

Norseman Elementary

10621666006423

Principal's Name: Kevin X Her

Principal's Signature:

A handwritten signature in blue ink, consisting of a stylized 'K' followed by 'X Her' and a long horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances


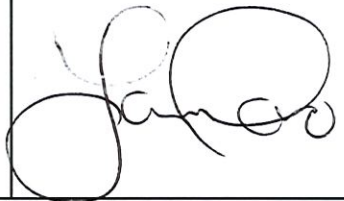
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kevin X Her	X				
2. Chairperson - Laura Pano				X	
3. Vice-chairperson - Maria Ybarra				X	
4. Gina Singleterry				X	
5. Erika Evans				X	
6. Mao Lee				X	
7. Jessica Olsen		X			
8. Katrina Harris		X			
9. Tamara Loera (Mounts)		X			
10. Ruby Fonseca-Flores			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> 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		4/6/22
SSC Chairperson	Laura Pano		4/6/22

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 2022/23

Norseman - 0355

ON-SITE ALLOCATION

3010	Title I	\$68,679 *
7090	LCFF Supplemental & Concentration	\$232,758
7091	LCFF for English Learners	\$56,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$127,233</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$485,470

* 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	\$2,348
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$66,331</u>
	Total Title I Allocation	\$68,679

Norseman Elementary 2022-2023 - 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			3.21 %	2020-2021	8.31 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		20.54 %	2021-2022	25.64 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		12.81 %	2021-2022	17.91 %

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 implemented a comprehensive and balanced literacy instructional program focused on all ELA standards.

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

- Teachers/Grade Level Team use CFA's to guide instruction and respond to student need.
- Teachers use the four guiding questions to guide their focus, planning, data analysis, and instruction for students.
- K-2 teachers focused on foundational skills : Word work, Decodable passages/readers, Sound Spelling Cards, (K-6) intervention (iReady) PL refinement
- 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, small groups.
- Teacher and students focus on objectives using "I can statements".
- Frequent goal setting and data chats help revise and motivate students and teachers in progress.
- Certificated Tutors support identified students to bridge learning gaps.
- 1 on 1 student laptop program implementation to ensure student access to learning.

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

Based on data analysis of the current student progress in ELA, the following are key factors that contributed to the disproportionality of low performing student groups.

- Quarantine of student challenges
- Technology challenges
- Lack of student engagement/participation after a year of distance learning
- Distance learning created a learning loss for some students while learning virtually. Some students did not attend schooling due to last year's virtual learning.
- Students are coming to school with more social emotional concerns as compared to pre-pandemic.

I-Ready ELAD2 Proficiency – Percentage of students on/above –

School wide i-Ready Reading (524 students): 20.35%

- English Learners: 10.83%
- RFEP: 38.71%

- School-wide/grade level/teacher/student goal setting.

- Foster Youth: 50%
- SWD: 11.32%

I-Ready Math D2 Proficiency – Percentage of students on/above –

School wide i-Ready Math (524 students): 12.81%

- English Learners: 2.5%
- RFEP: 32.26%
- Foster Youth: 25%
- SWD: 3.7%

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).

Major differences involves the number of students teachers had in person consistently. Many students were quarantined as a result of having covid or being a close contact. This caused the students to be sent home for ten days at a time to do independent packets or connect virtually. When students are home quarantined, students may lack the consistent home support during this time. This affected the consistent quality of instruction that students received during their quarantine.

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 2022-23 SPSA.

While we will continue to maintain actions and strategies that have been historically successful, based on feedback from staff and parents, the following will be prioritized in our SPSA:

- Tier 3 support from certificated tutors in all grades.
- Interact fellows to support in Tier 1 and Tier 2 in reading.
- Instructional coach and TSA will conduct coaching cycles with teachers to focus on instruction to improve ELA and Math.
- CWAS and Home School Liaison will work and support parents in ensuring that students are in school daily to receive daily instruction.
- Increase opportunities for parent involvement and participation.
- Materials and supplies to update and keep up with one on one laptop ratio to students.
- Strengthen PLC work with staff.

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:

10/27/21 - Reviewed Fall i-Ready diagnostic ELA/Math and behavior

2 ELAC:

2/4/22 - Shared current SPSA with ELAC members. Provided

3 Staff:

1/25/22 - Provided opportunity for staff to review data and input on

data with SSC. Reviewed 2021-22 SPSA goals and actions with SSC. 1/19/22 - Reviewed Winter-Ready diagnostic ELA/Math data compared to Fall data. Reviewed 2021-22 SPSA goal and actions and provided opportunity for SSC to input on 2022-23 SPSA. 2/16/22 - Shared SPSA updates with SSC along with 2022-23 budget allocations. Reviewed budget status with SSC. Provided opportunity for SSC to give input on 2022-23 SPSA through survey. 3/16/22 - Provided SSC update on the progress of 2022-23 SPSA writing. Reviewed all goals and actions with SSC. Shared parent input for 2022-23 SPSA from parent surveys. 3/23/22 - Reviewed 2022-23 DRAFT SPSA. SSC approved 2022-23 budget. 4/6/22 - SSC approved 2022-23 SPSA.

opportunity for ELAC members to give input into 2022-23 SPSA. SPSA Input sent to all parents 2/18/22.

2022-23 SPSA during PLC. SPSA Writing team and ILT worked on 2022-23 SPSA on the following dates: 2/23, 2/28, 3/2, 3/3, 3/9, 3/10, 3/17. 3/22/22 - Shared draft 2022-23 SPSA with staff. 2022-23 draft budget sent to staff to approve via Microsoft forms. 3/23/22 - Sent Draft 2022-23 SPSA digital copy to staff to review and vote via Microsoft forms. 4/1/22 - Staff voted via Microsoft forms and approved to move the draft 2022-23 SPSA to SSC for final approval.

Action 1

Title: English Language Arts

Action Details:

Norseman will implement a comprehensive and balanced literacy instructional program focused on all ELA standards.

This will include the following school-wide implementation:

Utilization of the FUSD Instructional Practice Guide as a planning tool to support literacy and provide feedback to staff to improve school-wide instruction:

- **Culture of Learning**
 - High expectations (i.e. CHAMPS/MAC, routines, small groups)
 - Sense of Urgency
 - SEL Competencies: Growth Mindset, Self-Management, Self-Awareness, Social Awareness, and Self Efficacy
- **Challenging Content**
 - Majority of lessons spent on listening to, reading, writing, and/or speaking about texts
 - Questions and tasks integrate reading, writing, speaking, and listening and/or language standards to support students in building their understanding of the text and topics
 - Questions and tasks require students to use evidence from the text to demonstrate understanding to support their ideas about the text
- **Ownership**
 - Opportunities will be provided for productive struggle and to demonstrate perseverance in reasoning and problem-solving
 - Opportunities for students to provide text evidence to support their ideas through academic discourse and/or written responses
- **Improving Everyday**
 - Check for understanding throughout lessons and adapting lessons according to student understanding
 - Clear objectives aligned to data and state standards will be used school-wide in, "I Can" statements
 - Grade levels will backwards map using data, item specification tasks that align to standards, and common and formative assessments:
 - Use the four guiding questions to guide daily instruction.
 - School-wide implementation of the continuous cycle of improvement (CCI)
 - Using school-level data, grade-level data, and classroom data, grade levels will quarterly backwards map with instructional plans?

- Utilize district adopted curriculum (GVC: Guaranteed Viable Curriculum) as the main resource of instruction
- Utilize i-Ready data to plan differentiated instruction according to the results
- Common Formative Assessments are developed by grade levels and are used to guide instruction (i.e.: exit tickets, CFAs, formative assignments, IAB's, FIAB's)
- Using school-level data, grade-level data, and classroom data, common formative assessments are created to find root causes and guide the development of an instructional plan to close learning gaps
- Conduct data chats and goal settings school-wide, grade level, and by the classroom to support the development of instructional plans.

