tutoring/intervention/enrichment.
- Students will be given the opportunity to participate in engagements and clubs.
- Students will be eligible to attend school wide activities
- Students will have opportunities to participate in career pathways/technical education courses, and rigorous high school credit electives through middle school redesign model.
- celebrations for improved behavior.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

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

Action 3

Title: Student Engagements

[Action Details:](#)

Tier 1:

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

Tier 2:

1. Students will be given the opportunity to engage in sports athletics, clubs and activities throughout the school year
2. Specialized electives for students interested

Tier 3:

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

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

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

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

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

Campus Culture Director

[Timeline:](#)

Monthly

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

Club Sponsors and advisors will document attendance in engagements.

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

Club Sponsors

[Timeline:](#)

Weekly

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

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 quarter 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:

quarterly/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

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

Teachers will receive training in cultural proficiency to ensure that daily teachers have an awareness of knowledge, attitudes and skills that support students feeling welcome and part of the school.

Owner(s):

Teachers/Leaders

Timeline:

Monthly training

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

All Scan ILT team will work Guiding Coalition to process and progress monitor student achievement data.

Owner(s):

ILT/Guiding Coalition

Timeline:

Monthly

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

- Warrior Connect 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.
- Teach
- Utilizing CSI funds, teachers will be providing targeted tutoring services to our EL students and low performing students

Specify enhanced services for EL students:

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

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.
- Teachers will use data to provide targeted tutoring to low performing student groups

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.7500		55,406.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			CWA Mileage	1,000.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500		16,470.00
G3A3	Title 1 Basic	Instruction	Mat & Supp			: School wide classroom materials (No Food/Incentives)	15,000.00
G3A3	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Contracts (No IEPs)	91,554.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	16,187.00

\$195,617.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		74.09 %	2019-2020	85.09 %
Staff Goal - Site Defined		0 %	2020-2021	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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Goal: Provide individualized learning opportunities based on staff member needs

1. Summer professional learning around technology and distance learning
2. Summer learning for Nearpod
3. Weekly Q&A sessions
4. Second semester staff was provided with a menu of professional learning opportunities about various educational topics that the site was funding
5. Cultural proficiency training
6. Cultural proficiency book club
7. Universal Design for Learning book club
8. Opportunities for peer to peer observations
9. Distance learning playbook professional learning provided by Doug Fisher
10. Math lesson design coaching cycles
11. Campus Culture Specialist individual support
12. Admin feedback cycles
13. Gradebook analysis with staff
14. CCT provided professional learning around school values, rules, and positive virtual classroom environment

Staff Survey – Overall Positive in Belonging Domain

1. Staff virtual socials
2. Staff treats
3. Birthday shoutouts
4. Staff warrior of the month
5. Staff surveys to provide input on school wide decision making

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

Staff Goal - Site Defined

1. Inconsistent grading practices
2. Teacher comfort level with technology
3. Challenges with engagement
4. Lack of personalized learning for staff (PLI) and students
5. Limited professional learning time
6. Limited instructional time for SEL

Staff Survey – Overall Positive in Belonging Domain

1. Disconnection between staff and students
2. Disconnection between staff and site
3. Disconnection amongst staff

6. Staff involvement in spirit week, rallies, and assemblies
7. Weekly Q&A sessions
8. Cultural proficiency book club
9. Cultural proficiency training

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Getting adjusted to distance learning created challenges with classroom walks for CCT purposes
2. Lab school work was paused due to focus on distance learning
3. Learning for school-wide behavior support was limited by distance learning
4. Limited opportunities for in person gatherings
5. Challenges with celebrating staff

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

1. Needs assessment to gather data on staff learning interests
2. Professional learning on topics such as: Grading, PLI, SEL, school culture, etc...
3. More frequent and intentional recognition of staff
4. In person gatherings when allowed

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:

1. working with high school teacher pipeline

2 ELAC:

1. More counseling support

3 Staff:

1. Teacher mentorship
2. Peer observations
3. Create teacher club

Action 1

Title: Staff Sense of Belonging

[Action Details:](#)

