

Norseman Elementary

10621666006068

Principal's Name: Kevin X Her

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Kevin X Her', with a stylized, cursive-like flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

Consolidated Program Assurances

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



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kevin X Her	X				
2. Chairperson – Natessa Beltran				X	
3. Vice Chairperson – Stacey Hanson				X	
4. Secretary – Miriam Medina				X	
5. Erika Evans				X	
6. Laura Walker				X	
7. Juliette Alvarez		X			
8. Maryland Moua		X			
9. Noor Qader		X			
10. Maria Lopez-Sanchez			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Norseman Elementary			
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	Kevin X Her		3/20/24
SSC Chairperson	Natessa Beltran		3/20/24

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

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

FY 2024/25

Norseman - 0355

ON-SITE ALLOCATION

3010	Title I	\$79,515 *
7090	LCFF Supplemental & Concentration	\$249,305
7091	LCFF for English Learners	\$61,344

TOTAL 2024/25 ON-SITE ALLOCATION

\$390,164

* 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	\$2,356
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Remaining Title I funds are at the discretion of the School Site Council	\$77,159
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Total Title I Allocation	\$79,515
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Norseman Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-45 pts	-69.6 pts	2023-2024	-54.6 pts
SBAC ELA - Average distance from standard (Asian)	✓		-71.4 pts	2023-2024	-56.4 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-83.6 pts	2023-2024	-68.6 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-71.2 pts	2023-2024	-56.2 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-133.9 pts	2023-2024	-118.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	28.2 %	23.3 %	2023-2024	35 %
SBAC Math - Average distance from standard	✓	-52 pts	-74.1 pts	2023-2024	-59.1 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-136.3 pts	2023-2024	-121 pts
SBAC Math - percentage of students met/exceeded standard	✓	18.52 %	19.3 %	2023-2024	28 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

The following actions have contributed to the outcomes of our current scores in ELA and Math.

- Grade Level Teams use CFAs to inform instruction.
- Teachers use the four guiding questions for planning, data analysis, and instruction for students. Teachers engage in PLs to deconstruct standards.
- K-2 teachers focused on Foundational Skills: Word work, Decodable passages/readers, Sound Spelling Cards

2

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

School wide I-Ready ELA D2 (598 students): 34%

- Factors that may have contributed to the disproportionality for subgroups in I-Ready ELA and Math subgroups included:
- Inconsistent use of IAB/FIABS
- Included: Inconsistent differentiated instruction in Math.
- Inconsistent use of IAB/FIABS

- 3rd-6th teachers focus on Claims/Targets in Math.
- Teachers set high expectations for students and build a culture of learning utilizing Champs/Mac, routines. Teacher and students focus on objectives using "I can statements".
- School-wide/grade level/teacher/student goal-setting
- Certificated Tutors support Tier 3 intervention. Interact Fellows support during RTI block.
- A4 After School Tutoring Program (Fall/Spring Sessions)

CTs support with tier 2 and tier 3 support daily with reading intervention. Teachers identify students based on assessment (i-Ready) and teacher input; additionally CTs identify students with the Phonics Assessment Survey. Student growth is monitored quarterly, including weekly assessments and on a regular basis. CTs collaborate with Academic Coach monthly to monitor student progress and intervention, together developing further plans.

Interact Fellows support with tier 2 daily reading and weekly intervention. Teachers identify students based on assessment (i-Ready, FSA, Phonics Assessment Survey, BAS, Running Records.) Interact Fellows will continue to collect data and collaborate with teachers and Academic Coach to monitor student growth using assessments (i-Ready, FSA, Phonics Assessment Survey, BAS, Running Records.)

Hand in Hand Mentors support with tier 2 and tier 3 social emotional support. Staff members identify students based on the TST process and teacher referral. Hand in Hand Mentors will have a caseload and will check-in with identified students daily; they will also participate in recess and lunch time in order to connect with students.

MLD (Substitutes) will provide release time for teachers to plan with regional math coach, academic coach, and PLC. This time will be used for planning based on math standards, the MLD routine, feature demo-lessons, and provide resources.

IPG Coaching Cycles (Substitutes) will provide release time for teachers to plan with regional math coach and ELA coach, academic coach, and PLC. This time will be used for planning based on common core standards, feature demo-lessons, and provide resources.

BAS Testing (Substitutes) will provide release time for teachers to assess students reading levels (initial and summative) using BAS kits 1 and 2. These assessments will be used for planning small group instruction and given to parents; teachers also create individualized support plans for specific students (some to be seen with extra support staff i.e. CTs and Interact Fellows.)

ELPAC Testing (Substitutes) will provide release time for teachers to assess students in Reading, Speaking, Listening, Writing levels (summative assessment ELPAC).

EL Reclassification Rate Norseman implemented focused actions aligned with current English Learner Data

100% (16 students) of English Learners, who qualified with a level 4 ELPAC score in spring of 2023, were reclassified during the 2023-24 school year based on actions in place. During the administration of Winter iReady 2023-2024 there were 8% of English Learner students on/above grade level. Professional Development in supporting English Learners Integrated and designated English Language Development instruction Small group instruction Lesson planning based on needs.

- Inconsistencies within Math and ELA SBAC claims and targets

Absenteeism is a key factor contributing to student disproportionality: Students enrolled in TK-6th grade at Norseman: 25 students are severely chronic with attendance rates between 59% to 79%.

African-American students in TK-6th grade have an average chronic absenteeism rate of % 85%.

Students with Disabilities in TK-6th grade have a chronic absenteeism rate of 81%.

Specific Subgroups (ATSI)

Specific African American students do not qualify for CT support due to criteria (Phonics Survey Assessment, attendance, and group capacity.) Specific African American students' attendance is poor (tardies, absences, early release.)

Hand in Hand mentorship

Students with Disabilities (IEP) - A majority of our DHH students utilize First Student as a mode to get to school. On days that First Student buses are delayed, students miss out on crucial instruction. Our RSP Students continues to struggle with breaking down multi-step problem solving problems in ELA and Math. Scaffolds and focusing on helping them to self break down these multi-step problems continues to be a struggle.

Scheduling (Speech/RSP)

Attendance

Hand in Hand mentorship (currently serving identified students, not this targeted subgroup)

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 (Intended actions for the current school year vs. Actual actions that occurred).

Funds were utilized to provide tiered intervention supports for students in ELA. Certificated tutors focused mainly on tiered three students. During the third quarter, certificated tutors turned their focus on some grade levels to providing support for tiered two students. Inter-act fellows worked with academic coach with a focused on providing small group differentiation of tiered two students in ELA. Four AIMS tutor was provided through AIMS organization to provide pull out math support for tier two students. This year, we also started implementation of regional literacy plan focusing on reading from Preschool to 1st grade. In phases, teachers in those grade levels have started training in Orton Gillingham (OG). This will continue to be in place for the following year.

Teachers in K-6 were trained by site coach, district math coach on MLD implementation. The amount of cycles needed to work with teachers were not factored to have enough funds for substitute teachers to cover teacher while they work with coach on MLD. Going into year two, additional monies will be set aside to cover the amount of substitute teachers needed to complete the MLD cycles.

Teachers will be trained in PLC+ structures starting in Fall 2024.

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 2024/25 SPSA.

As a result of the analysis, certificated tutors and inter-act fellows will continue to be funded to support tier 2 and tier 3 students. The focus of their support will remain working with small groups in ELA. Teachers in preschool through 1st grade will integrate learning from OG to support students in foundational skills in ELA. Additional monies will be set aside to fully cover the amount of substitute teachers needed to complete MLD cycles. Teachers will learn about PLC+ and implement that in PLs and grade level meetings (GLM). Monies will be set aside to provide tutoring for students upon availability of teachers and staff before school, during school, and after school. School wide, an additional focus will be on subgroups such as African American, Students with Disabilities and other subgroups in red on the CA dashboard.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- 9/20/23 - Shared school wide SBAC and I-Ready data with SSC.
- 10/25/23 - Reviewed 23-24 SPSA with SSC. Reviewed Fall Family Climate and Culture Survey.
- 1/24/24 - Provided SSC with updated budget status. Reviewed and provided opportunity for input for SPSA and Prop 28 Music and Arts funding. Reviewed 2023-24 SPSA.
- 2/21/24 - Shared 24-25 budget allocated with SSC along with SPSA writing timeline. Shared updated ELA/Math achievement data (i-Ready), attendance data, and Behavior data. Reviewed 2023-24 SPSA. Reviewed goals and data with SSC. Reviewed draft 2024-25 that ILT has been working on.
- 3/20/24 – Shared 2024-25 draft SPSA and draft budget with SSC. SSC voted and approved the 2024-25 SPSA and 2024-25 budget.