- The use of i-Ready will be used as a diagnostic reading tool for teachers in K-6 to guide instruction, identify gaps/current levels. In addition, iReady results and resources will be used in small group instruction and online instruction. (Online class use of iReady, for a maximum of 45 min. per week/per subject during intervention scheduled on-site instructional block)

Tier 1 Instructional Practices:

- Grade level to utilize vertically aligned annotations in ELA
- K-2 daily focus on regional foundational skills using district adopted curriculum (GVC):
 - Implementation of Wonders daily Word Work lessons to build student skills in print of concepts, phonological awareness, phonics, and word study
 - Utilize Sound Spelling Cards with a preplanned purpose and intentionality during classroom instruction
 - Use Wonders Decodable texts/passages/readers to reinforce phonics and word recognition
 - Special Education program will utilize Wonder Works and approved supplemental research based materials to teach and apply reading comprehension skills to texts

3rd-6th Grades focuses on applying reading comprehension skills using district adopted curriculum (GVC):

- Implement Wonders daily- mini lessons: phonics, grammar, spelling, vocabulary, context clues
- Use complex text, talk and tasks along with aligned close reading strategies. Tasks include: Approaching, on-level, enrichment, and acceleration
- Utilize claims and target questions/information provided and embedded into daily instruction to improve alignment and increase the rigor of questioning
- Special Education (Intervention) program will utilize Wonder Works and approved supplemental researched based materials to teach and apply reading comprehension skills to texts

Tier 2 Instructional Practices

- Support struggling readers in grades K-2 intervention through differentiated instruction
- Tier 2 Intervention Wonders Phonics Word Study
- Fluency
- Phonics
- Comprehension

- Support for struggling readers in grades 3-6 using intervention strategies such as small group instruction, differentiated instruction, and resources
- iReady-instructional groupings
- Wonders Leveled Readers
- Tier 2 Intervention Wonders Phonics Word Study (graphics hardcopies for grade-level teachers)

Tier 3 Instructional Practices

- Support struggling readers in grades K-3 intervention through differentiated instruction
- Certificated Tutors utilize Wonder Works to teach and apply print concepts, phonological awareness, phonics, and word study
- Intervention Wonders Phonics Word Study
 - Fluency
 - Phonics
 - Comprehension

- Support struggling readers in grades 4-6 intervention through differentiated instruction
 - Certificated Tutors utilize Wonder Works to teach and apply print concepts, phonological awareness, phonics, and word study
 - 4-6 Foundational Skills Lesson Cards, Skills Practice, Skills Assessment (Graphics hardcopies for grade-level teachers)

Professional learning opportunities to build capacity in all teachers/ instructional leaders

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

Student Progress Measures for Continuous Cycle of Improvement (CCI)

Owner(s):

Timeline:

1. Teacher ATLAS Dashboard including grades (ongoing)
2. SBAC/CAASPP, grades 3-6 (annual)
3. ELPAC Reports grades TK-6 (annual)
4. District /site common formative assessments (ongoing)
 - iReady-3 times per year K-6th.
 - Interim Assessment Block (IAB, FIAB) 3-6 ongoing
 - Kinder -Foundational Skills Assessment (FSA) 3x/year
 - TKAIG quarterly
5. Supplemental assessments as needed for further diagnostics to close reading foundational gap
6. Progress Monitor Tools: School-wide/PLC/Classroom
 - PLC developed backwards mapping calendars emphasizing the item specs and essential standards
 - K-2 continues to progress monitor (by class and grade level) including: iReady, FSA, CFA, etc.
 - K-6 creates and monitors assessment calendar by grade level: IAB, FIAB, Common Formative Assessments/ Assignments, i.e. essential standards. PLC's will utilize the CCI process to plan, implement, assess, analyze data, reflect and plan instruction to support students in ELA. PLC's will utilize the Common Formative Assessment Protocol to record next steps.
 - Goal setting/Data Chats to display in staff room, classroom and have individual data chats
 - Objectives displayed in classrooms as "I Can" statements
 - Turn in PLC Agenda/Minutes, weekly
 - Instructional Practice Guide progress, walk-through, observations, and feedback, ongoing
 - Classroom observation and feedback
 - Climate and Culture Staff, student, and parent surveys

1. Teachers, PLC, Principal, VP
2. 3rd-6th Grade Teachers, PLC, Principal, VP, TSA
3. Teachers, TSA, VP
4. Teachers, PLC, ILT
5. Teachers, PLC
6. Principal PLC, TSA, VP

1. Quarterly
2. First Quarter
3. First Quarter
4. Quarterly
5. Quarterly
6. Quarterly

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

Reading, Writing, Listening and Speaking EVERY DAY: Core Time

During core instruction whole group and differentiated reading, writing, speaking, and listening instruction is delivered utilizing the Guaranteed Viable Curriculum (GVC) with the intention of closing identified skill gaps to proficiency. Teachers, paraprofessionals, four Interact Fellows (four hours), and four certificated tutors (3.5 hours) will work collaboratively to provide Tier 2 and 3 intervention and differentiated instruction for K-6 classrooms to support ELA/ELD.

Groups are flexible and meet with teachers for differentiated instruction depending on grade level and identified skill/instructional need. Grade levels may deploy during tier 3, with data-driven decisions.

Student Learning Below Grade Level: intervention instruction block:

- Grades K-6 students scoring below grade level will participate intervention session, multiple days per week until multiple measure scores (i.e.: iReady/FSA/Wonders Phonics Assessment/ SBAC) show they no longer qualify for the intervention services. Instruction will target foundational and early literacy skills.
- Teachers will use i-Ready as a universal screener to screen their students 3 times per year (K-6th). Teachers will utilize adaptive resources and student modules in i-Ready to provide supplemental support during Tier 3/intervention/Enrichment time.

Student Learning Meets or Exceeds Grade Level:

- Grades K-6 students scoring exceeding grade level will participate in instruction that focuses on high quality enriched instruction that can include, but not be limited to project-based, technology-enhanced reading, writing, listening, and speaking. Sessions are provided multiple days per week and progress monitoring tools include (i.e.: iReady/ BAS/ BPST/ SBAC/CFA) criteria for success within the multiple measures scores showing if they are in need of enriched instruction or intervention instruction.
- Teachers will use i-Ready as a universal screener to screen their students at least 3 times a year (1st-6th) and 2 times a year for (K). Teachers will utilize adaptive resources and student modules in i-Ready to provide supplemental support during Tier 3/intervention/Enrichment time.

Resources

- One 3.5- hour Para Computer Lab Assistant will provide direct support to students in grades PK-6 to integrate technology into learning
- Four 3.5-hour Certificated Tutors will provide direct intervention to students in grades K-3
- Four interact fellows (four hours) will support Tier 2 and Tier 3 interventions and differentiated instruction for K-6 classrooms.
- One 3.5-hour Home School Liaison (Hmong) will assist staff to connect and communicate with parents regarding student progress and needs
- Home School Liaison's mileage will be compensated when performing traveling as needed between school and student homes
- Supplemental contracts are available for teachers to provide before/after school tutoring in TK-6
- Supplemental contracts for lead teachers to meet before the beginning of the school year to reflect, analyze school-wide data, and plan actions
- Supplemental contract are available for teachers to provide before/after school tutoring for EL students in TK-6
- Supplemental contracts will be available for teachers to reflect, analyze classroom data, and plan actions with instructional coach/TSA
- Supplemental contract for SST/504 Coordinator to support in organizing, assisting in teacher/parent connection, scheduling meetings, and support in writing documents
- Site funded copy machine to support teachers in creating CFAs, Pre/Post assessments, and an extension of learning from Wonders ELA for student learning
- Upon availability of district substitute calendar, utilize substitute teachers to allow for peer-to-peer teacher collaboration and observation of best practices
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage for SSTs, 504s, parent-teacher conferences, and IEPs
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage for admin/teacher data chats

Communication:

- Back to School Night (annually)
- Written Grade Policy (annually)
- Progress Reports (quarterly)
- i-Ready reports sent home with report card (2-3 times per year)
- Awards Assembly (quarterly)
- Open House (annually)
- Parent-Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, Peachjar digital online flyer (as needed)
- Newsletters (monthly)
- Classdojo
- Home visits (Home School Liaison/as needed)

Specify enhanced services for EL students:

- K-6 Teachers to provide integrated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging in core areas (ELA, Math, Science, Social Science, etc).

Specify enhanced services for low-performing student groups:

- Foundational reading skills instruction, as aligned to the GVC will be the focus in TK-2.
- Targeted supported for Tier 2 and 3 students using the Multi-Tiered Systems of Support model (MTSS) in

- K-6 Teachers to provide targeted designated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging for a minimum of 150 minutes per week during intervention block.
- Teachers provide interventions that align to the needs of RFEP students to ensure academic success in all content areas. Teachers will monitor RFEP students' academic.
- Supplemental contracts will be available for teachers to tutor EL students before/after school
- Supplemental contracts will be available for teachers to reflect, analyze classroom data, and plan actions with instructional coach/TSA
- District Provided EL Wonders program with support contracted staff
- Supplemental contracts available for teachers to assess one-on-one with ELPAC assessments
- Funds set aside to fund district substitute to assess ELPAC with students
- Certificated tutor will support identified EL students for reading intervention during Tier 3.
- Funds set aside to fund district substitute to cover teachers that are giving the ELPAC assessment
- As needed, utilize EL Department coaches to support teachers in how to support EL learners using the GVC and its resources.
- Opportunities for parent engagement through ELAC, Parent Coffee Hour, and other learning opportunities for parents of EL students. PO's and Direct Food Services contracts may be used to provide food and refreshments for meetings.

- TK-6 to address the needs of students that are low performing.
- Interact fellows under the guidance of Instructional Coach will provide additional classroom support.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate with parents of targeted students to support improvement of attendance and participation.
- Supplemental contracts will be available for teachers to tutor students before/after school in ELA
- Site funded Family Foundation Counselor will provide social emotional support for identified students.
- Supplemental contracts will be available for teachers to reflect, analyze classroom data, and plan actions with instructional coach/TSA
- Four 3.5-hour Certificated Tutors to work with students per grade level utilizing diagnostic data from multiple measures: Ex i-Ready/ SBAC/BAS/BPST
- Four (four hour) interact fellows will work collaboratively to support T2 and T3 students in ELA/ELD.
- Contracts for MTSS Team to analyze data find strategies to minimize learning gaps.
- 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 disadvantage students.
- Staff will continue to explore ways to increase the inclusion of our SWD students.

