

Norseman Elementary

10621666006423

Principal's Name: Kevin Her

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Kevin Her', with a stylized, flowing script.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

Additional Targeted Support and Improvement

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
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 subgroups 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 (DAC and 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.

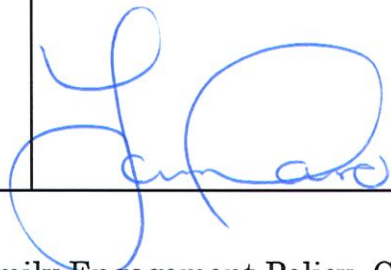
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kevin X Her	X				
2. Chairperson – Laura Pano				X	
3. Vice-Chair – Natessa Beltran				X	
4. Secretary – Pa Kou Lee				X	
5. Erika Evans				X	
6. Wendy Williams				X	
7. Tamara Loera (Mounts)		X			
8. Maryland Moua		X			
9. Mariela Rodriguez-Rodriguez		X			
10. Ruby Fonseca-Flores			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:			
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		3/30/23
SSC Chairperson	Laura Pano		3/30/23

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 2023/24

Norseman - 0355

ON-SITE ALLOCATION

3010	Title I	\$80,460 *
7090	LCFF Supplemental & Concentration	\$258,104
7091	LCFF for English Learners	\$67,392
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$25,256</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$431,212

* 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	\$2,384
Remaining Title I funds are at the discretion of the School Site Council	<u>\$78,076</u>
Total Title I Allocation	<u>\$80,460</u>

Norseman Elementary 2023-2024 - 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
ELPAC - percentage of students who scored 4		8.31 %	10.95 %	2021-2022	12.05 %
SBAC ELA - Average distance from standard	✓		-65 pts	2021-2022	-45 pts
SBAC ELA - percentage of students met/exceeded standard	✓		27.1 %	2021-2022	28.2 %
SBAC Math - Average distance from standard	✓		-72 pts	2021-2022	-52 pts
SBAC Math - percentage of students met/exceeded standard	✓		17.42 %	2021-2022	18.52 %

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
- 3rd-6th teachers focus on Claims/Targets in ELA/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".
- Frequent goal setting and data chats help revise and motivate students and teachers.
- Certificated Tutors support Tier 3 intervention.
- Interact Fellows support during RTI block.

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 included:

- Inconsistent personnel staffing to support tiered intervention.
- Inconsistent personnel staffing of Academic coach.
- Inconsistent use of IAB/FIAB

School wide I-Ready D2 Math (598 students): 15%

Factors that may have contributed to the disproportionality for subgroups in I-ready Math Included:

- Inconsistent differentiated instruction in Math.
- Inconsistent personnel staffing of Academic coach.
- Inconsistent use of IAB/FIABS

- 1 on 1 student laptop program implementation to ensure student access to learning.

English Learners Reclassification: 9.92%

RFP: 14.54%

Factors that may have contributed to the reclassification rate included:

- Lack of consistent implementation of integrated/designated ELD instruction.

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).

Title 1 and LCFF funds were utilized to provide tiered intervention supports. However, due to hiring challenges there was not year-long tiered intervention support for grades 3-6 in ELA. Norseman will continue to utilize the Interact Fellows and Certificated tutors to provide intervention support for Foundational Skills K-3.

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 2023/24 SPSA.

As a result of the analysis, Norseman will:

- Tier 3 support from CTs in all grades
- Interact Fellows to support tier 1 and tier 2 reading.
- Academic coach/TSA will conduct coaching cycles with teachers.
- Home School Liaison will support parents in ensuring that students are in school daily to receive daily instruction.
- Begin Community School Grant implementation through the hiring of School Coordinator
- Materials and supplies to update and keep up with one-on-one laptop ratio to students.
- Strengthen PLC work with data analysis.