2 ELAC:

2/2/24 - Shared i-Ready data with ELAC members and provided ELAC members the opportunity to give input SPSA in ELA/Math/EL Services, and Family Engagement.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- 10/26/23 - ILT conducted a reviewed current SPSA and noted Start/Stop/Keep actions. ILT was asked to do the same with their grade level teams.
- 11/29/23 - ILT reviewed data and updated SPSA.
- 1/11/24 - ILT reviewed and updated SPSA.
- 2/20/24 - ILT reviewed current data and updated 24/25 SPSA.
- 3/6/24 - Shared draft 2024-25 budget and draft SPSA with staff for input.
- 3/13/24 – ILT reviewed and updated SPSA.
- 3/19/24 – Shared 2024-25 draft SPSA and draft budget with staff. Staff approved to have the draft 2024-25 be moved to SSC for final approval.

Action 1

Title: English Language Arts

Action Details:

Norseman Elementary will implement a comprehension and balanced literacy instructional program focused on ELA standards. To ensure that students will achieve grade level standards, teachers will utilize the core Wonders program to provide challenging content. Supplemental Wonders curriculum and Interact Fellows will be utilized to support Tier 2 instruction. Certificated tutors will provide Tier 2 and Tier 3 intervention to identified 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	Owner(s):	Timeline:
<ul style="list-style-type: none">SBAC, iReady, and PowerBI data will be used to ensure that all students are progressing toward grade level mastery.PLCs will use CFA data to inform instruction and design classroom interventions using data protocol form.IABs and FIABs given quarterly to determine whole group and small group learning objectives according to district ELA/Math scope and sequence.Ongoing data chats and goal setting conferences will be used to engage students in the ownership of their progress.Admin engages in data chats with individual teachers to support data analysis.The Instructional Practice Guide will be used to plan and provide feedback, allowing for reflective conversations between administrators, individual teachers, Instructional Lead Teachers, and grade levels.	Teachers, Administrators, PLC teams, Interact Fellows, CTs, TSA, Academic Coach	Quarterly, Weekly, Ongoing based on District Assessment Calendar

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

- Teachers will engage all students in reading, writing, listening and speaking EVERY DAY for 120 minutes ELA time providing both whole group and differentiated instruction using Wonders curriculum including Tiered Handbooks.
- K-2 teachers focused on foundation skills: word work, decodable texts, spelling cards.
- Two 3.5 hour certificated tutors will provide Tier 2 and Tier 3 intervention for the identified students using supplemental materials.
- Four 4 hours Inter-Act Fellows will work collaboratively with classroom teacher to provide Tier 2 differentiated instruction for K-6 classrooms.
- Teachers will utilize the IPG tenants to cultivate a culture of learning, provide challenging content, encourage student ownership, and define clear objectives to guide daily instruction.
- Teachers engage in PLs IPG Planning, grade level walks
- Grade Level Written Grading Policy is reviewed by PLC annually ensure alignment.
- Teacher and students focus on objectives using "I can statements"
- Site funded copy machine to support teachers in creating CFAs, Pre/Post assessments, and an extension of learning from Wonders/ELA for students learning.
- Provide ILT with supplemental contracts to meet/plan prior to the beginning of the school year.
- Provide ILT and grade level teams sub release days to analyze, plan actions for instruction.
- School funds to support purchase of instructional materials and supplies such as supplemental books, technology, subscriptions, snacks and technology repairs.
- School site will continue to implement actions outlined in the McLane Regional Literacy Plan:
 - Preschool:** By June 2024, 80% of preschool students will achieve a DRDP rating of "Building Middle," "Builder Later" or Integrating Earlier" on the following five Language and Literacy Development (LLD) measures: LLD 3,7,8,9, and 10.
 - TK -** By June 2024, 85% of TK students will know more than 14 uppercase and lowercase letters. 70% of TK students will recognized 10 or more letter sounds. 85% of TK students will achieve a TK-FSA rating of (Sustaining) on name writing.

- **Kindergarten:** By the 3rd iReady administration, 77% of kindergarten students will be at or above grade level in the McLane Region.
- **1st Grade:** By the third iReady administration, 51% of 1st grade students will be at or above grade level in the McLane Region.
- Teachers in TK-1st will be trained in Orton Gillingham through the McLane Regional Literacy Plan.
- Teachers will engage in PLC+ training.
- PLC/GLMs will drive the work of PLC+ using the guiding questions:
 - Where are we going?
 - Where are we now?
 - How do we move learning forward?
 - What did we learn today?
 - Who benefited from our efforts, and who did not?
- Community School partnerships will focus on integrating supports for students during the school day to enhance reading.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

- English Learner student population is performing at the lowest level in areas of 94% of students are not passing ELA Smarter Balanced Assessment (78 Students/ 335 Total Students Tested.)
- 62% of RFEP Students (23 Students) are meeting SBAC ELA.
- 37% of RFEP Students (14 Students) are not meeting SBAC ELA.

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

- Engage, inform and provide resources for parents of EL students by holding informational night about EL/ELPAC/ELAC/Tutoring services.
- Engage and encourage students with ELPAC rally and redesignation parties.
- An Interact Fellow will continue to support identified EL students during the school day.
- Supplemental contracts for tutoring students before, during, and after school focusing on language development and EL strategies.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- During tiered 1 instructions, K-6 teachers will provide integrated ELD instruction to support EL students in core areas.
- K-6 teachers to provide designated targeted ELD instruction to support EL students for a minimum of 150 minutes per week during ELD intervention block.
- Teachers will monitor RFEP students' academic progress using ELlevation.
- Supplemental contracts will be available for teachers to tutor EL students before/after school.
- Funds are set aside to fund district substitute to assess ELPAC
- Funds set aside to fund substitutes for data chats, action planning, collaboration, and reflection for EL students.
- EL Services provide training on integrated ELD strategies and activities during ELA 120 Min.
- Supplemental contract made available for teacher's and contracted staff to provide before and after school tutoring for EL students.
- Supplemental contract and substitute coverage made available for teachers to meet to plan, analyze, and reflect on supports for EL students.
- Teachers will utilize the PLC+ structure to plan, implement, assess, and reflect on EL student data.
 - Data to monitor and support EL students will include but not limited to iReady, IABs, FIABs, CFA,

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

- 18.6% (16 out of 86) Asian students are meeting and exceeding in SBAC ELA.
- 23.3% (74 out of 318) Socioeconomically Disadvantage students are meeting and exceeding in SBAC ELA.
- 0% of students with disabilities are meeting and exceeding in SBAC ELA.

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

- Asian: Two 3.5 hour certificated tutors, four 4 hour Inter-Act Fellows, will before/after school tutoring will provide reading intervention for students.
- Socioeconomically Disadvantage - Two 3.5 hour certificated tutors, four 4 hour Inter-Act Fellows, will before/after school tutoring will provide reading intervention for students. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students.
- Students with Disabilities: Inter-Act fellows to provide reading intervention and small group instruction, interact fellow reading intervention during the day. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students.

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

- Two 3.5 hour Certificated Tutors, 4 four Inter-Act Fellows, and Before, During, After School tutoring contracts, substitute for teacher release time, supplemental subscription, materials and supplies, and professional learning training.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teachers will utilize the PLC+ structure to plan, implement, assess, and reflect on EL student data. Teachers will focus on best tier 1 teaching and using data to monitor learning.
 - Data to monitor and support EL students will include but not limited to iReady, IABs, FIABs, CFA, and SBAC (if applicable).
 - Orton Gillingham reading strategies will be implemented during RTI and throughout ELA where applicable.
- Foundational reading skills instruction will be the focus in K-2
- Targeted support for Tier 2 and 3 students in K-6 based on iReady data/Phonics Skills

ELPAC, and SBAC (if applicable).	Assessment/FSA/FIABs/IABs <ul style="list-style-type: none">Two 3.5-hour Certificated Tutors to work with Tier 2 and Tier 3 students.Four Interact Fellows, under the guidance of the Academic Coach, will provide additional classroom support.Supplemental contracts for outside of duty day or substitute coverage will be available for teachers to reflect, analyze classroom data, plan actions, data chats, and collaboration with Academic Coach, TSA, and Admin.Staff will continue to explore ways to increase the inclusion of our SWD students..Before and after school tutoring will be offered for subgroups such as AA & SWD to improve academics.Provide Training for teachers in PLC+ and OG training for Preschool through 1st grade.When learning opportunities and professional learning are available, the school will fund training of staff to support low performing groups such as SWD, AA, homeless, foster youth, and socioeconomically disadvantaged groups.Community School partnerships will focus on expanding and enriching learning for students before and after school.
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Action 2

Title: Mathematics

Action Details:

Norseman Elementary will implement challenging Tier 1 and Tier 2 instruction using the MLD routine for core and supplemental Go Math curriculum. To ensure that students achieve grade standards, teachers will differentiate instruction using Go Math resources, SWUN math materials, district scope and sequence/ quarterly planner, BTBF, reflex math, 8 Mathematical Practices, and R-CUBES.