Action 2

Title: Mathematics

[Action Details:](#)

Utilization of the FUSD Instructional Practice Guide as a planning tool to support mathematics and provide feedback to staff to improve school-wide instruction:

- **Culture of Learning**
 - High expectations (i.e. CHAMPS/MAC, routines, small groups)
 - Sense of Urgency
 - SEL Competencies: Growth Mindset, Self-Management, Self-Awareness, Social Awareness, and Self Efficacy
- **Challenging Content**
 - **Focus:** The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
 - **Coherence:** The lesson intentionally connects content to appropriate mathematical concepts within and across grades.
 - **Rigor:** The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
 - Provide opportunities for students to engage with **grade-level problems, mathematical investigations, and/or tasks.**
 - Provide opportunities for students to engage in **review, consolidation, and/or practice**
 - Make the mathematics of the lesson explicit by using **explanations, representations, and/or examples.**
 - Strengthen all students' understanding of the content by sharing a **variety of students' representations and/or solution methods.**
 - Deliberately **check for understanding** throughout the lesson and **adapts** the lesson according to student understanding.
 - **Summarize the mathematics** with references to student work and/or discussion in order to reinforce the focus of the lesson.
- **Ownership**
 - have **opportunities for productive struggle** and demonstrate **perseverance** in reasoning and solving problems solving in the face of initial difficulty
 - **share their developing thinking** about the content of the lesson.
 - **elaborate on initial thoughts** to explain their thinking.
 - engage in **academic discourse and ask questions about each other's thinking** to clarify, self-assess and/or improve their own mathematical understanding and determine next steps to improve learning outcomes.
 - **justify their conclusions, communicate them to others, and respond to the arguments of others.**
 - **revise initial work**, especially their explanations and justifications.
 - **use precise mathematical language** in their explanations and discussions.

- **use appropriate tools**, including technology, strategically when solving a problem.
- **Improving Everyday**
 - Check for understanding throughout lessons and adapting lessons according to student understanding
 - Clear objectives aligned to data and state standards will be used school-wide in, "I Can" statements
 - Grade levels will backwards map using data, item specification tasks that align to standards, and common and formative assessments:
 - Questions, tasks, and/or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards and **allow for lesson adjustments**.
 - Student responses and work demonstrate that **students are on track** to achieve stated or implied learning outcomes as identified by various assessment.
 - Responses within the classroom are monitored and instruction is adjusted in real time with gradual release
 -
 - Use the four guiding questions to guide daily instruction.
 - School-wide implementation of the continuous cycle of improvement (CCI)
 - Using school-level data, grade-level data, and classroom data, grade levels will quarterly backwards map with instructional plans
 - Utilize district adopted curriculum (GVC: Guaranteed Viable Curriculum) as the main resource of instruction
 - Utilize i-Ready data to plan differentiated instruction according to the results

- Daily use of GVC to plan, teach and apply to learn
- Support math-reading comprehension through complex text, talk, and task
- Math PL in claims and targets with 3-6
- Math PL in utilizing manipulatives to support conceptual understanding in K-6.
- Implement a Targeted Tier 2 and 3 system of support by developing a grade level aligned deployment model

Grade levels to backward map; using data, item specification tasks that align to standards and common assessments:

- Using school-level data, grade-level data, and classroom data; grade levels backward map an instructional plan (quarterly)
- Utilize district adopted curriculum (GVC: Guaranteed Viable Curriculum) as the main resource of instruction
- Utilize i-Ready data to plan differentiated instruction according to assessment results

Common Formative Assessments are developed by grade levels and are used to guide instruction (i.e.: exit tickets, CFAs, formative assignments, IAB's, FIAB's)

- Using school-level data, grade-level data, and classroom data, common formative assessments are created to find root causes and guide the development of an instructional plan to close learning gaps (CCI)
- PL topics and resources will be designed based on CFA data
- Conduct data chats and goal settings with students.
- Clear objectives are aligned to data and will be used school-wide in "I Can" statements
- i-Ready will be used as a diagnostic tool for teachers in K-6 (Online class use max 45 min. per week/per subject outside of core instruction)
- 3rd-6th grades- Utilize claims and target question/information stems, embed into daily instruction to improve alignment and rigor of questioning

Norseman School will implement a comprehensive and balanced mathematical instructional program that is aligned to the Common Core State Standards and Common Core Mathematical Practices.

Tier 1 Instructional Practices:

- Grade levels to utilize R-C.U.B.E.S (Read, Circle, Underline, Box, Evaluate, and Solve) structure and incorporate mathematical practices to teach students to solve word problems
- K-6 daily focus on essential standards using district adopted curriculum (GVC):
- Implementation of GoMath lessons focusing on real-world problems with Go Deeper /ThinkSmarter Questions
- 3rd-6th Grades focuses on Claims & Targets, in alignment with SBAC

Tier 2 Instructional Practices

- Grade levels to utilize Tier 2 (Strategic Intervention) resources in Go Math to support students.
- Grade levels analyze common formative assessment data to reteach/enrich/extend student learning.

Tier 3 Instructional Practices

- Grade levels utilize Tier 3 (Intensive Intervention) resources in Go Math to support students.
- Grade levels analyze common formative assessment data to support students not mastering grade level standards.
- Using data, teachers may deploy/small group instruction within or outside grade levels to appropriately challenge students.

Professional learning opportunities to build capacity in all teachers/ instructional leaders on Tier 2 and Tier 3 resources.

Grade levels to utilize the four guiding questions to guide instruction:

- School-wide use of the continuous cycle of improvement (CCI)

Utilize Reflex Math as a supplemental tool to support students in math fact fluency.

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

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

Student Progress Measures for Continuous Cycle of Improvement (CCI)

1. Teacher ATLAS Dashboard including grades
2. SBAC/CAASPP, grades 3-6 (annual)
3. Interim Assessment Block (IAB, FIAB)
4. District /site common formative assessments:
 - K-6 iReady (3 times per year: K-6th)
5. Progress Monitor Tools: School-wide/ Classroom/PLC
 - Grade Level Written Grading Policy is reviewed by PLC to ensure alignment
 - PLC developed backward mapping calendars with an emphasis on item specs and essential standards including assessments.
 -
 - Goal setting/data chats are displayed staff room and teachers have individual student data chats
 - PLC Agenda uploaded on Sharepoint prior to meeting.
 - Minutes posted on Sharepoint after meeting.
 - Grading alignment using rubrics/student work for consistent expectations
 - PLC data protocol sheet, Student artifacts
 - Instructional Practice Guide progress, walk-through, observations and feedback

Owner(s):

1. Teachers, ILT
2. 3rd-6th Grade Teachers, ILT
3. Teachers, PLC's
4. Teachers, PLC's, ILT
5. Teachers, PLC's, ILT

Timeline:

1. Quarterly
2. First Quarter
3. Quarterly
4. Quarterly
5. Quarterly

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

- One 3.5-hour Para Computer Lab Assistant will provide direct support to students in PK-6 to integrate technology in learning
- Supplemental contracts for lead teachers to meet before the beginning of the school year to reflect, analyze school-wide data, and plan actions
- Supplemental contract are available for teachers to provide before/after school tutoring for all students including EL and SWD students in grades TK-6

- Supplemental contracts will be available for teachers to reflect, analyze classroom data, and plan actions with instructional coach/TSA
- Supplemental contract for SST/504 Coordinator to support in organizing, assisting in teacher/parent connection, scheduling meetings, and support in writing documents
- Site funded copy machine to support teachers in creating CFAs, Pre/Post assessments, extensions of learning from Go Math for student learning
- Upon availability of district substitute calendar, utilize substitute teachers to allow for peer to peer teacher collaboration and observation of best practices
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage with SST, 504, parent-teacher conferences, IEPs
- Upon availability of district substitute calendar, utilize substitute teachers to allow for coverage with admin/teacher data chats

Communication:

- Back to School Night (annually)
- Written Grade Policy (annually)
- Progress Reports (quarterly)
- i-Ready reports sent home with report card (2-3 times per year)
- Awards Assembly (quarterly)
- Open House (annually)
- Parent-Teacher Conferences (schoolwide in October and additional meetings as determined by teacher or parent)
- School Messenger, Edu text, Peachjar digital online flyer (as needed)
- Newsletters (monthly)
- Classdojo
- Home visits (Home School Liaison/as needed)
- ATLAS Connect

Specify enhanced services for EL students:

- K-6 Teachers to provide integrated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging in core areas (ELA, Math, Science, Social Science, etc).
- Supplemental contracts will be available for teachers to tutor EL students before/after school.
- Teachers provide interventions that align to the needs of RFEP students to ensure academic success in all content areas. Teachers will monitor RFEP students' academic.
- Supplemental contracts will be available for teachers to tutor EL students before/after school
- Supplemental contracts will be available for teachers to reflect, analyze classroom data, and plan actions with instructional coach/TSA
- Supplemental contracts available for teachers to assess one on one with ELPAC.
- Funds set aside to fund district substitute to assess ELPAC with students
- As needed, utilize EL Department coaches to support teacher in how to support EL learners using the GVC and it's resources.
- Opportunities for parent engagement through ELAC, Parent Coffee Hour, and other learning opportunities for parents of EL students. PO's and Direct Food Services contracts may be used to provide food and refreshments for meetings.