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

1 SSC:

1/25/23 - Reviewed current SPSA Goals/Actions with SSC. SSC voted to designate writing of SPSA to a writing team. 2/15/23 - Shared draft 2023-24 SPSA with SSC. Shared revised 22-23 Title one allocation with SSC. Shared 2023-24 budget allocations with SSC. 3/15 - Shared draft SPSA and budget with SSC. 3/30/23 - SSC

2 ELAC:

2/3/23 - Provided opportunity for ELAC to give input to SPSA for Goals 1,2,3, 4, 5.

3 Staff:

1/18/23 - Lead teachers reviewed current Goals/Actions in SPSA. Lead teachers proposed selecting a small writing team to write the SPSA to share with all leads. 2/7 & 2/9- Writing team reviewed data, goals, and actions. Revised goals and actions. Principal shared 2023-24 budget allocations with writing group. 2/9 - Draft 2023-24

reviewed 2023-24 SPSA and Budget. SSC approved 2023-24 SPSA and budget.

SPSA and 23-24 budget allocations was shared with lead teachers. 2/14 - Shared with staff via email draft 2023-24 SPSA and 23-24 budget allocations. Writing team shared 2023-24 revisions of SPSA with staff on 2/14 during PLC. Principal shared budget allocations during PLC. 2/28 - Staff discussion about SPSA and budget. 3/7 - Staff discussion about SPSA and budget. 3/21 - Staff discussion about SPSA and budget. 3/28 - Staff reviewed, voted and 94% approved the 2023-24 SPSA and budget.

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 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

- 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.

Owner(s):

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

Timeline:

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.
- The CTs will provide Tier 3 intervention for the identified students using supplemental materials.
- Interact Fellows will work collaboratively with classroom teacher to provide Tier 1 and 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.
- Grade Level Written Grading Policy is reviewed by PLC annually 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.

- School funds to support purchase of instructional materials and supplies such as supplemental books, technology, subscriptions, snacks and technology repairs.

Specify enhanced services for EL students:

- K-6 teachers to 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 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.

Specify enhanced services for low-performing student groups:

- 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 Assessment/FSA/FIABs/IABs
- Two 3.5-hour Certificated Tutors to work with Tier 3 students.
- Four Interact Fellows, under the guidance of the Academic Coach, will provide additional classroom support.
- Supplemental contracts will be available for teachers to reflect, analyze classroom data, plan actions with Academic Coach, TSA, and Admin.
- Supplemental contracts will be available for teachers and staff to provide reading 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 2

Title: Mathematics

Action Details:

Norseman Elementary will implement challenging Tier 1 and Tier 2 instruction using core and supplemental Go Math curriculum. To ensure that students achieve grade standards, teachers will differentiate instruction using Go Math resources, district scope and sequence/ quarterly planner, and reflex math.

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

- 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.

Owner(s):

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

Timeline:

Quarterly, Weekly, Ongoing based on District Assessment Calendar

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 and problem of the days (PODs).
- 3rd- 6th grade to utilize 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.
- 3rd- 6th grade focus on claims and targets aligned with SBAC (FIABs/IABs).
- Grade Level Written Grading Policy is reviewed by PLC annually to ensure alignment.
- Site funded copy machine to support teachers in creating CFA's, 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-5 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.
- Funds will be used for graphics, materials and supplies, technology, including maintenance and repair.

Specify enhanced services for EL students:

- K- 6 teachers to 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 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.

Specify enhanced services for low-performing student groups:

- Grade levels to 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.

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.
- K-FSA
- 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. A roving 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.
- Aschoolwide 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.

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.

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:

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 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

Specify enhanced services for low-performing student groups:

- 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/afterschool.
- Site funded Family Foundations Counselor 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..

students.

- 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.