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 <ul style="list-style-type: none">SBAC, iReady, and PowerBI data will be used to ensure that all students are progressing toward grade level mastery.The Instructional Practice Guide will be used to provide feedback and allow for reflective conversations between administrators, individual teachers, and grade levels.PLCs will use CFA data to inform instruction and design classroom interventions using data protocol form.IABs and FIABs given quarterly to determine whole group and small group learning objectives according to district ELA/Math scope and sequence.Ongoing data chats and goal setting conferences will be used to engage students in the ownership of their progress.Admin engages in data chats with individual teachers to support data analysis.MLD Coaching cycle with regional math coach and Academic Coach.	Owner(s): Teachers, Administrators, PLC teams, Interact Fellows, CTs, TSA, Academic Coach	Timeline: Quarterly, Weekly, Ongoing based on District Assessment Calendar
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teachers will implement Go Math curriculum focusing on Go Deeper/Think Smarter questions.

- Teachers will implement daily fluency (BTBF, Reflex Math) and problem of the days (PODs).
- 3rd- 6th grade to utilize CFAs/FIABs/IABs to design problem of the days (PODs).
- Grade levels focus on solving word problems using strategies such as RCUBES and Expanded Graphic Organizer.
- Grade levels will focus on writing about math using a rubric.
- 3rd- 6th grade focus on claims and targets aligned with SBAC (CFAs/FIABs/IABs).
- Grade Level Written Grading Policy is reviewed by PLC annually to ensure alignment.
- Site funded copy machine to support teachers in creating CFAs, Pre/Post assessments, and an extension of learning from Wonders/ELA for students learning.
- Provide ILT with supplemental contracts to meet/plan prior to the beginning of the school year.
- Grades K-6 participate in MLD trainings offered by math coaches along with implementation of math strategies. Money will be set aside for substitute teachers to allow teachers to participate in math coaching cycles. If funding is available, supplemental contracts provided to teachers to plan, analyze data/strategies, reflect on student data and collaborate with support team in best practices.
- Community Schools to provide integrated PL support for teachers in MLD.
- Funds will be used for graphics, materials and supplies, technology, including maintenance and repair.
- Teachers will be trained in PLC+.
- PLC/GLMs will drive the work of PLC+ using the guiding questions:
 - Where are we going?
 - Where are we now?
 - How do we move learning forward?
 - What did we learn today?
 - Who benefited from our efforts, and who did not?

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

- English Learner student population is performing at the lowest level in areas of 91% of students who did not meet standards on SBAC Math. (76/336 Total)
- RFEP students 40% (15 students) did meet standards on SBAC Math.
- RFEP students 59% (22 students) did not meet standards on SBAC Math.

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

- Engage, inform and provide resources for parents of EL students by holding informational night about EL/ELPAC/ELAC/Tutoring services.
- Engage and encourage students with ELPAC rally and redesignation parties.
- An Interact Fellow will continue to support identified EL students during the school day.
- Supplemental contracts for tutoring students before, during, and after school focusing on language development and EL strategies.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- K-6 teachers will provide good first tier 1 teaching for all students. Teachers also will provide integrated ELD instruction to support EL students in core areas.
- Teachers will utilize the PLC+ structure to plan, implement, assess and reflect on EL student data.
 - Data to monitor and support EL students will include but not limited to i-Ready, IABs, FIABs, CFA, ELPAC, and SBAC (if applicable).
- K-6 teachers to provide designated targeted ELD instruction to support EL students for a minimum of 150 minutes per week during ELD intervention block.
- Teachers will monitor RFEP students' academic progress using ELlevation.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

- 0% Students with disabilities are meeting and exceeding in SBAC Math.

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

- Students with Disabilities: Supplemental contracts made available for teachers to reflect, analyze data, and plan actions with academic coach, TSA, and support team. Substitute release for teachers and support team to meet with parents to collaborate a plan of action for students not meeting academic needs in math. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students.

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

- Students with Disabilities: Supplemental contracts made available for teachers to reflect, analyze data, and plan actions with academic coach, TSA, and support team. Substitute release for teachers and support team to meet with parents to collaborate a plan of action for students not meeting academic needs in math. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Teachers will utilize the PLC+ structure to plan, implement, assess, and reflect on EL student data. Teachers will focus on best tier 1 teaching and using data to monitor learning.

- Supplemental contracts will be available for teachers to tutor EL students before/after school.
 - Funds are set aside to fund district substitute to assess ELPAC
 - Funds set aside to fund substitutes for data chats, action planning, collaboration, and reflection for EL students.
 - EL Services provide training on integrated ELD strategies and activities during ELA 120 Min.
 - Supplemental contract made available for teacher's and contracted staff to provide before and after school tutoring for EL students.
 - Supplemental contract and substitute coverage made available for teachers to meet to plan, analyze, and reflect on supports for EL students.
- Data to monitor and support students will include but not limited to i-Ready, IABs, FIABs, CFA, and SBAC (if applicable).
 - Grade levels utilize Tier 2 (strategic interventions) resources in Go Math to support students.
 - Grade levels utilize use Tier 3 intensive interventions resources in Go Math to support students.
 - Grade levels analyze common formative assessment data to reteach/enrich/extend student learning.
 - Teacher will attend professional development focusing on, but not limited to Math Lesson Design (MLD).
 - Supplemental Contracts will be available for teachers to reflect, analyze classroom data, and plans actions with Academic Coach, TSA, and Admin.
 - Supplemental contracts will be available for teachers and staff to provide math intervention/tutoring before school and after school.
 - When learning opportunities and professional learning are available, the school will fund training of staff to support low performing groups such as SWD, AA, homeless, foster youth, and socioeconomically disadvantaged groups.
 - Staff will continue to explore ways to increase the inclusion of our SWD students.
 - Funds set aside to fund substitutes for data chats, action planning, collaboration, and reflection.
 - Before and after school tutoring will be offered for subgroups such as AA & SWD to improve academics.

Action 3

Title: English Language Learners

Action Details:

Norseman Elementary will implement a school- wide plan to decrease long- term English Learners and increase current English Proficiency Levels by providing ongoing support that aligns ELL instruction with State Standards through integrated, designated, and extended learning opportunities. Teachers will use the ELA/ELD State Standards to guide instruction in literacy with integrated and designated ELD instructional practices. Teachers will goal-set with EL students using ELPAC 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

- English Language Progress Indicator Report (ELPI), grades TK -6
- IABs/ FIABs
- iReady: K-6th
- Analyzing CFA data using data protocol forms to plan instructional support for English Learners.
- Previous SBAC results
- K-FSA
- Lexia (Online Support)
- Reports/Goal Setting using ELlevation (data chats)
- Grade Level Written Grading Policy is reviewed by PLC annually to ensure alignment.
- Teachers will monitor RFEP progress

Owner(s):

Teachers, Administrators, PLC teams, Interact Fellows, CTs, TSA, Academic Coach

Timeline:

Quarterly, Weekly, Ongoing based on District Assessment Calendar
- RFEP monitoring twice a year

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

- An English Learner Review Team (ELRT) will be established and led by TSA and Academic Coach. The ELRT team will include TSA, Academic Coach, classroom teacher, and one site administrator. The ELRT team will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instructional routines for ELs. Aroving sub will be provided to release each teacher to have data chats with the ELRT team.
- All teachers will identify their English Learner's using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress toward reclassification.
- A schoolwide assembly (English Learner Goal Setting Assembly) will be implemented for all EL students in January to ensure all EL students understand the purpose for the ELPAC, their personal goal, and the schoolwide goal. Additionally, the assembly will celebrate and highlight our EL students' language assets as students that speak more than one language.
- After school tutoring will be implemented for EL students that are identified as not making progress. Site will use Ellevation data and data collected during ELRT meetings with teachers to identify the cohort of students that will receive additional support after school.
- Professional learning for all teachers will be provided with support and guidance from English Learner Service. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.
- Funds set aside to promote and implement schoolwide English Learning Goal Setting Assembly for EL students and parents.
- Twice a year, the English Learner Coordinator will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instructional routines for ELs. Aroving sub will be provided to release each teacher to have data chats with the English Learner Coordinator.

Integrated Instruction During Core TK-6

- Teachers will integrate CAELD strategies and standards to Tier 1 (whole group) and Tier 2/3 (differentiated groups) instruction in reading, writing, speaking, and listening instruction. This will be delivered with the intention of closing and identifying skill gaps and proficiency with EL students.
- EL Services will provide training for integrated EL during 120 ELA minutes.