1. Staff socials

2. Staff treats
3. Birthday shoutouts
4. Staff warrior of the month
5. Staff surveys to provide input on school wide decision making
6. Staff involvement in spirit week, rallies, and assemblies
7. Weekly Q&A sessions
8. Optional book clubs
9. Cultural proficiency training
10. Including teachers in the hiring process
11. As a site determine a vision for the workplace
12. Q&A time for staff to bring questions and concerns to admin
13. Teacher Mentorship
14. Peer to peer observations
15. Needs assessment to identify staff member needs

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

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target Staff recognition data</p>	<p>Owner(s): CCT</p>	<p>Timeline: Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Attendance at Q&A sessions, professional learning opportunities, and book clubs.</p>	<p>Owner(s): Admin</p>	<p>Timeline: Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Participation in peer to peer observations and teacher mentorship</p>	<p>Owner(s): Admin</p>	<p>Timeline: Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Progress monitoring surveys on staff sense of belonging</p>	<p>Owner(s): Admin/CCT</p>	<p>Timeline: Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Attendance at staff socials</p>	<p>Owner(s): CCT</p>	<p>Timeline: Monthly</p>

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
 1. Peer to peer observations and staff mentorship to support teacher development and student learning

2. Recognizing staff making a positive impact on campus
3. Celebrating staff for supporting student learning
4. Book clubs and trainings to support staff to learn how to better support students

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

1. Staff supporting CTE events on and off campus
2. Teacher club for students interested in the teaching profession

- **Student Engagement:**

1. Staff participation in spirit weeks, rallies, and assemblies
2. Staff attendance to sporting events
3. Staff opportunities to lead extra curricular activities
4. Staff attending CADA conference to develop engagement opportunities for students ?

Specify Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support low-performing student groups:

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

Action 2

Title: Staff Professional Learning and Supports

Action Details:

1. Professional learning on topics such as: curriculum, assessment, instruction, technology, culture and climate, cultural proficiency, PLC work, grading etc...
2. Weekly Q&A sessions
3. PL opportunities for staff off site
4. Book clubs
5. Opportunities for peer to peer observations
6. Math lesson design coaching cycles
7. Campus Culture Specialist individual support
8. Admin feedback cycles
9. CCT provided professional learning around school values, rules, and positive virtual classroom environment
10. Support with classroom management with CCS
11. Teacher Mentorship
12. Subs to attend trainings
13. Needs assessment to identify staff member needs
14. Provide annual EL professional learning to ensure sufficient support to improve EL performance in language acquisition. PLs will provide basic EL information (Data, ELPAC, Redesignation), effective EL instruction, and effective teacher planning structures. Admin will monitor implementation and provide feedback.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Attendance to Professional learning and Q&A sessions

Owner(s):

Admin

Timeline:

Monthly

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

Participation in teacher mentorship, peer to peer observations, and book club

Owner(s):

Admin

Timeline:

Monthly

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

Completion of needs assessment & progress monitoring

Owner(s):

Admin

Timeline:

Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

• **Student Academics:**

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

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

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

• **Student Engagement:**

1. CADA conference to learn new ways of engaging students
2. WEB training for all staff
3. Training for club advisors

Specify Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support low-performing student groups:

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Instruction	Teacher-Subs			teacher subs, *No IEPs*	30,905.00
G4A2	ESSA-CSI	Instruction	Teacher-Subs			Subs (No IEPs)	18,735.00
G4A2	ESSA-CSI	Instruction	Bks & Ref			Instructional Resources, Books.	9,218.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Subs	16,000.00
G4A2	Sup & Conc	Instruction	Travel			Professional Development	10,000.00

\$84,858.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		96.72 %	2019-2020	100 %
Family Goal - Site Defined		0 %	2020-2021	95 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

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

1. Back to school night
2. Parent connect meetings
3. ATLAS tutorials
4. Home visits with information packets on Microsoft Teams, ATLAS, and other important resources
5. Progress reports
6. Email communication
7. School messengers
8. Parent conferences
9. Phone communication
10. Utilizing platforms like google voice, microsoft teams, remind 101, instagram, twitter, etc...
11. Increased communication through school website with teacher webpages
12. Principal message via messenger and video on the school website and school social media

Parent Survey - Respected and welcomed

1. Increased communication to families through various platforms
2. Invited parents to virtual meetings
3. Having available office staff
4. Office staff trained in customer service