Specify enhanced services for low-performing student groups:

- Supplemental contracts will be available for teachers/staff to tutor with EL, AA, SWD, Foster Youth, Homeless and Socioeconomically low students.
- Targeted supported for Tier 2 and 3 students using the Multi-Tiered Systems of Support model (MTSS) in TK-6 to address the needs of students that are low performing.
- Interact fellows under the guidance of Instructional Coach will provide additional classroom support.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate with parents of targeted students to support improvement of attendance and participation.
- Utilize supplemental tools such as Math Reflex and i-Ready lessons to support in math
- Utilize district provided funds for after school tutoring in math
- Contracts for MTSS Team to analyze data find strategies to minimize learning gaps.
- Sub release time for teachers to plan and work with instructional math coaches.
- Instructional coach and TSA will conduct coaching cycle with teachers to build capacity in teaching struggling students.
- Utilize i-Ready as Universal Screener to diagnose students in math gaps in order to support reading in Math. Use iReady modules for small group instruction and online learning (40min max per week).
- 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 disadvantage students.
- Staff will continue to explore ways to increase the inclusion of our SWD students.

Action 3

Title: English Language Learners

Action Details:

Norseman will implement a school-wide plan to decrease long-term English Learners and increase current English Learner's 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.

Utilize the Instructional Practice Guide as a planning tool to support literacy and provide feedback to staff to improve school-wide instruction:

- High expectations (i.e. CHAMPS/MAC, routines, small groups)
- Lessons integrating ELL instruction with listening, reading, writing, and/or speaking about language, language development, and comprehension
- Questions and tasks integrate integrating ELL strategies in reading, writing, speaking, and listening and/or language standards to support students in building their understanding of the text and topics
- Provide ELL students with opportunities for productive struggle and demonstrate perseverance in reasoning and problem-solving
- ELL students will provide text evidence to support their ideas through academic discourse and/or written responses
- Check for understanding will be used throughout lessons and teachers will adapt lessons according to student understanding and needs

Grade levels will develop backward maps using current data, ELD standards, and common assessments:

- Using school-level EL data, grade-level data, and classroom data, grade levels will backward map ELD instructional plans (quarterly)
- Utilize district adopted curriculum (GVC: Guaranteed Viable Curriculum) as the main resource of ELD instruction

Common Formative Assessments are developed by the grade level and are used to guide instruction (i.e.: exit tickets, CFAs, formative assignments, IAB's, FIAB's)

- Using school-level EL data, grade-level data, and classroom data, common formative assessments are created to find root causes and guide the development of ELL instructional plan to close learning gaps
- Conduct EL data chats and goal settings school-wide, grade level, and by the classroom to support the development of instructional plans
- Use EL data to provide differentiated instruction during integrated and designated ELD

Grade levels to utilize the four guiding questions to guide instruction:

- School-wide use of the continuous cycle of improvement (CCI)
- Differentiate integrated and designated ELD instruction across grade levels
- Utilize Ellevation platform to progress monitor and reclassify English learner students.

Instructional coach and TSA to support and build capacities of teachers to teaching English Learners by providing professional development, coaching, and feedback.

Home School Liaisons to connect with parents to provide learning opportunities to support their English Learner student.

Professional learning opportunities to build capacity of ELD standards in all teachers/ instructional leaders to embed in planning lessons and instruction.

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

Student Progress Measures for Continuous Cycle of Improvement (CCI)

1. Teacher ATLAS Dashboard including grades
2. SBAC/CAASPP, grades 3-6 (annual)
3. ELPAC Reports grades TK-6 (annual)
4. Interim Assessment Block (IAB,FIAB)
5. District/site common formative assessments
 - i-Ready: K-6th: 3 times per year
 - K-FSA: quarterly
 - EL Redesignation Goal-setting Report/Ellevation
6. Supplemental assessments as needed for further diagnostics to close the reading foundational gap
 - Sight/High-Frequency Words inventory to support fluency progress (K-2)
7. Progress Monitor Tools: School-wide/ Classroom/PLC
 - Grade Level Written Grading Policy is reviewed by PLC horizontally to ensure alignment
 - PLC developed backward mapping calendars emphasizing essential standards/GVC alignment
 - K -6 create and monitor assessment calendar by grade level: DRP, Interim, Common Formative Assessments/ Assignments, i.e. essential standards
 - Classroom student progress monitoring/goal setting tools (Strides student dashboard, Interim CFA, ELPAC)
 - PLC Agenda/Minutes turned in weekly
 - PLC data protocol sheet and Student artifacts

Instructional Practice Guide progress, walk-through, observations and feedback

Owner(s):

1. Teachers, ILT, CCI
2. 3rd-6th Grade Teachers,ILT
3. Teachers, PLC's. ILT
4. Teachers, PLC's
5. Teachers, PLC,ILT
6. Teachers, PLC's ILT
7. PLC's, ILT

Timeline:

1. Quarterly
2. First Quarter
3. First Quarter
4. Quarterly
5. Quarterly
6. Quarterly
7. Quarterly

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

School-Wide Integrated Instruction During Core TK-6

Five days a week during core instruction, teachers will integrate ELD strategies and standards to Tier 1 (whole group) and Tier 2/3 (differentiated groups) in reading, writing, and speaking and listening instruction. This will be delivered utilizing the Guaranteed Vable Curriculum (GVC) with the intention of closing the identified skill gaps and proficiency with EL students.

Teachers monitor RFEP progress quarterly and address any student needs during Tiered intervention.

Teachers will have data chats with EL and RFEP students

School-wide Designated ELD during ELA block Grades TK-6

Grade Levels will teach a minimum of 150 minutes weekly of designated ELD Deployment block of intervention/enrichment instruction. Teachers will use the ELD Wonders component to teach EL students during this designated time. The Designated ELD time is specifically designed to specifically meet and accelerate the language development needs of EL students. In addition, this time will be utilized to help EL students access and apply the challenging content and complex text for EL students in reading, writing, listening, and speaking by:

- Using sentence frames and graphic organizers
- Vocabulary development
- Academic Discourse
- Frontloading
- Strategic groups and pairs
- Hands-on/realia

- Re-reading
- Audio and visual support

Specify enhanced services for EL students:

District Funded Foundational Reading Skills Support provided through Online Wonders adaptive computer program. Upon availability, district will provide two three hour Inter-Act Fellows. One will support the computer-based Wonders Program for K/2 students; the other will provide tutoring and homework support for Long Term EL or At Risk of becoming Long Term EL students.

- Kinder-2nd grade English Learner students needing additional support in RFS as measured by i-ready and ELPAC.
- 3rd-6th grade English Learner students needing additional support in RFS as measured by iReady, and ELPAC
- K-6 Teachers to provide integrated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging in core areas (ELA, Math, Science, Social Science, etc).
- K-6 Teachers to provide targeted designated ELD instruction 5 days a week to support EL students who are Emerging, Expanding, and Bridging for a minimum of 150 minutes per week during intervention block.
- Teachers provide interventions that align to the needs of RFEP students to ensure academic success in all content areas. Teachers will monitor RFEP students' academic quarterly and record on ATLAS to ensure students do not academically regress.

Certificated tutor will support identified EL students for reading intervention during Tier 3.

As needed, Instructional 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 it's resources.

HSL will provide opportunities for parent engagement through ELAC, Parent Coffee Hour, and other learning opportunities for parents of EL students. PO's and Direct Food Services contracts may be used to provide food and refreshments for meetings.

Specify enhanced services for low-performing student groups:

- Foundational reading skills instruction, as aligned to the GVC will be the focus in TK-2 to EL students.
- Targeted supported for Tier 2 and 3 EL students using the Multi-Tiered Systems of Support model (MTSS) in TK-6 to address the needs of students that are low performing.
- Interact fellows under the guidance of Instructional Coach will provide additional classroom support.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate with parents of targeted students to support improvement of attendance and participation.
- Supplemental contracts will be available for teachers to tutor students before/after school in ELA
- Site funded Family Foundation Counselor will provide social emotional support for identified EL students.
- Supplemental contracts will be available for teachers to reflect, analyze classroom data, and plan actions with instructional coach/TSA
- Contracts for MTSS Team to analyze EL data find strategies to minimize learning gaps.
- 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 disadvantage students.
- Staff will continue to explore ways to increase the inclusion of our SWD students.
- Awards and incentives will be provided to recognize EL students' achievement in ELD and resignation.