Designated ELD Instruction TK-6

- Grade levels will teach a minimum of 150 minutes weekly of designated ELD of intervention/enrichment instruction.
- Teachers will use the ELD Wonders components.
- Designated ELD is designed to meet and accelerate the language development needs.
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments. Data will be disaggregated to monitor and track EL student progress to assess and respond to instructional needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- 1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**
- English Learner student population is performing at the lowest level in areas of SBAC ELA 94% of students are not meeting standards.
- 2. Using Title I funds Only: What are the planned expenses to support this student group?**
- Engage, inform and provide resources for parents of EL students by holding informational night about EL/ELPAC/ELAC/Tutoring services.
 - Engage and encourage students with ELPAC rally and redesignation parties.
 - An Interact Fellow will continue to support identified EL students during the school day.
 - Supplemental contracts for tutoring students before, during, and after school focusing on language development and EL strategies.
- 3. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA
- District Funded Foundational Reading Skills Support provided through Lexia computer program online lessons. Upon availability, district will provide one three-hour Inter-Act Fellows who will support K-6 EL students utilizing small group Lexia lessons.
- Kinder-2nd grade English Learner students needing additional support in RFS as measured by iReady

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.**
- 1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**
- 0% of students with disabilities are meeting and exceeding in SBAC ELA.
- 2. Using Title I funds Only: What are the planned expenses to support this student group?**
- Students with Disabilities: Inter-Act fellows to provide reading intervention and small group instruction, interact fellow reading intervention during the day. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students.
- 3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**
- Students with Disabilities: Inter-Act fellows to provide reading intervention and small group instruction, interact fellow reading intervention during the day. Purchase supplemental online subscription to provide individualized adaptive learning and resources for teachers and students.
- 4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

and ELPAC.

- 3rd-6th grade English Learner students needing additional support in RFS as measured by iReady, and ELPAC.
- Provide supplemental contracts to tutor EL students.
- Academic coach and TSA will work with EL Department coaches to support and build teacher capacities on how to support EL learners using the GVC and its resources.
- Funds set aside to fund substitutes for data chats, action planning, collaboration, and reflection for EL students.
- Funds are set aside to fund district substitute to assess ELPAC.
- EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one English Learner Progress Indicator level growth each year and be reclassified on time.

- Interact Fellow will provide targeted support for EL Students through the EL Afterschool Program.
- Supplemental contracts will be available for Teachers to tutor EL students before/after school.
- Site funded Clinical School Social Worker will provide social emotional support for identified EL Students.
- Full Time HSL-Spanish (8 hours) will communicate with parents of targeted students to support improvement of attendance and participation.
- When learning opportunities and professional learning are available, the school will fund training of staff to support low performing groups such as SWD, AA, homeless, foster youth, and socioeconomically disadvantaged groups.
- Staff will continue to explore ways to increase the inclusion of our SWD students.
- Funds set aside to fund substitutes for teachers to participate in data chats, action planning, collaboration, reflection and ELPAC testing.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies for professional learning. *No food or incentives*	3,157.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Sub-agreements for Services	24,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teacher to release certificated staff for data chats/peer-to-peer collaboration/leads CCT/SST/IEPs.	7,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated teachers to provide ELA and Math tutoring for students. **No IEPs**	10,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for 6th grade promotion.	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Allocation for certificated teachers to implement resources to increase ELA and Math.	15,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	24,509.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: To purchase quarterly awards and plaques for student achievement.	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Quarterly award metals, and certificates for student achievements.	5,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows to support students' growth in ELA and Math. Split 7090 and Reading Grant.	13,587.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh, to support students in ELA and math.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support students in ELA and Math	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for SBAC testing	600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase technology for students and staff.	7,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs to release teachers for ELPAC Testing.	5,001.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Tu purchase materials and supplies to support students in ELA and Math.	8,343.00

\$144,400.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85.82 %	83.8 %	2023-2024	88.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

According to the Fall 2023 climate and culture survey, 82% of all students in 3rd-6th grade had a favorable responses to Students participating in Real World Experiences. Students are to be engaged in various district funded field trips, team sports, clubs based on student interests. Family events and family participation in field trips and meetings to help them be better connected to school. Staff have planned and implemented experiences for students through district trips, team sports, clubs and the after school program enrichment.

2

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

Attendance continue to be a challenge in getting students to school and to be able to participate in these real world experiences. After school transportation also prevents a challenge to those students that rely on bussing and other forms of transportation to allow students to participate.

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 (Intended actions for the current school year vs. Actual actions that occurred).

Staff are providing additional clubs such as American Sign Language, soccer club, leadership, Folklorico, and Pokémon. The after school program is also providing enrichment such as drones and dance for students who participate in the program. These examples provide a variety of students interests in different experiences that they are interested in.

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 2024/25 SPSA.

Norseman will continue to actively recruit staff members and connect with community members to provide a variety of opportunities for real world learning experiences for all students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">9/20/23 - Shared school wide SBAC and I-Ready data with SSC.10/25/23 - Reviewed 23-24 SPSA with SSC. Reviewed Fall Family Climate and Culture Survey.1/24/24 - Provided SSC with updated budget status. Reviewed and provided opportunity for input for SPSA and Prop 28 Music and Arts funding. Reviewed 2023-24 SPSA.2/21/24 - Shared 24-25 budget allocated with SSC along with SPSA writing timeline. Shared updated ELA/Math achievement data (i-Ready), attendance data, and Behavior data. Reviewed 2023-24 SPSA. Reviewed goals and data with SSC. Reviewed draft 2024-25 that ILT has been working on.3/20/24 – Shared 2024-25 draft SPSA and draft budget with SSC. SSC voted and approved the 2024-25 SPSA and 2024-25 budget.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">2/2/24 - Shared i-Ready data with ELAC members and provided ELAC members the opportunity to give input SPSA in ELA/Math/EL Services, and Family Engagement.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">10/26/23 - ILT conducted a reviewed current SPSA and noted Start/Stop/Keep actions. ILT was asked to do the same with their grade level teams.11/29/23 - ILT reviewed data and updated SPSA.1/11/24 - ILT reviewed and updated SPSA.2/20/24 - ILT reviewed current data and updated 24/25 SPSA.3/6/24 - Shared draft 2024-25 budget and draft SPSA with staff for input.3/13/24 – ILT reviewed and updated SPSA.3/19/24 – Shared 2024-25 draft SPSA and draft budget with staff. Staff approved to have the draft 2024-25 be moved to SSC for final approval.</div>
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Action 1

Title: Engagement in Student-Centered and Real-World Learning

Action Details:

Norseman students in grades PreK-6th are engaged in various district-funded field trips, team sports, clubs based on student interests, family events, and other opportunities to expand their real-world learning.

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

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Engagement Participation recorded in Atlas Engagement Tool</div> <div>Climate and Culture Survey (Student)</div> <div>Community School Advisory Committee Survey</div>	<div>Owner(s):</div> <div>Teachers, Administrators, PLC teams, Interact Fellows, CTs, TSA, Academic Coach, Community School Advisory Team</div>	<div>Timeline:</div> <div>Quarterly</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Students will engage in a variety of opportunities to expose them to different real-world learning experiences:

- Goal 2 Fieldtrips
- Incentive Fieldtrips
- Clubs including but not limited to Pokémon, ASL Club, Book Club, Student Leadership, Good News Club, Yoga Club etc.
- Sports including but not limited to Track and Field, Football, Softball, Basketball, Volleyball, Cheer, etc.
- Family Events including but not limited to Family Art Night, Family Dances, STEAM Night, Trunk or Treat, Literacy Night, Family Festival etc.
- Music Programs (1st-6th)
- DHH Cultural Events/Activities including Cross-age activities and opportunities for parent engagement throughout the year.
- Other District opportunities include Bricks for Kids, Red Ribbon Week, Read Across America Week, Veteran's Day (Letters from Students), Saroyan Ballet, Hour of Code, etc.
- Give time and space for parents and SSC to coordinate events (see list above)
- Community School Coordinator will support with organizing events.
- Norseman will utilize After School Coordinator and Community School Coordinator to bring in various vendors to provide real world experiences for students.
- Norseman will continue to recruit staff members and community to provide multiple opportunities for real-world learning experiences.
- Community Schools will continue to provide integrated and expanded enrichment opportunities for to broaden experiences for students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- 85.7% of EL students responded favorable to student centered real world experiences in the Fall 2023 climate and culture survey.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

- Materials and Supplies, supplemental contracts, parent participation events/activities.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

- Materials and Supplies, supplemental contracts, parent participation events/activities.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- EL students' participation rate will be monitored.
- HSL will assist in communicating real-world learning opportunities and activities to parents that are offered at Norseman during ELAC, Parent Coffee Hour, Family Engagement Hour, Parent Square, and other opportunities.
- Supplemental contracts are available for classified/certificated staff to provide real-world, student-centered clubs or after-school activities.
- Community Schools will continue to provide integrated and expanded enrichment opportunities for to broaden experiences for EL students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

- 82% of all students in 3rd-6th grade had a favorable responses to Students participating in Real World Experiences.