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

Family Goal - Site Defined

1. Communication issues
2. Technology issues
3. Transiency with living arrangements

Parent Survey - Respected and welcomed

1. Communication issues
2. Technology issues
3. Transportation challenges

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Virtual learning did not allow for live campus events such as back to school night, winter festival, multicultural fair, open house, sporting events, etc...
2. Challenges with providing in person support with parents trying to learn ATLAS, Microsoft Teams, and signing up for EduText.
3. Challenges getting parents to attend virtual conferences
4. Parent adjusting to online learning
5. Limited office staff at times due to safety concerns

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

1. More communication platforms accessible to site staff to be able to communicate with parents in multiple manners
2. The return of live events will allow for more parents to engage with site staff and learn more about the school
3. More school update meetings with parents and administration
4. Opportunities for parents to volunteer on campus
5. Increase positive contacts home from staff
6. Invite parents for student events

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:

1. Incentivizing parent attendance to events

2 ELAC:

1. Having translators available

3 Staff:

1. Increase communication tools
2. Content area showcases
3. Various parent nights

Action 1

Title: Communication with Parents

[Action Details:](#)

Tier 1:

1. Updated and informative school website
2. School messengers
3. Utilizing multiple tools to communicate with parents about their student's education such as google voice, microsoft teams, remind 101, instagram, twitter, teacher websites, etc...
4. Parent Connect Meetings
5. Principal's message
6. Signing parents up to edutext

7. Office Assistant will be utilized to communicate with our families. Office Assistant will communicate important site information, campus events, services offered, and also answer questions from our families and schedule appointments.

Tier 2:

1. ATLAS tutorials
2. Microsoft Teams tutorials
3. Teachers making positive phone calls home
4. Parent conference night
5. Support EL parent engagement and involvement through EL parent training and outreach.

Tier 3:

1. Home visits
2. Parent meetings

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

Explain the Progress Monitoring and data used for this Action

<p>Details: Explain the data which will specifically monitor progress toward each indicator target Website Visitors</p>	<p>Owner(s): Librarian</p>	<p>Timeline: Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Parent connect meeting attendance</p>	<p>Owner(s): Admin</p>	<p>Timeline: Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Parents signed up for edutext</p>	<p>Owner(s): Counselors</p>	<p>Timeline: Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Parent attendance to ATLAS tutorials</p>	<p>Owner(s): Counselors</p>	<p>Timeline: Monthly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Positive behaviors logs in ATLAS</p>	<p>Owner(s): Admin</p>	<p>Timeline: Quarterly</p>
<p>Details: Explain the data which will specifically monitor progress toward each indicator target Parent conference night attendance</p>	<p>Owner(s): Admin</p>	<p>Timeline: Quarterly</p>

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

Student Academics:

1. Librarian will be paid to maintain site website
2. Purchase communication tools such as remind 101
3. Supplies for parent conferences and other parent meetings on site
4. Compensation for staff for parent conferences
5. Tech teacher will be paid for producing the principal's message to parents

Student Centered and Real-World Learning:

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

Student Engagement:

1. Opportunities for parents to attend school engagements with their students
2. Opportunities for parents to volunteer at school engagements

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

Action 2

Title: School Events

Action Details:

Tier 1:

1. Sporting Events
2. Back to school
3. Open House
4. Quarterly parent conferences in the cafeteria
5. Parent connect meetings
6. Reintegration Night

Tier 2:

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

Tier 3:

1. Parent meetings for at risk students

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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

admin/CCT/CCD

[Timeline:](#)

Monthly/Quarterly

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

Attendance to parent conferences

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

admin

[Timeline:](#)

Quarterly

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

Attendance to Parent Connect Meetings

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

Admin

[Timeline:](#)

Monthly

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

• **Student Academics:**

1. Supplies for school events
2. Supplies for parent conferences and other parent meetings on site
3. Compensation for staff for after school events

Student Centered and Real-World Learning:

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

Student Engagement:

1. Opportunities for parents to attend school engagements with their students
2. Opportunities for parents to volunteer at school engagements

[Specify Direct Service and Opportunities for parents and families to support EL students:](#)

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

[Specify Direct Service and Opportunities for parents and families to support low-performing student groups:](#)