2022-2023 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		30,478.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring students before and after school **No IEPs**	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			To purchase technology to support student in reading, writing and math.	8,081.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		30,478.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		40,213.00
G1A1	Sup & Conc	Instruction	Mat & Supp			To purchase materials and supplies to support students in reading, writing, math, attendance, and social-emotional needs.	26,351.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: To purchase materials, supplies and technology to support students in reading, writing and math.	51,529.00
G1A1	Sup & Conc	Instruction	Direct-Food			To purchase snack for students during state standardized assessment.	600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375		12,501.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Reimburse HSL mileage.	300.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		40,213.00
G1A1	LCFF: EL	Instruction	Mat & Supp			To purchase materials and supplies for English Language Learners to support in reading, writing and math.	3,296.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitute teachers to release teachers for peer to peer/collaboration, data chats, SST's, 504, planning.	6,001.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows to push into the classrooms for small group instruction to support in ELA and Math.	69,703.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to release teachers for lead teacher, ELPAC testing, SST, 504, IEP peer to peer, planning, data chats, data collection and analyzing student data.	3,400.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support students in reading, writing and math.	2,000.00

\$340,144.00

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	✓		90.02 %	2021-2022	96.12 %

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, clubs based on student interests, and other opportunities to expand their real-world learning opportunities.

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

The 2021-22 school year was limited in opportunities for student engagement. Experiences are limited due to health and safety guidelines. During the first semester of the school year, many students were quarantined at home multiple days due to covid-19, covid-like symptoms, or exposure to someone positive with covid-19. There was also a lack of sponsorship (leaders) to organize and manage activities for students. Some parents were unwilling to allow their students to participate due to not having a mode of transportation when students are involved in after-school clubs.

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).

Health and safety guidelines for staff and students limit the activities schools can hold on campus. Due to the offering of additional 30 minutes of instruction, many teachers were also focused on providing after-school intervention rather than extra-curricular activities for students.

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 2022-23 SPSA.

Norseman will offer additional clubs and activities to engage students and expose them to future careers. Funding is allocated towards career days and events that are meaningful for students. A full-time Home School Liaison will be able to spend more time to support and focus on connecting with students and parents regarding real-world 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.

<p>1 SSC:</p> <p>10/27/21 - Reviewed Fall i-Ready diagnostic ELAMath and behavior data with SSC. Reviewed 2021-22 SPSA goals and actions with SSC. 1/19/22 - Reviewed Winter -Ready diagnostic ELAMath data compared to Fall data. Reviewed 2021-22 SPSA goal and actions and provided opportunity for SSC to input on 2022-23 SPSA. 2/16/22 - Shared SPSA updates with SSC along with 2022-23 budget allocations. Reviewed budget status with SSC. Provided opportunity for SSC to give input on 2022-23 SPSA through survey. 3/16/22 - Provided SSC update on the progress of 2022-23 SPSA writing. Reviewed all goals and actions with SSC. Shared parent input for 2022-23 SPSA from parent surveys. 3/23/22 - Reviewed 2022-23 DRAFT SPSA. SSC approved 2022-23 budget. 4/6/22 - SSC approved 2022-23 SPSA.</p>	<p>2 ELAC:</p> <p>2/4/22 - Shared current SPSA with ELAC members. Provided opportunity for ELAC members to give input into 2022-23 SPSA. SPSA Input sent to all parents 2/18/22.</p>	<p>3 Staff:</p> <p>1/25/22 - Provided opportunity for staff to review data and input on 2022-23 SPSA during PLC. SPSA Writing team and ILT worked on 2022-23 SPSA on the following dates: 2/23, 2/28, 3/2, 3/3, 3/9, 3/10, 3/17. 3/22/22 - Shared draft 2022-23 SPSA with staff. 2022-23 draft budget sent to staff to approve via Microsoft forms. 3/23/22 – Sent Draft 2022-23 SPSA digital copy to staff to review and vote via Microsoft forms. 4/1/22 - Staff voted via Microsoft forms and approved to move the draft 2022-23 SPSA to SSC for final approval..</p>
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Action 1

Title: Students Exposed to Careers

Action Details:

Norseman will expose students to a variety of college and career opportunities, career speakers, and research presentations.

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:

- Student participation rates

1. Teachers, PLC, Climate and Culture, VP, TSA

1. 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 career fields:

- 1st Grade Police Chaplin opportunities
- TK-6 opportunities with Cal-Fresh Nutritional Classes
- Read Across America-Volunteer Readers from the Community
- Kindness week, Red Ribbon week, Bullying prevention

- K-9 Unit Demonstration
- DHH-Community Functions i.e Silent Sleigh, Mother's Day Event, Fresno County Fair, DHH Annual Play

District Funded Career Engagement Opportunities

- 3rd grade – Bricks 4 Kidz
- 4th grade – FUSD Career Partner Field Trip Experience
- 5th grade – STEM5 Science Activities (partnership with Fresno State)
- 6th grade – STEM6 Science Activities (partnership with Fresno State), Reedley Community College Visit
- Clubs offered during lunch period and after school.

Specify enhanced services for EL students:

- Home School Liaison will assist in communicating Career and readiness activities that are offered at Norseman.
- During school events such as Literacy Night, STEM Night, Read Across America etc, school will expose students to careers that promote multi-lingual skill sets and cultural diversity. Expose students to speakers from diverse background and professional areas to talk to students.
- EL students' participation rate will be monitored.
- Materials and supplies will be purchased if needed for activities and events to support EL students.
- Supplemental contracts are available for classified/certified staff to provide career-oriented clubs or after school activities.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate with parents of targeted EL students to support improve attendance and participation.
- Opportunities to inform and illicit parent EL parent participant in career and readiness activities through ELAC, Parent Coffee Hour, and other learning opportunities. PO's and Direct Food Services contracts may be used to provide food and refreshments for meetings.

Specify enhanced services for low-performing student groups:

- If funds available, funds can be utilized to fund set up career day events for students and materials and supplies.
- Supplemental contracts are available for teachers to lead and organize career day events or student job fairs.
- During school events such as Literacy Night, STEM Night, Read Across America etc, school will expose students to careers that promote multi-lingual skill sets and cultural diversity. Expose students to speakers from diverse background and professional areas to talk to students.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate with parents of targeted students to support improvement of attendance and participation.
- When opportunities are available, the school will fund training of staff to provide opportunities for low performing groups such as SWD, AA, homeless, foster youth, and socioeconomically disadvantage students.
- 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	✓		55.2 %	2021-2022	49.6 %
Suspension Rate - Semester 1	✓		2.32 %	2021-2022	1.32 %

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 practices 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 - 44.1%

Suspension rate (per 100 students) School wide

- 2019/20 - 7.38%
- 2021-22 - 3%

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

During the first semester of the school year, many students were quarantined at home multiple days due to covid-19, covid-like symptoms, or exposure to someone positive with covid-19. Therefore actual absenteeism data during the 2021-22 school is skewed due to following our district health and safety guidelines.

The following shows our data on chronic absenteeism and suspension trends with our low performing groups:

Students who are Chronically Absent

- African American:** 2019-20 - 20.8%; 2020-21 - 40.9%; 2021-22 - 51.4%
- Hispanic:** 2019-20 - 15.6%; 2020-21 - 25.1%; 2021-22 - 45.9%
- English Learners:** 2019-20 - 11.2%; 2020-21 - 20.3%; 2021-22 - 42.3%
- SWD:** 2019-20 - 22.1%; 2020-21 - 34%; 2021-22 - 53.2%

Suspension rate (per 100 students):

- African American:** 2019-20 - 18.92%; 2021-22 - 2.27%
- Hispanic:** 2019-20 - 6.53%; 2021-22 - 2.73%
- English Learners:** 2019-20 - 4.43%; 2021-22 - 1.96%
- SWD:** 2019-20 - 17.01%; 2021-22 - 6.02%

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).

During the first semester of the school year, many students were quarantined at home multiple days due to covid-19, covid-like symptoms, or exposure to someone positive with covid-19. When expectations, procedures, and routines were taught, students who were not present in person missed out of these important learning. CHAMPS, Second Step, Classroom meetings, and morning meetings are implemented consistently across all classrooms. School wide, we shared the school rules and guidelines for success daily to remind students of expectations. Implementation of activities such as Kindness week, Red Ribbon, Read Across America, and Bullying Prevention were implemented. A new incentive for students named "You're I.T (Incredibly Terrific)" was implemented. Funds were utilized to fund incentive for students.

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 2022-23 SPSA.

As a result, we are going to move forward with utilizing the four guiding questions to guide out work with providing support for students in attendance and behavior.

1. What behavior do we want our students to learn?
2. How will we respond if our students have learned the targeted behavior?
3. How will we respond when our student didn't learn the targeted behavior?
4. How will we respond when our students already learned the targeted behavior.

Norseman School will continue to approach absenteeism and suspensions from a Tiered approach. Our foundation will still include all teachers creating a classroom management plan, implementing STOIC, CHAMPS, our SEL actions (2nd Step, Morning Meetings, Classroom Meetings, Restorative Practices).