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

- Materials and Supplies, supplemental contracts, parent participation events/activities.

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

- Materials and Supplies, supplemental contracts, parent participation events/activities.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Supplemental contracts are available for teachers to lead and organize student centered and real-world learning experiences.
- Full Time HSL-Spanish (8 hours) will communicate with parents of targeted students to support improvement of attendance and participation.
- When learning opportunities and professional learning are available, the school will fund training of staff to support low performing groups such as SWD, AA, homeless, foster youth, and socioeconomically disadvantaged groups.
- Staff will continue to explore ways to increase the inclusion of our SWD students.
- If available, A4 will support students in providing after school tutoring for selected students.
- Community Schools will continue to provide integrated and expanded enrichment opportunities for to broaden experiences for students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to engage students in arts and activities.	5,001.00

\$5,001.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		26.9 %	2023-2024	16.3 %
Suspension Rate - Semester 1	✓	2.6 %	2 %	2023-2024	1.67 %
Suspension Rate - Semester 1 (African American)	✓		2.8 %	2023-2024	1.47 %
Suspension Rate - Semester 1 (English Learner)	✓		1.5 %	2023-2024	1.17 %
Suspension Rate - Semester 1 (Hispanic)	✓		1.3 %	2023-2024	0.97 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		8.5 %	2023-2024	5.17 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Students are currently participating in district funded Goal 2 field trips and opportunities. Clubs, Team Sports, and the After School Program have engaged approximately 200+ students throughout the school year during various times. School spirit weeks such as Red Ribbon, Read Across America have resulted in many students being involved within and outside of their classrooms. Family activities and events such as Family Literacy Night, Trunk of Treat, Family Engagement Hour have engaged and drawn out many parents to our site for the various events. 88.5% of families responded favorably to the Fall 2023 Climate and Culture survey. 79% of students responded with a favorable response.

2

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

Factors that contributed to chronic absenteeism for subgroups were:

- Social Emotional Behavior
- Chronic Illness
- Transiency
- Student motivation
- Parent/Guardian not involved with monitoring student progress.
- Low engagement in Goal 2 activities

Factors that contributed to suspension rate for subgroups were:

- Social Emotional Behavior
- Inconsistent implementation of Tier 1/Tier 2 behavior supports

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 (Intended actions for the current school year vs. Actual actions that occurred).

The differences between the intended and actual implementation of actions and budget expenditure to meet this goal include:

- Schoolwide utilization of Parent Square and data reports from Parent Square allows site to analyze and see if parents are receiving messages or not. Inconsistent parent support, follow-through communication, and time conflict continues to be a factor with parents participating.
- The partnership challenges between school and families/community continues to be barrier. Activities are planned and implemented but family turn out continue to be spotty.
- Hiring challenges with staffing to organize and lead functions and clubs.
- The reduction of funds reduced the social emotional needs long term emotional needs such as a Clinical School Social Worker.
- Funding two hand in hand mentors proved to be a great asset to our students. Mentors provide a safe and welcoming adult on campus for students to connect with.
- Expanding the number of students in the after school program allowed an additional 80+ students to be engaged after school.
- The creation of an updated levels of misbehavior aligns the work of our staff in supporting students with misbehaviors.

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 2024/25 SPSA.

The Climate and Culture team along with the Community School Coordinator and Advisory board will implement initiatives and action plans to include, but not limited to, student engagement activities, structures, procedures, and events to involve families/community.

Norseman will continue to approach absenteeism and suspension from a Tiered approach. Our foundation will still include all teachers creating a classroom management plan, implementing STOIC, CHAMPS/MAC, and SEL actions (2nd Step, Moring Meetings, Classroom Meetings, Restorative Practices.

Continue to fund Hand-in-Hand Mentors to broaden our impact in reaching students who need additional SEL support.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- 9/20/23 - Shared school wide SBAC and I-Ready data with SSC.
- 10/25/23 - Reviewed 23-24 SPSA with SSC. Reviewed Fall Family Climate and Culture Survey.
- 1/24/24 - Provided SSC with updated budget status. Reviewed and provided opportunity for input for SPSA and Prop 28 Music and Arts funding. Reviewed 2023-24 SPSA.
- 2/21/24 - Shared 24-25 budget allocated with SSC along with SPSA writing timeline. Shared updated ELA/Math achievement data (i-Ready), attendance data, and Behavior data. Reviewed 2023-24 SPSA. Reviewed goals and data with SSC. Reviewed draft 2024-25 that ILT has been working on.
- 3/20/24 – Shared 2024-25 draft SPSA and draft budget with SSC. SSC voted and approved the 2024-25 SPSA and 2024-25 budget.

2 ELAC:

- 2/2/24 - Shared i-Ready data with ELAC members and provided ELAC members the opportunity to give input SPSA in ELA/Math/EL Services, and Family Engagement.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- 10/26/23 - ILT conducted a reviewed current SPSA and noted Start/Stop/Keep actions. ILT was asked to do the same with their grade level teams.
- 11/29/23 - ILT reviewed data and updated SPSA
- 1/11/24 - ILT reviewed and updated SPSA
- 2/20/24 - ILT reviewed current data and updated 24/25 SPSA
- 3/6/24 - Shared draft 2024-25 budget and draft SPSA with staff for input.
- 3/13/24 – ILT reviewed and updated SPSA
- 3/19/24 – Shared 2024-25 draft SPSA and draft budget with staff. Staff approved to have the draft 2024-25 be moved to SSC for final approval.

Action 1

Title: All students will engage in arts, activities, and athletics

Action Details:

Norseman will work to increase the number of students participating in after school programs and extra-curricular activities such as sports, clubs, music/band, field trips, and other school wide activities/events.

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

- Monitoring student engagement through Atlas Engagement tool.
- Student survey data from Panorama

Owner(s):

Teachers, TSA VP, PLC, ILT, Principal, and CCT

Timeline:

Quarterly

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

Students will have the opportunity to engage in:

- District funded Goal 2 Fieldtrips
- Incentive Fieldtrips
- Clubs including but not limited to Pokémon, Student Leadership, Good News Club, Soccer Club, etc. Funds and supplemental contracts will be available to implement clubs.
- Sports including but not limited to Track and Field, Football, Softball, Basketball, Volleyball, Cheer, etc. Funds and supplemental contracts will be available to implement sports.
- Family Events including but not limited to Family Art Night, Family Dances, STEAM Night etc. Funds made available to support family events.
- Music Programs (1st-6th)
- DHH Cultural Events/Activities including Cross-age activities and opportunities for parent engagement throughout the year.
- Academic-District/Site funded programs: ASP and tutoring
- Other District opportunities include Bricks for Kids, Red Ribbon Week, Saroyan Ballet, Hour of Code, etc.
- Community Schools will continue to provide integrated and expanded enrichment opportunities for to broaden experiences to engage students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

- English Language Learners

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

- English Language Learners - Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, ELPAC Rally, Re-designated celebration, ELAC, Realia, Study Trips, Clinical School Social Worker

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

- Socioeconomically Disadvantage - Approximately 30% of students are chronically absent and not engaged in school.

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

- Socioeconomically Disadvantage Students- Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker

not fund out of the SPSA.

- Communication to EL parents through Parent Square to inform EL parents and students of the available clubs that are offered at Norseman.
- Full Time HSL-Spanish (8 hours) and will communicate with parents of targeted students to support improvement of attendance and participation.
- Opportunities for EL parent engagement through ELAC, parent coffee hour, family engagement hour, and other learning opportunities for parents of EL students.
- EL students' participation rate will be monitored.
- Community Schools will continue to provide integrated and expanded enrichment opportunities for to broaden experiences to engage EL students.

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

- Socioeconomically Disadvantage Students- Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Communication to parents through Parent Square will be utilized to send home information to parents and students of the available Goal 2 engagements offered at Norseman.
- Supplemental contracts will be available for staff to create clubs and opportunities for students to be engaged at school.
- Full Time HSL-Spanish (8 hours) and will communicate with parents of targeted students to support improvement of attendance and participation.
- When learning opportunities and professional learning are available, the school will fund training of staff to support low performing groups such as SWD, AA, homeless, foster youth, and socioeconomically disadvantaged groups.
- Staff will continue to explore ways to increase the inclusion of our SWD students.
- If available, A4 program will be offered for selected students to participate.
- Community Schools will continue to provide integrated and expanded enrichment opportunities for to broaden experiences to engage students.

Action 2

Title: Average Daily Attendance

[Action Details:](#)

Norseman will implement practices to increase the number of students who attend school regularly to improve student outcomes.