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

Action 3

Title: Parents Feel Respected and Welcomed

[Action Details:](#)

Tier 1:

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

Tier 2:

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

Tier 3:

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

Reasoning for using this action: <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

Quarterly parent surveys to progress monitor

Owner(s):

Admin/CCT

Timeline:

Quarterly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

• **Student Academics:**

1. Librarian will be paid to maintain site website
2. Purchase communication tools such as remind 101
3. Supplies for parent conferences and other parent meetings on site
4. Compensation for staff for parent conferences
5. Tech teacher will be paid for producing the principal's message to parents
6. Supplies for school events
7. Supplies for parent conferences and other parent meetings on site
8. Compensation for staff for after school events

Student Centered and Real-World Learning:

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

Student Engagement:

1. Opportunities for parents to attend school engagements with their students
2. Opportunities for parents to volunteer at school engagements

Specify Direct Service and Opportunities for parents and families to support EL students:

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0415 Scandinavian Middle School (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Instruction	Direct-Graph			Printed resources to inform parents and support student learning	7,134.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement (No Food/Incentives)	3,000.00
G5A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Reg	Assistant, School Office	0.2500		15,433.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Parent communication	1,800.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp			Campus Events for parent engagement	20,000.00
G5A2	Sup & Conc	Parent Participation	Direct-Food			Parent Engagement	800.00

\$48,167.00

2021-2022 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	ESSA-CSI	Instruction	Mat & Supp			Materials and Supplies for Goal 1 (No Food/Incentives)	14,232.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,299.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	45,402.00
G1A1	LCFF: EL	Instruction	Direct Trans			Transportation	100.00
G1A1	LCFF: EL	Instruction	Direct-Maint			Misc. Maintenance	1,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			Parent communication	425.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology to support student instruction and academic success.	18,553.00
G1A2	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : G1A3, Teaching Fellows	75,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	95,701.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Misc. Maintenance	1,500.00
G1A3	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	7,930.00
G1A3	One-Time School	Instruction	Nc-Equipment			: Technology	7,930.00
G1A4	ESSA-CSI	Instruction	Travel			Professional Development	25,000.00
G1A4	ESSA-CSI	Instruction	Cons Svc/Oth			To Be Determined : Supporting Student Achievement	10,000.00
G1A4	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	11,972.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts	11,972.00
G2A2	Sup & Conc	Instruction	Direct Trans			College and career exposure and student engagements	23,107.00
G3A1	ESSA-CSI	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.7500		55,406.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			CWA Mileage	1,000.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500		16,470.00
G3A3	Title 1 Basic	Instruction	Mat & Supp			: School wide classroom materials (No Food/Incentives)	15,000.00
G3A3	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Contracts (No IEPs)	91,554.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	16,187.00
G4A2	Title 1 Basic	Instruction	Teacher-Subs			teacher subs, *No IEPs*	30,905.00
G4A2	ESSA-CSI	Instruction	Teacher-Subs			Subs (No IEPs)	18,735.00
G4A2	ESSA-CSI	Instruction	Bks & Ref			Instructional Resources, Books.	9,218.00
G4A2	Sup & Conc	Instruction	Teacher-Subs			Subs	16,000.00
G4A2	Sup & Conc	Instruction	Travel			Professional Development	10,000.00
G5A1	Title 1 Basic	Instruction	Direct-Graph			Printed resources to inform parents and support student learning	7,134.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement (No Food/Incentives)	3,000.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.2500		15,433.00

G5A1	Sup & Conc	Parent Participation	Direct-Graph	Parent communication	1,800.00
G5A2	Sup & Conc	Parent Participation	Mat & Supp	Campus Events for parent engagement	20,000.00
G5A2	Sup & Conc	Parent Participation	Direct-Food	Parent Engagement	800.00
					\$679,765.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$74,592.00
ESSA-CSI	3182	\$299,145.00
Sup & Conc	7090	\$229,970.00
LCFF: EL	7091	\$60,198.00
One-Time School	7099	\$15,860.00
Grand Total		\$679,765.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$328,016.00	
G2 - Expand student-centered and real-world learning experiences	\$23,107.00	
G3 - Increase student engagement in their school and community	\$195,617.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$84,858.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$48,167.00	
Grand Total		\$679,765.00