2023-2024 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	Teacher-Regu	Tutor	0.4375		43,147.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		37,027.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to release certificated staff for data chats/peer-to-peer collaboration/leads/CCT/SST/IEP	6,962.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	41,271.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies for metals, awards, rallies	2,954.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase technology for students and staff	4,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act fellow to support student growth in ELA and Math. 7090 & 7091.	37,588.00
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
G1A1	LCFF: EL	Instruction	Mat & Supp			: To purchase materials and supplies to support students in reading, writing and math. G5A1: materials and supplies for cultural events to promote parent participation	18,196.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows to support students in ELA and Math. 7090 & 7091	37,588.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support student in ELA and Math	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology repair	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Graphics To support students in ELA and Math	3,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs to release teachers for ELPAC testing	9,603.00

\$265,936.00

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	✓	96.12 %	84.72 %	2022-2023	85.82 %

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.

Norseman students in grades TK-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 opportunities.

- Goal 2 Fieldtrips
- Incentive Fieldtrips
- Clubs including but not limited to Pokémon, Minecraft, Book Club, Student Leadership, Good News Club, Coding Club etc.
- Sports including but not limited to Track and Field, Football, Softball, Basketball, Volleyball, Cheer, etc.
- Family Nights including but not limited to Family Art Night, Family Dances, STEAM Night etc.
- Music Programs (1st-6th)
- DHH Community functions including but not limited to silent sleigh, Mother's Day event, Fresno County Fair, DHH annual play.
- Other District opportunities include Bricks for Kids, Red Ribbon Week, Saroyan Ballet, Hour of Code, etc.

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
- Afterschool transportation challenging
- Inconsistency of staff involvement

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).

Although Norseman students are engaged in student centered and real-world learning experiences during school hours, Norseman has room to improve in extended day activities due to staff involvement.

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 2023/24 SPSA.

Norseman will continue to actively recruit staff members and community to provide multiple opportunities for real world learning experiences.

Working with the Community School Coordinator and Advisory Team, Norseman will continue to expand community involvement in on-campus learning experiences.

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

1 SSC: 1/25/23 - Reviewed current SPSA Goals/Actions with SSC. SSC voted to designate writing of SPSA to a writing team. 2/15/23 - Shared draft 2023-24 SPSA with SSC. Shared revised 22-23 Title one allocation with SSC. Shared 2023-24 budget allocations with SSC. 3/15 - Shared draft SPSA and budget with SSC. 3/30/23 - SSC reviewed 2023-24 SPSA and Budget. SSC approved 2023-24 SPSA and budget.	2 ELAC: 2/3/23 - Provided opportunity for ELAC to give input to SPSA for Goals 1,2,3, 4, 5.	3 Staff: 1/18/23 - Lead teachers reviewed current Goals/Actions in SPSA. Lead teachers proposed selecting a small writing team to write the SPSA to share with all leads. 2/7 & 2/9- Writing team reviewed data, goals, and actions. Revised goals and actions. Principal shared 2023-24 budget allocations with writing group. 2/9 - Draft 2023-24 SPSA and 23-24 budget allocations was shared with lead teachers. 2/14 - Shared with staff via email draft 2023-24 SPSA and 23-24 budget allocations. Writing team shared 2023-24 revisions of SPSA with staff on 2/14 during PLC. Principal shared budget allocations during PLC. 2/28 - Staff discussion about SPSA and budget. 3/7 - Staff discussion about SPSA and budget. 3/21 - Staff discussion about SPSA and budget. 3/28 - Staff reviewed, voted and 94% approved the 2023-24 SPSA and budget.
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Action 1

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

Action Details:

Norseman students in grades TK-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 opportunities.

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

Engagement Participation recorded in Atlas Engagement Tool

Owner(s):

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

Timeline:

Quarterly

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, Minecraft, Book Club, Student Leadership, Good News Club, Coding 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 etc.
- Music Programs (1st-6th)
- DHH Community functions including but not limited to Silent Sleigh, Mother's Day event, Fresno County Fair, DHH annual play.
- Other District opportunities include Bricks for Kids, Red Ribbon Week, Saroyan Ballet, Hour of Code, etc.