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](#)

1. Atlas Dashboard
2. Teacher Atlas portfolio identifying chronically absent students.
3. Attendance rates using Power BI

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

1. Teacher, PLC's
2. Teacher, PLC's
3. Teacher, students
4. Teacher, Admin, CCT, TSA

[Timeline:](#)

1. Monthly
2. Monthly
3. Monthly
4. Monthly

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

Improved Attendance

- Teachers will teach STOIC/Champs/MAC (school-wide first 10 days focused on expectations) provide guidelines for success.

- Daily morning meetings and class meetings when needed
- School-wide monthly attendance incentive
- Quarterly attendance incentive - Viking hat
- Connect and engage families using Parent Square
- SST held to discuss with parents and teachers regarding attendance.
- Home School Liaison conducts home visits as needed to improve student attendance.
- Hand in Hand mentors will support in connecting students to school to increase engagement.
- Community Schools will continue to provide integrated supports, expanded enrichments, and engage families to improve attendance.

Other Resources

- District CWAS to support Tier 3 students with attendance needs. The District CWAS will also support teachers, PLC, and parents with strategies on how to support parents with their students' attendance.
- HSL, Office Assistant, and RP counselor will work in tandem to follow up and document supports for students. Targeted Support Team (TST) will review and review individual students who are chronically absent and provide support and resources.
- Community School Coordinator to support students with attendance needs (i.e. clothing closet and food pantry)
- District Student Attendance Board
- Daily attendance display on the office wall/displayed on the fence or on an A frame
- ICET Meeting

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

- English Language Learners: 16.4% of EL students are chronically absent.

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

- English Language Learners - Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, ELPAC Rally, Re-designated celebration, ELAC, Realia, Study Trips, Clinical School Social Worker, and Clubs. Materials and supplies will be purchased to support programs and activities.

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

- Supplemental contracts will be available for teachers to tutor EL students before/after school.
- District provided EL Afterschool Program to engage students.
- Supplemental contracts will be available for classified/certificated staff to run activities, clubs, and groups to promote attendance for EL students.
- Home School Liaison will communicate with families and support them with training, resources, and materials in order to have students come to school every day.
- Opportunities for parent engagement through ELAC, Family Engagement Hour, and other learning opportunities for parents of EL students. PO's and Direct Food Services contracts maybe used to provide food and refreshments for meetings.
- Utilize district support such as attendance department, or EL services to build shared opportunities, and resources with parents to support EL students.
- Full time HSL- Spanish (8 hours) and site funded will communicate with parents of targeted students to support improvement of attendance and participation.
- Community Schools will continue to provide integrated supports, expanded enrichments, and engage EL students and families to improve attendance.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

- Socioeconomically Disadvantage Students: 30% of students are chronically absent.

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

- Socioeconomically Disadvantage Students- Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker, and Clubs. Materials and supplies will be purchased to support activities and programs.

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

- Socioeconomically Disadvantage Students- Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker, and Clubs. Materials and supplies will be purchased to support activities and programs.

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

- When learning opportunities and professional learning are available, the school will fund training of staff to support low performing groups such as SWD, African Americans, homeless, foster youth, and socioeconomically disadvantage students.
- Staff will continue to explore ways to increase the inclusion of our SWD students.
- Supplemental contracts will be available for teachers to tutor or run clubs for students before/after school.
- Supplemental contracts will be available for classified/certificated staff to run Goal 2 engagements to promote attendance for students.
- AA and SWD students who have chronic absenteeism, or severely chronic absenteeism will be encouraged to attend Saturday Academy. HSL will work directly with parents to support students in attending school daily.
- Hand in Hand mentors will connect with subgroups such as AA & SWD to create school connectedness.

- Community Schools will continue to provide integrated supports, expanded enrichments, and engage students and families to improve attendance.

Action 3

Title: Suspensions and Social Emotional

Action Details:

While partnering with Community School Coordinator and Advisory Board, Norseman will create and implement a social- emotional learning framework to support all students. This work will be implemented alongside the Norseman Guidelines for Success and Levels of Misbehaviors to decrease the suspension rates.

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

1. ATLAS Portfolio to review school, grade-level, and subgroups
 - Student Portfolio misbehaviors
 - Student Portfolio positive behaviors
 - Student Portfolio suspensions/expulsion
2. Power BI shared with staff regarding levels of misbehaviors
3. Panorama Fall/Spring Student Survey

Owner(s):

1. Teachers, CCT, ILT, TSA, Admin
2. Admin, CCT
3. CCT, Students, Teachers, Admin, TSA

Timeline:

1. Monthly
2. Quarterly
3. Semesterly

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

Improved Social Emotional Competence Through:

- Classroom management plans will be created yearly by teachers.
- Common Area Behavior Expectations
- STOIC and MAC/CHAMPS
- PK-6 will utilize Second Step Weekly Lessons
- OLWEUS Bully Prevention Lessons
- Daily Morning Meetings and class meetings as needed
- Re-entry Circles with Restorative Practice Counselor
- Quarterly Grade Level Behavior Incentives
- Supplemental contracts available to CCT to meet/plan prior to the beginning of the school year or after the school year ends.
- Utilize site based mental health support for students in preschool through 6th grade from ALL4Youth program clinician. Staff will be provided professional learning with topics such as trauma responsive schools, verbal-de-escalation, and mindfulness.
- Hand in Hand mentors will provide social emotional learning and support to individuals or small groups.
- Materials and supplies to promote and sustain climate and cultural structures and implementations.
- Clinical School Social Worker to provide social emotional coping strategies to students.
- Implement Levels of Misbehavior to align practices across school campus.
- District funded Tier 2 Specialist will support students one on one or small groups with SEL needs. Tier 2 specialist will facilitate TST meetings and provide support to teachers with PL appropriate behavior strategies.

- Panorama Data shows a 2% decrease on students having a sense of belonging on campus; this data shows that majority of 6th grade students were unfavorable. Climate and Culture will continue to monitor growth and plan to improve.
- Levels of Misbehaviors will be reviewed and implemented school wide to ensure consistency across campus.
- Community Schools will continue to provide integrated supports, expanded enrichments, and engage students and families with resources to decrease misbehaviors.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

- English Language Learners: 1.5% of EL students have been suspended.

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

- English Language Learners - Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, ELPAC Rally, Re-designated celebration, ELAC, Realia, Study Trips, Clinical School Social Worker

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

- Providing translator or utilizing HSL for parents/students needing primary language support.
- Provide Morning Meetings at least four times a week.
- Second Step to be taught on the first day of the week.
- Community Schools will continue to provide integrated supports, expanded enrichments, and engage EL students and families with resources to decrease misbehaviors.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

- Socioeconomically Disadvantage Students (SDS): 2.0% of all SDS students are suspended.
- African American (AA): 2.8% out of all AA students are suspended.
- Hispanic: 1.3% of Hispanic students are suspended.
- Students with Disabilities (SWD): 8.5% of SWD students are suspended.

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

- Socioeconomically Disadvantage Students- Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker
- African American (AA): Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker and A4
- Hispanic: Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker
- Students with Disabilities (SWD): Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Study Trips, Clinical School Social Worker.

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

- Socioeconomically Disadvantage Students- Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker
- African American (AA): Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker and A4
- Hispanic: Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker
- Students with Disabilities (SWD): Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Study Trips, Clinical School Social Worker.

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

- Restorative Practice Counselor providing 1-on-1 and/or group social groups.
- Clinical School Social Worker
- SWD, Foster, Homeless, AA will be encouraged by teachers and staff to connect to campus in positive ways through Goal 2 activities and sports.
- AA students who are suspended from school will be offered to attend district's African American Academic Acceleration (A4) program during the duration of their suspension.
- AA and SWD students who has chronic absenteeism, or severely chronic absenteeism will be encouraged to attend Saturday Academy. HSL will work directly with parents to support students in attending school daily.
- Hand in Hand mentors will provide social emotional learning and support to students targeted identified AA & SWD using data from ATLAS and Power BI.

- AA students who are 5th and 6th grade will be part of a leadership lunch group/after school club, who will participate in planning school wide activities (ex. rallies, incentives)
- Community Schools will continue to provide integrated supports, expanded enrichments, and engage students and families with resources to decrease misbehaviors.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contracts for classified staff to implement clubs/activities to keep students engaged..	5,000.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand mentors to provide Tier 2 social-emotional support to students. -Split funded 3010 & 7091	46,000.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Morning Support.	10,001.00
G3A3	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.5000	Clinical School Social Worker to provide social-emotional coping strategies to students.	96,103.00
G3A3	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand mentors to provide Tier 2 social-emotional support to students. -Split funded 3010 & 7091	46,000.00

\$203,104.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	84.76 %	82.9 %	2023-2024	89 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

To provide a sense of belonging amongst the staff, Norseman utilizes a variety of teams to collaborate and share ideas. These teams include:

- PLC+
- ILT
- CCT
- SST
- Community School Coordinator/Advisory Team

Norseman provides staff activities including:

- Community Building/Ice Breakers at meetings
- Monthly Fill your Mug
- Catering
- Staff Bingo
- Holiday Celebrations

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 participation in the Fall Climate & Culture Survey was low and does not reflect the whole staff.
- Hiring challenges surrounding the specialized areas such as SPED and Paraeducators.
- Need for Increase of teacher voice in PD development.
- Lack of Teacher involvement in CCT meetings

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 (Intended actions for the current school year vs. Actual actions that occurred).