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:

10/27/21 - Reviewed Fall i-Ready diagnostic ELA/Math and behavior data with SSC. Reviewed 2021-22 SPSA goals and actions with SSC. 1/19/22 - Reviewed Winter -Ready diagnostic ELA/Math data compared to Fall data. Reviewed 2021-22 SPSA goal and actions and provided opportunity for SSC to input on 2022-23 SPSA. 2/16/22 - Shared SPSA updates with SSC along with 2022-23 budget allocations. Reviewed budget status with SSC. Provided opportunity for SSC to give input on 2022-23 SPSA through survey. 3/16/22 - Provided SSC update on the progress of 2022-23 SPSA writing. Reviewed all goals and actions with SSC. Shared parent input for

2 ELAC:

2/4/22 - Shared current SPSA with ELAC members. Provided opportunity for ELAC members to give input into 2022-23 SPSA. SPSA Input sent to all parents 2/18/22.

3 Staff:

1/25/22 - Provided opportunity for staff to review data and input on 2022-23 SPSA during PLC. SPSA Writing team and ILT worked on 2022-23 SPSA on the following dates: 2/23, 2/28, 3/2, 3/3, 3/9, 3/10, 3/17. 3/22/22 - Shared draft 2022-23 SPSA with staff. 2022-23 draft budget sent to staff to approve via Microsoft forms. 3/23/22 – Sent Draft 2022-23 SPSA digital copy to staff to review and vote via Microsoft forms. 4/1/22 - Staff voted via Microsoft forms and approved to move the draft 2022-23 SPSA to SSC for final approval.

2022-23 SPSA from parent surveys. 3/23/22 - Reviewed 2022-23
DRAFT SPSA SSC approved 2022-23 budget. 4/6/22 - SSC
approved 2022-23 SPSA

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 athletics, 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

- Goal 3 Data monitoring through ATLAS
- Quarterly clubs, sports, activities, that are available, and number of students that attend.

Owner(s):

Teachers, TSA, VP, PLC, ILT, Principal and Climate and Culture Team

Timeline:

Quarterly

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

Students will engage in a variety of engagement opportunities during school and after school. Some of those include:

TK-6 – District Funded Goal 2 Engagement Opportunities:

- DHH Infant/Pre - Fresno Chaffee Zoo
- TK– Hill Crest K- Fresno Chaffee Zoo
- 1 Grade- Fresno Chaffee Zoo
- 2 Grade – Fresno Chaffee Zoo
- 3 Grade – Art Museum
- 4 Grade – Monterey Bay Aquarium, Young Chefs Academy, Philharmonic Concert
- 5 Grade – San Francisco Exploratorium, 5th-grade theater experience
- 6 Grade – Calvin Crest Camp
- Clubs offered during lunch period and after school: Ex Mine-Craft Club, Cooking club, Science Club, Game Club, Code Club, Leadership, Peace club, Art Club, etc.
- Athletics –District Funded Athletic programs: Ex Football, Volleyball, Basketball, Cross country, Track and Field, Softball
- Music/Band District Funded music program during school: K-4 Weekly Music lessons; 5th and 6th Opportunity for Band, Strings, Orchestra
- Academic-District/Site Funded programs: Ex Wonders; ASES and tutoring
- Other clubs and program as opportunities arise especially for K-3
- Opportunities for Art and/or STEAM
- Uniforms and equipment will be purchased when needed to support Goal 2 activities

Specify enhanced services for EL students:

- Communication to EL parents through newsletters, school messengers, class dojo will be sent home to inform EL parents and students of the available clubs that are offered at Norseman.

Specify enhanced services for low-performing student groups:

- Newsletters, school messengers, Classdojo, and Peachjar will be utilize to send home information to parents and students of the available clubs that are offered at Norseman.

- EL students' participation rate will be monitored.
- Upon availability, clubs for ELs, activities, and other services provided by the school or district.
- Opportunities for EL parent engagement through ELAC, Parent Coffee Hour, and other learning opportunities for parents of EL students. PO's and Direct Food Services contracts may be used to provide food and refreshments for meetings.
- Certificated tutor will support identified EL students for reading intervention during Tier 3.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate with parents of targeted students to support improvement of attendance and participation.
- Students' participation rate will be monitored.
- Upon availability, clubs for ELs, activities, and other services provided by the school or district
- Supplemental contracts will be available for staff to create clubs and opportunities for students to be engaged at school.
- If funds available, funds can be utilized to fund set up engagement events for students and materials and supplies.
- When engagement opportunities and funds are available, the school will fund engagement opportunities to engage low performing groups such as SWD, AA, homeless, foster youth, and socioeconomically disadvantage students.
- Staff will continue to explore ways to increase the engagement and 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 promote Fresno Unified School District goals to improve student outcomes: all students will be in school, on time and ready to learn everyday. All students will demonstrate the character and competencies for work place success and all students will stay in school on target to graduate.

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

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

1. ATLAS Dashboard
2. Teacher ATLAS portfolio identifying chronically absent students
3. ATLAS STRIDES student portfolio
4. ATLAS Portfolio
5. Attendance Rates

Owner(s):

1. Teacher, PLC's
2. Teacher, PLC's
3. Teacher, Students
4. Teacher, CWAS, ILT
5. CWAS, Climate and Culture Team

Timeline:

1. Monthly
2. Monthly
3. Bi-monthly
4. Quarterly
5. Monthly

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

Attendance

- Teachers will teach STOIC/Champs/MAC (School-wide first 10 days focused on expectations) provide guidelines for success.
- Teachers will schedule weekly lessons in alignment with the scope and sequence for Second Step an Olweus Bullying Prevention curriculum to promote positive attendance
- Tuesday Class Meetings
- Morning meetings
- Encourage students with absences to attend Saturday School

- STRIDES student profile on ATLAS help students develop GROWTH mindset through monitoring progress and setting personal goals
- Awards Assemblies celebrate student performance and growth
- Connect and engage families using apps such as Classdojo, Peachjar and School Messenger.
- If funds available, purchase incentives such as T-shirts to show student attendance pride or other forms of celebration for attendance.

Chronic Absenteeism:

- District provided Child Welfare Attendance Specialist (CWAS) establishes positive progress monitoring tools, supports, and incentives that include but is not limited to incentives, alarm clocks, mentoring social groups, and home visits.
- CWAS works as a part of the Climate and Culture Team
- CWAS meets with students and families, reviews data, and meets with the climate and culture team to develop intervention steps at a site level.
- CWAS, Leadership, and class teacher utilize the data dashboard to identify students that are not yet engaged consistently with school (academic and SEL). These students are prioritized for GOAL 2 /VAPA student clubs and organizations: Girl Power, Boys 2 Men, Music, Sports, Clubs, etc.
- SST held to discuss with parents, teachers regarding attendance.

Other Resources:

- Fund Family Foundations Counselor for 5 days a week (35 hours) 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.
- Supplemental contract for SST/504 Coordinator to support in organizing, assisting in teacher/parent connection, scheduling meetings, and support in writing documents.
- District Student Attendance Board
- SST Meeting
- 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 Wonders Online 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 work with CWAS in communicating with families and supporting them with training, resources, and materials in order to have students come to school everyday.
- Upon availability of funds, incentives to daily attendance for EL students.
- Opportunities for parent engagement through ELAC, Parent Coffee Hour, and other learning opportunities for parents of EL students. PO's and Direct Food Services contracts may be used to provide food and refreshments for meetings.
- Utilize district support such as attendance department, or EL services to build share opportunities, and resources with parents to support EL students.
- Certificated tutor will support identified EL students for reading intervention during Tier 3.

Specify enhanced services for low-performing student groups:

- 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 activities, clubs, and groups to promote attendance for students.
- When 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 disadvantage students.
- Staff will continue to explore ways to increase the inclusion of our SWD students.
- Promote to families and encourage students to attend Saturday Academy for attendance recovery.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate with parents of targeted students to support improvement of attendance and participation.
- Targeted supported for Tier 2 and 3 students using the Multi-Tiered Systems of Support model (MTSS) in TK-6 to address the needs of students that are low performing.

Action 3

Title: Suspensions and Social Emotional

Action Details:

Norseman will create and implement a social-emotional learning and self-management support system that falls within the Multi-tiered systems of support framework to support all students. This work will be implemented alongside with the Restorative Practice model and Norseman Levels of Misbehavior to decrease the suspension rates and support all students will social-emotional needs.