Specify enhanced services for EL students:

- 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.

Specify enhanced services for low-performing student groups:

- 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.

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	✓	49.6 %	39.11 %	2022-2023	38.51 %
Suspension Rate - Semester 1	✓	1.32 %	2.93 %	2022-2023	2.6 %

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.

Norseman school implemented practiced to decrease our daily chronic absenteeism and suspension rates. The following shows our data on chronic absenteeism and suspension trends:

Students who are Chronically Absent (School wide):

2019-20 - 15.2%

2020-21 - 24.7%

2021-22 - 56.3%

2022-23- 45.4%

Factors that contributed to the performance outcomes were:

- Daily morning meeting, Class Meetings as needed
- District SEL curriculum- Second Step lessons
- Schoolwide Attendance incentives/awards
- Social Emotional Supports from School Psychologist, RP counselor, Family Foundations
- Student Success Team Referrals
- School Nurse Health Referrals
- Saturday Academy Attendance Recovery Program
- Engagement in Goal 2 activities

Suspension rate (per 100 students) School Wide:

2019-20 - 7.38%

2021-22 - 3%

2022-23 -

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

Factors that contributed to the performance outcomes were:

- Daily morning meeting, Class Meetings as needed
- District SEL curriculum- Second Step lessons
- Social Emotional Supports from School Psychologist, RP counselor, Family Foundations
- Schoolwide Behavior Incentives
- Tier 1/Tier 2 intervention Professional Learning from DPI

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:

- Inconsistent parent support and follow-through communication
- Responding to school attending conferences/meetings, SSTs, suspension meetings
- Emergency Card/Atlas information not updated.
- Lack of partnership between school and families/community
- Hiring challenges with staffing

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 2023/24 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, Morning Meetings, Classroom Meetings, Restorative Practices.)

Norseman will look into partnering with mentoring programs such as Hand-in-Hand to broaden our impact in reaching students who need additional SEL support.

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

1 SSC:

1/25/23 - Reviewed current SPSA Goals/Actions with SSC. SSC voted to designate writing of SPSA to a writing team. 2/15/23 - Shared draft 2023-24 SPSA with SSC. Shared revised 22-23 Title one allocation with SSC. Shared 2023-24 budget allocations with SSC. 3/15 - Shared draft SPSA and budget with SSC. 3/30/23 - SSC

2 ELAC:

2/3/23 - Provided opportunity for ELAC to give input to SPSA for Goals 1,2,3, 4, 5.

3 Staff:

1/18/23 - Lead teachers reviewed current Goals/Actions in SPSA. Lead teachers proposed selecting a small writing team to write the SPSA to share with all leads. 2/7 & 2/9- Writing team reviewed data, goals, and actions. Revised goals and actions. Principal shared 2023-24 budget allocations with writing group. 2/9 - Draft 2023-24

reviewed 2023-24 SPSA and Budget. SSC approved 2023-24 SPSA and budget.

SPSA and 23-24 budget allocations was shared with lead teachers. 2/14 - Shared with staff via email draft 2023-24 SPSA and 23-24 budget allocations. Writing team shared 2023-24 revisions of SPSA with staff on 2/14 during PLC. Principal shared budget allocations during PLC. 2/28 - Staff discussion about SPSA and budget. 3/7 - Staff discussion about SPSA and budget. 3/21 - Staff discussion about SPSA and budget. 3/28 - Staff reviewed, voted and 94% approved the 2023-24 SPSA and budget.

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, Minecraft, Book Club, Student Leadership, Good News Club, Coding 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 Community functions including but not limited to Silent Sleigh, Mother's Day event, Fresno County Fair, DHH annual play. Funds made available to support community events.
- Academic-District/Site funded programs: ASES and tutoring
- Other District opportunities include Bricks for Kids, Red Ribbon Week, Saroyan Ballet, Hour of Code, etc.