The major differences between the intended and actual implementation of actions and budget expenditures to meet this goal include:

- Low classified staff participation on the Fall Climate and Culture Survey
- Hiring challenges surrounding the specialized areas such as SPED and Paraeducators. Hard to fill positions remain unfilled.

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 2024/25 SPSA.

- Assigned structured time for All Staff to complete the Fall Climate and Culture Survey
- Academic Coach will provide coach cycles to build teacher capacity in ELA/Math.
- Funds set aside to fund substitutes for data chats, action planning, collaboration, and reflection.
- Involve the community through action plans devised by the Community School Coordinator and Advisory Team.
- Training for teachers in PLC+ structures and implementation.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none">• 9/20/23 - Shared school wide SBAC and I-Ready data with SSC.• 10/25/23 - Reviewed 23-24 SPSA with SSC. Reviewed Fall Family Climate and Culture Survey.• 1/24/24 - Provided SSC with updated budget status. Reviewed and provided opportunity for input for SPSA and Prop 28 Music and Arts funding. Reviewed 2023-24 SPSA.• 2/21/24 - Shared 24-25 budget allocated with SSC along with SPSA writing timeline. Shared updated ELA/Math achievement data (i-Ready), attendance data, and Behavior data. Reviewed 2023-24 SPSA. Reviewed goals and data with SSC. Reviewed draft 2024-25 that ILT has been working on.• 3/20/24 – Shared 2024-25 draft SPSA and draft budget with SSC. SSC voted and approved the 2024-25 SPSA and 2024-25 budget.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none">• 2/2/24 - Shared i-Ready data with ELAC members and provided ELAC members the opportunity to give input SPSA in ELA/Math/EL Services, and Family Engagement.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none">• 10/26/23 - ILT conducted a reviewed current SPSA and noted Start/Stop/Keep actions. ILT was asked to do the same with their grade level teams.• 11/29/23 - ILT reviewed data and updated SPSA.• 1/11/24 - ILT reviewed and updated SPSA.• 2/20/24 - ILT reviewed current data and updated 24/25 SPSA.• 3/6/24 - Shared draft 2024-25 budget and draft SPSA with staff for input.• 3/13/24 – ILT reviewed and updated SPSA.• 3/19/24 – Shared 2024-25 draft SPSA and draft budget with staff. Staff approved to have the draft 2024-25 be moved to SSC for final approval.</div>
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Action 1

Title: Staff Training and Support

Action Details:

Norseman Elementary School will provide opportunities for staff to build capacity on the following areas: Culturally Proficient Instruction, SBAC Claims and targets, Distance from Standard (ELA/Math), IAB/FIAB, Tier 1/Tier 2 Behavioral interventions, Foundational Skills, Professional Learning Communities, Standard Deconstruction.

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

- I/Achieve Staff Learning Reports
- Site Professional Learning Attendance Reports
- Staff Surveys/Climate and Culture Survey
- PLC agendas/Sign In Sheets
- Grade Level Goal Setting/Individual Teacher Goal Setting
- Individual Teacher Data Chats
- Vertical Professional Learning across grade levels
- Professional Learning in ELA/Math/SEL/EL

Owner(s):

Principal, Vice Principal, ILT, District Coaches, TSA,
Academic Coach

Timeline:

Quarterly, End of Year

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

- Academic Coach and TSA will provide coaching sessions to help build capacities for all teachers.
- PD during Buyback, Designated days (focused on district and site goals)
- Instructional materials, supplies, and incentives including, but not limited to FUSD Graphics, program subscriptions, technology training and materials, supplemental books and reading materials, notebooks, paper, pencils, crayons, markers, etc., will be purchased to support PD
- Supplemental contracts for certificated and classified to attend PD meetings.
- Grades K-6 participate in Year two MLD trainings offered by math coaches along with implementation of math strategies. Money will be set aside for substitute teachers to allow teachers to participate in math coaching cycles.
- Training will be offered for classified staff and Noon Time Assistants to build their capacity to support students.
- Direct services for food services are utilized during school wide professional learning to promote community of PLC+.
- Teachers will be continue be trained to implement MLD in grades K-6.
- According to Panorama Data, 65% of staff were favorable of the question "I feel valued at this school." 57% of classroom teachers were favorable of this question; majority of staff who were not classroom teachers were favorable of this question. Climate and Culture will continue to monitor and push towards improving the favorability of the statement, "I feel valued at my school."

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

- English Language Learners: 6% of students are meeting and exceeding SBAC in ELA. 8.4% of students are meeting and exceeding SBAC in Math.

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

- English Language Learners - Professional development, substitute release time, supplemental contracts, and materials and supplies to support teachers instruct EL students.

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

- Provide professional development for teachers on strategies and skills that are aligned to ELPAC and designated ELD.
- Funds set aside to cover teachers who are assessing ELPAC.
- Provide sub release time for teachers to do peer observations in order to provide instruction for EL students and data chats.
- Teacher goal setting chats with students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

- Socioeconomically Disadvantage Students: 82.9% of staff responses on staff diversity.

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

- Socioeconomically Disadvantage Students- Professional development, substitute release time, supplemental contracts, and materials and supplies to support teachers instruct EL students.

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

- Socioeconomically Disadvantage Students- Professional development, substitute release time, supplemental contracts, and materials and supplies to support teachers instruct EL students..

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

- Supplemental contracts will be available for teachers to tutor students before/after school

- Supplemental contracts available for before/after school tutoring.
 - District provided EL after-school program
- When hiring staff, support team will focus on intentional hiring practices (bilingual staff, culturally diverse staff) to meet the needs of our Norseman student population and families. Our staff demographics should reflect our student population.
 - When learning opportunities and professional development are available, the school will fund training for staff to support SWD, AA, homeless, foster youth, and socioeconomically disadvantaged students.
 - Staff will continue to explore ways to increase the inclusion of our SWD.
 - Professional Learning and opportunity for teachers to teach teachers by attending specialized training, conferences, etc.
 - Teachers will be trained in PLC+ and MLD.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (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
G4A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for CCT/leads for data analysis, reflection, and implementation of strategies before school starts, during, and after the school year ends.	10,001.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contracts for classified staff for training and implementation of climate and culture expectations.	15,001.00

\$25,002.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95.59 %	88.5 %	2023-2024	93.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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

Some factors that contributed to the opportunities for family engagement include:

- Family Engagement Hours (HSL)
- Home Visits (HSL)
- Office Hours of HSL (family check-ins/questions)
- ELAC
- SSC
- Parent/Teacher Conferences
- Events (Back-To-School Night, STEAM Night, Open House, Award Ceremonies, Paint Night, FamilyDance, etc.)
- Communication via Parent Square, Propio,
- Clinical School Social Worker, RP counselor support
- Parent Survey (Panorama 1 per semester)
- Community Schools Advisory Council
- Community Schools event and or community events.

2

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

Factors that may have contributed to the disproportionality of the low-performing student group as it relates to this goal include:

- Lack of parent participation
- Emergency Card/Atlas information not updated
- Not all parents are utilizing Parent Square.
- Student treatment/responsibility of technology

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 (Intended actions for the current school year vs. Actual actions that occurred).

The major differences between the intended and actual implementation of actions and budget expenditures to meet this goal was family participation perhaps due to times offered (family work schedules, high concentration of events offered in Spring,) and staff availability. In addition, the need to survey parents on their interests topics and needs to engage them onsite.

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 2024/25 SPSA.