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 chronic behaviors
3. Power BI data shared with staff regarding Levels of Misbehaviors
4. Individual students Social Emotional Learning (SEL) rating survey
5. ATLAS portfolio trends SEL Progress monitoring which surveys Positive Behavior Supports (PBS) including individually and disparity cohort groups of engagements, ratios of positive to misbehavior input, attendance and suspensions and expulsions a minimum of 1 quarter as a part of the cycle of continuous improvement.
6. ATLAS STRIDES student portfolio
7. ATLAS Portfolio
 - Student portfolio misbehaviors by school and grade level, disproportionate groups
 - Student portfolio positive behavior by school and grade level, disproportionate groups
 - Student portfolio suspension/expulsion by school, grade level, disproportionate group

Owner(s):

1. Teachers, Climate and Culture, ILT
2. Teachers, Climate and Culture Team
3. Principal, Climate and Culture Team
5. Climate and Culture Team, ILT
6. Teachers, students
7. Teachers, Climate and Culture Team, ILT

Timeline:

1. Monthly
2. Monthly
3. Quarterly
4. Annually
5. Quarterly
6. Bi-Weekly
7. Monthly

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

Climate and Culture Teamwork in concert with staff and district resource personnel build on the Multi-Tiered Systems of Support framework. Staff will continue to maintain a common understanding of MTSS framework and continue building knowledge. Staff will continue to improve classroom Tier 1 (IPG Tenets 1,2,3) and School-Wide Tier 1 Climate and Culture practices. Staff will continue to build efficacy of Tier 1 teaming structures (ILT, PLC, CCT).

Norseman School will utilize the four grounding questions to guide our work with providing support for students in behavior:

1. What behavior do we want our students to learn?
2. How will we know if our student have learned the targeted behavior?
3. How will we respond when our students didn't learn the targeted behavior?
4. How will we respond when our students already learned the targeted behavior?

Tier 1 involves universal interventions for 80%-90% of students referring to "All students in All settings." Tier 1 is also preventative and positive.

1. Teachers will create classroom management plans and revise as needed throughout the year.
2. Common area expectations are taught school-wide as a part of the August "First Ten Days" teaching expectations school-wide.
3. School-wide STOIC is practiced and CHAMPS/MAC supports teaching expectations for positive behavior all year long.
4. CHAMPS expectations are taught and are posted and lived in school-wide, and inside the classroom learning environment. Classroom teachers/PLC's re-teaches following the STOIC guidelines for success.
5. Quarterly Climate and Culture Team reviews ATLAS/Power BI data for student referral rates by PLC for trends, root cause analysis and works with staff to adjust, train, and provide support to improve.
6. All teachers in grades PK-6 will schedule weekly social-emotional skill-building lessons in alignment with Scope and Sequence for Restorative practices, Second Step, and OLWEUS Bullying Prevention.
7. All teachers in grades PK-6 will schedule daily morning meetings Scope and Sequence for Restorative practices, class meetings, Second Step, and OLWEUS Bullying Prevention.

8. Teachers and Support Staff will implement the Behavioral Notification (Level 2), and Office Discipline Referral (Level 3) per district's documentation guidelines and training. Teachers and support staff will document incidents on ATLAS to track student behavior. Teachers and support staff will also document positive behaviors when appropriate.
9. Climate and Culture Team in concert with staff will develop a quarterly rewards activity/incentive (PBIS/Positive SEL Behavior Recognition) for students who consistently demonstrate appropriate behavior for the quarter.
10. If available, supplemental contracts will be provided for classified/certificated staff to organize/run before/after and during lunch clubs, groups, and extracurricular activities to promote student engagement, and belonging to the school community. These may include but not limited to Sports, Rock Band, Hmong Dancing, Hip Hop, Art Club, Science Club, PEACE Club. Materials and supplies to be purchased if needed and funds are available.
11. School-Wide activities such as Red Ribbon Week, Read Across America, Kindness Week, and other community-building events/activities will be promoted to create a positive climate and culture.

Tier 2 involves targeted group interventions for 5%-10% of students referring to some students (at risk).

1. Teachers will utilize Restorative Practices problem-solving strategies to help students resolve conflict resolutions but not limited to repair circles, harm circles, wheel of choice, student chat, etc.
2. Teachers will implement Level 2 strategies for Tier 2 students, document, and implement a plan for at least 2 weeks for each strategy.
3. The district provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teachers and students. RP counselor coordinates and facilitates Tier 2 & 3 restorative processes (individual, small group, whole class, student to student, student to staff, staff to staff, and with families).

Tier 3 involves intensive, individual interventions for 1%-5% of students.

1. Fund Family Foundations Counselor for 5 days a week (35 hours a week) to provide mental health services, and 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.
2. The district provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teachers and students. RP counselor coordinates and facilitates Tier 2 & 3 restorative processes (individual, small group, whole class, student to student, student to staff, staff to staff, and with families).
3. SST meeting will be conducted to address academic, social emotional, and behavioral concerns.
4. Family Foundation Counselor and RP counselor, as part of our Targeted Support Team (TST), will meet monthly to discuss and analyze student data and referrals to determine effectiveness of current interventions and next steps.
5. Student will be referred to district ICET process after all Tier 3 interventions have been exhausted.

Other Resources:

1. Supplemental Contracts are available for Climate and Culture team to meet before the school year starts, or after the school year ends to develop and plan activities or training.
2. Supplemental contracts are available for classified/certificated staff to implement and support Climate and Culture structures and common area expectations.
3. Supplemental contracts are available for 2 teachers to lead PEACE Club (peer mediation).
4. Substitute for release time for Climate and Culture team to collect data, and analyze data for implementation and training.
5. Materials and supplies to implement structures and common area expectations set by Climate and Culture team.
6. Supplemental contracts for NTAs to be trained with RP strategies to work with students after their duty day.
7. Supplemental contracts for one certificated staff to lead, organize, disseminate all annual district surveys and create/develop incentives for participation.
8. Supplemental contract for SST/504 Coordinator to support in organizing, assisting in teacher/parent connection, scheduling meetings, and support in writing documents.

Specify enhanced services for EL students:

- Supplement contracts available for classify/certificated staff to run before/during/after school, and lunch engagement clubs, activities, etc to support EL students.
- Opportunities for parent engagement through ELAC, Parent Coffee Hour, and other learning opportunities for parents of EL students. PO's and Direct Food Services contracts may be used to provide food and refreshments for meetings.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate with parents of targeted EL students to support improvement of behavior.
- Certificated tutor will support identified EL students for reading intervention during Tier 3.

Specify enhanced services for low-performing student groups:

- Encourage parents and offer African American Academic Acceleration for students who are suspended from school for one or more days.
- Fund one Family Foundations Counselor for 5 days a week 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..
- The district provided RP counselor will provide support such as teacher training, class meeting modeling, social skills groups, mindfulness strategies to support teachers and students. RP counselor coordinates and facilitates Tier 2 & 3 restorative processes (individual, small group, whole class, student to student, student to staff, staff to staff, and with families).
- Supplement contracts available for classifying/certificated staff to run before/during/after school, and lunch

engagement clubs, activities, etc to support students.

- Quarterly, monthly student recognition, academic, attendance, social skills, citizenship awards (Character Counts).
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate and build capacities with parents of targeted students to support improvement of behavior.
- 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 disadvantage students.
- Staff will continue to explore ways to increase the inclusion of our SWD students and decrease behavior.

2022-2023 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
G3A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to plan, analyze data and implement climate and culture expectations and clubs/activities to keep students engaged.	16,799.00
G3A3	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contract for classified staff to implement climate and culture expectations and clubs/activities to keep students engaged.	13,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling (Split with 7090 & 7099)	27,671.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling (Split with 7090 & 7099)	51,529.00

\$108,999.00

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	✓		75.15 %	2021-2022	81.25 %

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.

Staff Survey - Overall in the Domain of Organizational Environment, 75% of the 19 staff responses were positive. However, this is a drop of 11% from the previous year. (Note: The FUSD questions within this domain were updated in 2020 therefore trend data will not completely align with previous years.) In the previous year, the domain "Sense of Belonging" was 86% with 20 staff members responding.

Fall 2021 - 75% (19 responses) - Organizational Environment
 Spring 2021 - 86% (20 responses)
 Spring 2020 - 49% (37 responses)
 Spring 2019 - 63% (39 responses)
 Spring 2018 - 64% (43 responses)

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 Survey - Domain - Organizational Environment

From Spring 2021 to Fall 2021, there was an 11% drop in the area of organizational environment compared to a sense of belonging. This drop in percentage may be attributed to the fact that the questions within this domain were updated recently. Due to the modified PLC calendar, this limited our PLC time. This may have impacted the sense of belonging. In addition, our number of classified and certificated staff participation is low and may not reflect the whole staff.

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).

Due to the modified professional development hours for the school year and health and safety guidelines, we were limited to the number of hours spent with our staff in a professional learning setting. In addition, we were unable to provide substitute teachers to cover teachers for release, plan, or observations of peers. TSA has been working with the English Learner department to provide professional learning to teachers. We have been able to offer supplemental contracts for teachers to support in revising the SPSA. Professional learning outside the site has been provided to staff, such as PL summit and Saturday pipeline in which new teachers attend. When the opportunity arises, we continue to practice intentional hiring practices to hire quality staff that reflects the demographics of our diverse students.

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 2022-23 SPSA.

The instructional coach and TSA will provide coaching cycles with teachers to build their capacities in ELA/Math/ELD/Core areas and social-emotional learning. We will continue to utilize substitutes to allow teachers to plan, analyze and implement best teaching practices with the support from the instructional coach and TSA. Funds are set aside for professional learning as those opportunities come up for teachers and staff.