Specify enhanced services for EL students:

- Communication to EL parents through Parent Square and Peachjar to inform EL parents and students of the available clubs that are offered at Norseman.
- Opportunities for EL parent engagement through ELAC, parent coffee hour, family engagement hour, and other learning opportunities for parents of EL students.

Specify enhanced services for low-performing student groups:

- Communication to parents through Parent Square and Peachjar 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.

- EL students' participation rate will be monitored.
- 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.

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	Owner(s):	Timeline:
1. Atlas Dashboard	1.Teacher, PLC's	1. Monthly
2.Teacher Atlas portfolio identifying chronically absent students.	2.Teacher, PLC's	2.Monthly
3. Attendance rates using Power BI	3.Teacher, students	3.Monthly
	4.Teacher, Admin, CCT, TSA	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.
- Saturday Academy Attendance Recovery Program
- School-wide monthly attendance incentive
- Connect and engage families using Parent Square and Peachjar.
- SST held to discuss with parents and teachers regarding attendance.
- Hand in Hand mentors will support in connecting students to school to increase engagement.

Other Resources

- Family Foundations Counselor to support Tier 3 students with social emotional and behavioral needs. The counselor will also support teachers, PLC, and parents with strategies on how to support students.
- Community School Coordinator and Advisory Team to create action plan to promote student attendance.
- District Student Attendance Board
- ICET Meeting

Specify enhanced services for EL students:

- 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 supporting them with training, resources, and materials in order to have students come to school every day.
- Opportunities for parent engagement through ELAC, Parent Coffee Hour, 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.

Specify enhanced services for low-performing student groups:

- When learning opportunities and professional learning are available, the school will fund training of staff to support low preforming groups such as SWD, African Americans, homeless, foster youth, and socioeconomically disadvantage students.
- Staff will continue to explore was to increase the inclusion of our SWD students.
- Promote families and encourage students to attend Saturday Academy for attendance recovery.
- 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.
- Full time HSL- Spanish (8 hours) and site funded will communicate with parents of targeted students to support improvement of attendance and participation.
- 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 connect with subgroups such as AA & SWD to create school connectedness.

Action 3

Title: Suspensions and Social Emotional

Action Details:

While partnering with Community 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.

Specify enhanced services for EL students:

- Providing translator or utilizing HSL for parents/students needing primary language support.

Specify enhanced services for low-performing student groups:

- Restorative Practice Counselor providing 1-on-1 and/or group social groups.
- Family Foundations Counselor
- 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.

2023-2024 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	Teacher-Supp			Supplemental contracts for certificated teachers to implement art and activities	10,225.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers for engaging students in arts & activities	5,951.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Recess equipment to support students in activities and athletics	1,256.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand services - Split funded 3010 & 7099	26,022.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Contracts for certificated teachers for supervision	9,978.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Contracts for the CCT / Leads for data analysis, reflection and implementation of strategies before school starts, during, and after school year ends.	8,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling Services - Split funded 7090 & 7099	44,882.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Services - Split funded 3010 & 7099	19,978.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling Services - Split funded 7090 & 7099	5,278.00

\$131,570.00

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	✓	81.25 %	83.66 %	2022-2023	84.76 %

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
- Padlet for staff feedback
- 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 Academic Coach Position.
- 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 Academic Coach
- Low community involvement

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 2023/24 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.