Norseman will expand the involvement families and students through our Community School Grant. Working to sustain our current family involvement efforts, we will also create an action plan with the Community School Coordinator and the Advisory Board to meet the needs of the whole-child.
Norseman will continue to provide:

- Family Engagement Hours (HSL)
- Home Visits (HSL)
- Office Hours of HSL (family check-ins/questions)
- ELAC
- SSC
- Parent/Teacher Conferences
- Events (Back-To-School Night, STEAM Night, Open House, Award Ceremonies, Paint Night, Family Dance, etc.)
- Communication via Parent Square, Propio
- Clinical School Social Worker

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><ul style="list-style-type: none">• 9/20/23 - Shared school wide SBAC and I-Ready data with SSC.• 10/25/23 - Reviewed 23-24 SPSA with SSC. Reviewed Fall Family Climate and Culture Survey.• 1/24/24 - Provided SSC with updated budget status. Reviewed and provided opportunity for input for SPSA and Prop 28 Music and Arts funding. Reviewed 2023-24 SPSA.• 2/21/24 - Shared 24-25 budget allocated with SSC along with SPSA writing timeline. Shared updated ELA/Math achievement data (i-Ready), attendance data, and Behavior data. Reviewed 2023-24 SPSA. Reviewed goals and data with SSC. Reviewed draft 2024-25 that ILT has been working on.• 3/20/24 – Shared 2024-25 draft SPSA and draft budget with SSC. SSC voted and approved the 2024-25 SPSA and 2024-25 budget.</div>	<div><div>2</div><div>ELAC:</div></div> <div><ul style="list-style-type: none">• 2/2/24 - Shared i-Ready data with ELAC members and provided ELAC members the opportunity to give input SPSA in ELA/Math/EL Services, and Family Engagement.</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><ul style="list-style-type: none">• 10/26/23 - ILT conducted a reviewed current SPSA and noted Start/Stop/Keep actions. ILT was asked to do the same with their grade level teams.• 11/29/23 - ILT reviewed data and updated SPSA.• 1/11/24 - ILT reviewed and updated SPSA.• 2/20/24 - ILT reviewed current data and updated 24/25 SPSA.• 3/6/24 - Shared draft 2024-25 budget and draft SPSA with staff for input.• 3/13/24 – ILT reviewed and updated SPSA.• 3/19/24 – Shared 2024-25 draft SPSA and draft budget with staff. Staff approved to have the draft 2024-25 be moved to SSC for final approval.</div>
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Action 1

Title: Create a Positive, Family-Centered Community

Action Details:

Norseman Elementary will provide parent and family engagement opportunities to foster a positive culture where families feel welcomed and included. Family voices are valued and included to meet the needs of the whole-child. Norseman will build upon previous practices that engage families, while expanding our opportunities with the Community School Grant.

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

Data to monitor progress will include:

- Panorama Parent Surveys
- Panorama Student Surveys
- HSL feedback from parent interactions such as Family Engagement Hours
- Sign In Attendance Sheets from Family Events: Family Engagement Hours, SSC, ELAC Title 1, Community School Meetings, etc.
- SSC
- ELAC
- Community Schools Coordinator/Advisory Committee Feedback
- Needs Assessment

Owner(s):

Principal, Vice Principal, Climate and Culture Team, Comm. Coordinator, Advisory Team, HSL, Teachers, Parents, Students

Timeline:

Monthly, Semester, Yearly

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

- Share family panorama data with parents during parent events and newsletters.
- Annual Title 1 Meeting will provide all educational partners the opportunity to understand the goals, allocation of funding sources, parent involvement and parent rights under title 1.
- ELAC/SSC will provide all educational partners the opportunity to understand the process of ELPAC/SBAC/iReady scores to help prepare their children to become fluent in reading, writing, listening, and speaking.
- Community Schools Coordinator will seek opportunities to increase parent understanding of data, goals, and action plans.
- Expand Cultural Celebrations including but not limited to: Black History Month, Hispanic Heritage Month, Lao New Year, Native American Heritage, Hmong New Year
- Expand celebration of differences i.e. Autism Awareness Month, Deaf History Month
- Events (Back-To-School Night, STEAM Night, Open House, Award Ceremonies, Paint Night, Family Dance, Trunk or Treat etc.)
- Child-care for parents during meetings/conferences
- Mileage funds will be set aside for HSL to connect with families and community.
- Materials and supplies purchased to support and promote building of school community with students, parents, community members, and staff.
- Utilize Parent Square to communicate with parents about events.
- Create a family resource center through Community Schools to provide families access to Food Pantry, Clothing Closet, etc.
- Community School will actively engage, educate, and provide families with resources to support student learning in school.
- Parent recognition night will be held to recognize the support from parents.
- Engage parents in school and regional literacy and resource fairs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on

- English Language Learners

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

- English Language Learners - Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, ELPAC Rally, Redesignated celebration, ELAC, Realia, Study Trips, Clinical School Social Worker.

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

During ELAC meetings parents will be informed of:

- Student Goal Setting Chats
- ELD Instructional Time focused on language development
- ELP Proficiency Levels
- ELlevation Data Monitoring
- Redesignation Criteria
- English Language Progress Indicators (ELPI)
- ELPAC
- RFEP Monitoring
- ALL4Youth On-Going Trainings

Interpreters for parent-teacher conferences, SSTs, IEPs, Family Engagement Hour, Back-to-School Night, Community Schools Meeting, ELAC, SSC, Title 1 Meeting

Child-care for parents during meetings and conferences

Community School will actively engage, educate, and provide EL families with resources to support EL student learning in school.

Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

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

- Socioeconomically Disadvantage Students

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

- Socioeconomically Disadvantage Students- Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker African American Acceleration Reading (A4)

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

- Socioeconomically Disadvantage Students- Before/After After School Tutoring, All4Youth, Inter-Act Fellows, Integrated Student Supports, Realia, Study Trips, Clinical School Social Worker African American Acceleration Reading (A4)

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

- Teachers to hold goal settings with each student at least three times a year aligned with district assessment results.
- ELD/RTI Instructional Time focused on closing the gap in ELA/Math
- After School Program to provide support with homework and enrichment activities such as physical fitness, college and career readiness, science technology engineering and math (STEM), and Visual and Performing Arts (VAPA)
- SSTs to address needs of students who are low performing in academics and/or have social emotional concerns.
- TST to address misbehavior/SEL needs of students.
- Full time HSL-Spanish (8hours) and site funded will communicate and engage with parents of targeted students. Engagements include parent/teacher conferences, Family Engagement Hour Back to School Night, Open House, Community Schools Meeting, ELAC, SSC, Title 1 Meeting, etc.
- When learning opportunities and professional learning are available, the school will fund training of staff to engage with parents to support low performing group such as SWD, AA homeless, foster youth, and socioeconomically disadvantaged students.
- Staff will continue to explore ways to increase the inclusion of parents to support SWD.
- Books to support parents and student literacy.
- Professional learning around topics such as Autism, Deaf and Hard of Hearing, LGBTQ+, and other cultures and groups will be provided to staff to culturally aware.
- Community School will actively engage, educate, and provide families with resources to support student learning in school.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (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	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting.	4,001.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parents involvement. * No food or incentives.	2,356.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Material and supplies for cultural events	4,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL mileage	300.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Contracts for interpreting.	2,000.00

\$12,657.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0355 Norseman Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and supplies for professional learning. *No food or incentives*	3,157.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Sub-agreements for Services	24,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teacher to release certificated staff for data chats/peer-to-peer collaboration/leads CCT/SST/IEPs.	7,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated teachers to provide ELA and Math tutoring for students. **No IEPs**	10,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for 6th grade promotion.	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Allocation for certificated teachers to implement resources to increase ELA and Math.	15,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	24,509.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: To purchase quarterly awards and plaques for student achievement.	3,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Quarterly award metals, and certificates for student achievements.	5,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows to support students' growth in ELA and Math. Split 7090 and Reading Grant.	13,587.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh, to support students in ELA and math.	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support students in ELA and Math	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Snacks for SBAC testing	600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase technology for students and staff.	7,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs to release teachers for ELPAC Testing.	5,001.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Tu purchase materials and supplies to support students in ELA and Math.	8,343.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to engage students in arts and activities.	5,001.00
G3A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contracts for classified staff to implement clubs/activities to keep students engaged..	5,000.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand mentors to provide Tier 2 social-emotional support to students. -Split funded 3010 & 7091	46,000.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Morning Support.	10,001.00
G3A3	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Clinical School Social Worker	0.5000	Clinical School Social Worker to provide social-emotional coping strategies to students.	96,103.00
G3A3	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand mentors to provide Tier 2 social-emotional support to students. -Split funded 3010 & 7091	46,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for CCT/leads for data analysis, reflection, and implementation of strategies before school starts,	10,001.00

G4A1		Instruction	Teacher-Supp	during, and after the school year ends.	10,001.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp	Supplemental contracts for classified staff for training and implementation of climate and culture expectations.	15,001.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	Supplemental contracts for babysitting.	4,001.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Materials and supplies for parents involvement. * No food or incentives.	2,356.00
G5A1	Sup & Conc	Instruction	Mat & Supp	: Material and supplies for cultural events	4,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage	HSL mileage	300.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Contracts for interpreting.	2,000.00
					\$390,164.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$79,515.00
Sup & Conc	7090	\$249,305.00
LCFF: EL	7091	\$61,344.00
Grand Total		\$390,164.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$144,400.00
G2 - Expand student-centered and real-world learning experiences	\$5,001.00
G3 - Increase student engagement in their school and community	\$203,104.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$25,002.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,657.00
Grand Total	\$390,164.00