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

1 SSC: 1/25/23 - Reviewed current SPSA Goals/Actions with SSC. SSC voted to designate writing of SPSA to a writing team. 2/15/23 - Shared draft 2023-24 SPSA with SSC. Shared revised 22-23 Title one allocation with SSC. Shared 2023-24 budget allocations with SSC. 3/15 - Shared draft SPSA and budget with SSC. 3/30/23 - SSC reviewed 2023-24 SPSA and Budget. SSC approved 2023-24 SPSA and budget.	2 ELAC: 2/3/23 - Provided opportunity for ELAC to give input to SPSA for Goals 1,2,3, 4, 5.	3 Staff: 1/18/23 - Lead teachers reviewed current Goals/Actions in SPSA. Lead teachers proposed selecting a small writing team to write the SPSA to share with all leads. 2/7 & 2/9- Writing team reviewed data, goals, and actions. Revised goals and actions. Principal shared 2023-24 budget allocations with writing group. 2/9 - Draft 2023-24 SPSA and 23-24 budget allocations was shared with lead teachers. 2/14 - Shared with staff via email draft 2023-24 SPSA and 23-24 budget allocations. Writing team shared 2023-24 revisions of SPSA with staff on 2/14 during PLC. Principal shared budget allocations during PLC. 2/28 - Staff discussion about SPSA and budget. 3/7 - Staff discussion about SPSA and budget. 3/21 - Staff discussion about SPSA and budget. 3/28 - Staff reviewed, voted and 94% approved the 2023-24 SPSA and budget.
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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, 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

- IAchieve Staff Learning Reports
- Site Professional Learning Attendance Reports
- Staff Surveys/Padlet responses
- PLC agendas

Owner(s):

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

Timeline:

Quarterly, End of Year

Describe Direct Services to Staff in support of 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-5 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.
- 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 PLCs.

Specify enhanced services for Staff in support of EL students:

- Provide professional development for teachers on strategies and skills that are aligned to ELPAC and designated ELD.
- Culturally Proficient Instruction training for teachers
- 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.
- District provided EL after-school program

Specify enhanced services for Staff to support low-performing student groups:

- Supplemental contracts will be available for teachers to tutor students before/after school
- 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 teacher by attending specialized training, conferences, etc.

2023-2024 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	Oth Cls-Supp			Supplemental contracts for classified staff to implement climate and culture expectations and clubs/activities to keep students engaged.	13,110.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for professional learning	3,000.00
G4A1	Sup & Conc	Instruction	Direct-Food			: Snacks for professional development	2,000.00

\$18,110.00

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	✓	88.43 %	94.49 %	2022-2023	95.59 %

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:

- Parent Coffee Hours
- 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, Peach Jar
- Family Foundation counselor/RP counselor support
- Parent Survey (Panorama 1 per semester)

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
- Inconsistent use of Parent Square
- Hiring challenges with a Computer Tech
- 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.

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 2023/24 SPSA.

Next school year, 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:

- Parent Coffee Hours
- 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, Peach Jar
- Family Foundation counselor/RP counselor support
- Parent Survey (Panorama 1 per semester)

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

1 SSC:

1/25/23 - Reviewed current SPSA Goals/Actions with SSC. SSC voted to designate writing of SPSA to a writing team. 2/15/23 - Shared draft 2023-24 SPSA with SSC. Shared revised 22-23 Title one allocation with SSC. Shared 2023-24 budget allocations with SSC. 3/15 - Shared draft SPSA and budget with SSC. 3/30/23 - SSC reviewed 2023-24 SPSA and Budget. SSC approved 2023-24 SPSA and budget.

2 ELAC:

2/3/23 - Provided opportunity for ELAC to give input to SPSA for Goals 1,2,3, 4, 5.

3 Staff:

1/18/23 - Lead teachers reviewed current Goals/Actions in SPSA. Lead teachers proposed selecting a small writing team to write the SPSA to share with all leads. 2/7 & 2/9- Writing team reviewed data, goals, and actions. Revised goals and actions. Principal shared 2023-24 budget allocations with writing group. 2/9 - Draft 2023-24 SPSA and 23-24 budget allocations was shared with lead teachers. 2/14 - Shared with staff via email draft 2023-24 SPSA and 23-24 budget allocations. Writing team shared 2023-24 revisions of SPSA with staff on 2/14 during PLC. Principal shared budget allocations during PLC. 2/28 - Staff discussion about SPSA and budget. 3/7 - Staff discussion about SPSA and budget. 3/21 - Staff discussion about SPSA and budget. 3/28 - Staff reviewed, voted and 94% approved the 2023-24 SPSA and budget.

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:

- Panaroma Parent Surveys
- Panaroma Student Surveys
- HSL feedback from parent interactions such as Family Engagement Hours and Parent Coffee Hour
- SSC
- ELAC
- Atlas Engagement Data
- 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 Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- 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.
- Coordinator/Advisory Committee 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, 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.

Specify enhanced services for Families of EL students:

During ELAC meetings parents will be informed of:

- ELD Instructional Time
- ELP Proficiency Levels
- ELlevation Data Monitoring
- Redesignation Criteria
- English Language Progress Indicators (ELPI)
- ELPAC
- RFEP Monitoring

Specify enhanced services for Families of low-performing student groups:

- SSTs to address needs of students who are low performing in academics and/or have social emotional concerns.
- Full time HSL-Spanish (8hours) and site funded will communicate and engage with parents of targeted students.
- 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.

Interpreters for parent-teacher conferences, SSTs, IEPs, Coffee Hours, Back-to-School Night, etc.
Child-care for parents during meetings and conferences

- 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.

2023-2024 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	4,924.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			materials and supplies for parent involvement **No incentives or food**	6,367.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			materials and supplies for parent involvement	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Mileage	300.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Contracts for interpreting	2,005.00

\$15,596.00

2023-2024 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	Teacher-Regu	Tutor	0.4375		43,147.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		37,027.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to release certificated staff for data chats/peer-to-peer collaboration/leads/CCT/SST/IEP	6,962.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	41,271.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: materials and supplies for metals, awards, rallies	2,954.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			To purchase technology for students and staff	4,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act fellow to support student growth in ELA and Math. 7090 & 7091.	37,588.00
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
G1A1	LCFF: EL	Instruction	Mat & Supp			: To purchase materials and supplies to support students in reading, writing and math. G5A1: materials and supplies for cultural events to promote parent participation	18,196.00
G1A1	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows to support students in ELA and Math. 7090 & 7091	37,588.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support student in ELA and Math	4,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology repair	5,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Graphics To support students in ELA and Math	3,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs to release teachers for ELPAC testing	9,603.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for certificated teachers to implement art and activities	10,225.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers for engaging students in arts & activities	5,951.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Recess equipment to support students in activities and athletics	1,256.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand services - Split funded 3010 & 7099	26,022.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Contracts for certificated teachers for supervision	9,978.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Contracts for the CCT / Leads for data analysis, reflection and implementation of strategies before school starts, during, and after school year ends.	8,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling Services - Split funded 7090 & 7099	44,882.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Services - Split funded 3010 & 7099	19,978.00

G3A3	One-time School	Guidance & Counseling Services	Subagreements	Family Foundation Services : Family Foundation Counseling Services - Split funded 7090 & 7099	5,278.00
G4A1	Sup & Conc	Instruction	Oth Cls-Supp	Supplemental contracts for classified staff to implement climate and culture expectations and clubs/activities to keep students engaged.	13,110.00
G4A1	Sup & Conc	Instruction	Mat & Supp	: Materials and supplies for professional learning	3,000.00
G4A1	Sup & Conc	Instruction	Direct-Food	: Snacks for professional development	2,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	Supplemental contracts for babysitting	4,924.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	materials and supplies for parent involvement **No incentives or food**	6,367.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	materials and supplies for parent involvement	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage	HSL Mileage	300.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Contracts for interpreting	2,005.00
					\$431,212.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$80,460.00
Sup & Conc	7090	\$258,104.00
LCFF: EL	7091	\$67,392.00
One-time School	7099	\$25,256.00
Grand Total		\$431,212.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$265,936.00
G3 - Increase student engagement in their school and community	\$131,570.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$18,110.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$15,596.00
Grand Total	\$431,212.00