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:

10/27/21 - Reviewed Fall i-Ready diagnostic ELA/Math and behavior data with SSC. Reviewed 2021-22 SPSA goals and actions with SSC. 1/19/22 - Reviewed Winter -Ready diagnostic ELA/Math data compared to Fall data. Reviewed 2021-22 SPSA goal and actions and provided opportunity for SSC to input on 2022-23 SPSA. 2/16/22 - Shared SPSA updates with SSC along with 2022-23 budget allocations. Reviewed budget status with SSC. Provided opportunity for SSC to give input on 2022-23 SPSA through survey. 3/16/22 - Provided SSC update on the progress of 2022-23 SPSA writing. Reviewed all goals and actions with SSC. Shared parent input for 2022-23 SPSA from parent surveys. 3/23/22 - Reviewed 2022-23 DRAFT SPSA. SSC approved 2022-23 budget. 4/6/22 - SSC approved 2022-23 SPSA.

2 ELAC:

2/4/22 - Shared current SPSA with ELAC members. Provided opportunity for ELAC members to give input into 2022-23 SPSA. SPSA Input sent to all parents 2/18/22.

3 Staff:

1/25/22 - Provided opportunity for staff to review data and input on 2022-23 SPSA during PLC. SPSA Writing team and ILT worked on 2022-23 SPSA on the following dates: 2/23, 2/28, 3/2, 3/3, 3/9, 3/10, 3/17. 3/22/22 - Shared draft 2022-23 SPSA with staff. 2022-23 draft budget sent to staff to approve via Microsoft forms. 3/23/22 – Sent Draft 2022-23 SPSA digital copy to staff to review and vote via Microsoft forms. 4/1/22 - Staff voted via Microsoft forms and approved to move the draft 2022-23 SPSA to SSC for final approval.

Action 1

Title: Staff Training and Support

Action Details:

Norseman Elementary will provide opportunities for staff to build capacity on the following areas: Cultural Proficiency and Culturally Proficient Instruction, SBAC Claims and Targets, Interim Assessments, Restorative Practices, Foundational Skills, Social Emotional Learning, Professional Learning Communities, and Blended Learning.

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

Owner(s):

Principal
Vice Principal
ILT
District Coaches

Timeline:

Quarterly
End of Year

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

- Instructional Coach and TSA will provide coaching sessions to help build capacities for all teachers.
- Instructional Coach and TSA will provide professional learning to increase teacher's knowledge in ELA/Math/ELD and other core areas
- Professional development during buyback, designated days, focused on district, and site level goals.

Other areas of professional development include:

- Supporting teachers in implementation of Professional Learning Communities utilizing the four guiding questions.
- Supporting teachers with understanding and utilizing SBAC Claims and Targets in ELA/Math Interim Assessments, Foundational Skills, Professional Learning Communities, Common Core State Standards.
- Cultural Proficiency, Culturally Proficient Instruction, and Blended Learning.
- Student Engagement: Restorative Practices, Social Emotional Learning, Culture and Climate improvement, and Blended Learning.
- Guaranteed and Viable Curriculum - ELA and Go Math - resources and materials
- Online resources such as software and licenses including, but not limited to Nearpod, and other digital means.
- Independent Contract Agreements for Professional Development Services (Solution Tree, Standards Institute, MTSS)
- Supplemental contracts for Certificated and Classified to attend professional development meetings
- Substitutes to provide release time for teachers to attend professional learning meetings
- Materials and supplies that support professional learning including, but not limited to textbooks, office supplies, graphics, and technology
- Purchase orders to support professional learning activities
- Technology to support delivery of professional learning such as, Elmo, poster maker, tablets, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Direct Services for Food Services
- Professional Learning and opportunity for teachers to teach teachers such as: PLC Institute, Unbound Ed Summit, and virtual summits.

Specify Professional Development or Staff Services to support EL students:

- Provide professional learning and support for teachers in planning and utilizing the GVC to implement effective designated and integrated instruction for EL students.
- Provide professional development for teachers on strategies and skills that are aligned to ELPAC.
- Provide sub release time for teachers to do peer to peer observations in order to improve instruction for EL students.
- Supplemental contracts will be available for teachers to tutor EL students before/after school
- District Provided EL Wonders program with support contracted staff
- Supplemental contracts available for teachers to assess one-on-one with ELPAC assessments
- Funds set aside to fund district substitute to assess ELPAC with students
- Funds set aside to fund district substitute to cover teachers that are giving the ELPAC assessment
- As needed, utilize EL Department coaches to support teachers in how to support EL learners using the GVC and its resources.
- Support team to provide feedback to teachers regarding ELD instruction.
- Instructional Coach and TSA will provide support to teachers in ELD instruction.
- Instructional coach and TSA will conduct coaching cycles with teachers to build their capacities in supporting their EL students.
- Certificated tutor will support identified EL students for reading intervention during Tier 3.

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

- Supplemental contracts will be available for teachers to tutor students before/after school in ELA
- Four 3.5-hour Certificated Tutors to work with students per grade level utilizing diagnostic data from multiple measures. ex: i-Ready/ SBAC
- Utilize i-Ready as a Universal Screener to diagnose students in ELA and provide intervention using the iReady modules for small group instruction and online instruction 45 min max per week within the class setting
- Contracts for MTSS Team to analyze data find strategies to minimize learning gaps.
- Provide professional learning and support for teachers in planning and utilizing the GVC to implement effective designated and integrated instruction.
- Provide professional development for teachers on strategies and skills that are aligned to ELPAC.
- Provide sub release time for teachers to do peer to peer observations in order to improve instruction for EL students.
- Instructional coach and TSA will conduct coaching cycles with teachers to build their capacities in supporting low performing groups.
- When hiring staff, support team will focus on intentional hiring practices (bilingual staff, different ethnicities) to meet the needs of our Norseman student population and families. Our staff demographics should reflect our student population.
- 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 disadvantage students.

- Staff will continue to explore ways to increase the inclusion of our SWD students.

2022-2023 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	Title 1 Basic	Instruction	Teacher-Subs			Substitutes to release teachers for lead teacher, SST, peer to peer, planning, data chats, data collection and analyzing student data. **No IEPs**	11,272.00

\$11,272.00

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	✓		83.33 %	2021-2022	88.43 %

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 will continue to provide various opportunities and engage parents as partners in educating all of our children. According to our school-wide family survey in the domain of Organizational Environment, 16 parents rated Norseman at 85%. Two questions make up this percentage, 1) 75% of surveyed parents responded favorably that adults at my child's school seem to enjoy being there. 2) 94% of surveyed parents responded favorably that their child's school values understanding different races, ethnicities, and cultures. Last year, the question was under the domain of a sense of belonging. Here are the results from previous years:

Domain - Sense of belonging
 Spring 2021 - 97% (72 responses)
 Spring 2020 - 88% (164 responses)
 Spring 2019 - 89% (269 responses)

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

Due to our health and safety guidelines for covid-19, parent activities and volunteers on campus are limited. We will continue to monitor and provide opportunities for parents to be partners in educating our students as our district's health and safety guidelines allow.

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).

Due to our health and safety guidelines for covid-19, parent activities and volunteers on campus are limited. Parents are offered the option to be in person, or virtual during SSTs, IEPs, and other parent conferences. Teachers provided parents virtual conferences during back to school. As the health and safety guidelines adjust accordingly, parent chaperoning opportunities for educational field trips have been open for parents to attend. Other large

events held in our multi-purpose room still is limited to parents.s.

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 2022-23 SPSA.

Due to the low number of parents participating in our district climate and culture surveys, we will utilize various methods of communicating with parents through flyers, monthly newsletters, Classdojo, school messenger, Peachjar, and our school website. Our full-time Home School Liaison will be able to connect and build a strong relationship with parents as partners. Our instructional coach and TSAs will also be able to build the capacities of parents by providing strategies and tips that parents are able to use at home for their children.

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:

10/27/21 - Reviewed Fall i-Ready diagnostic ELA/Math and behavior data with SSC. Reviewed 2021-22 SPSA goals and actions with SSC. 1/19/22 - Reviewed Winter -Ready diagnostic ELA/Math data compared to Fall data. Reviewed 2021-22 SPSA goal and actions and provided opportunity for SSC to input on 2022-23 SPSA. 2/16/22 - Shared SPSA updates with SSC along with 2022-23 budget allocations. Reviewed budget status with SSC. Provided opportunity for SSC to give input on 2022-23 SPSA through survey. 3/16/22 - Provided SSC update on the progress of 2022-23 SPSA writing. Reviewed all goals and actions with SSC. Shared parent input for 2022-23 SPSA from parent surveys. 3/23/22 - Reviewed 2022-23 DRAFT SPSA. SSC approved 2022-23 budget. 4/6/22 - SSC approved 2022-23 SPSA.

2 ELAC:

2/4/22 - Shared current SPSA with ELAC members. Provided opportunity for ELAC members to give input into 2022-23 SPSA. SPSA Input sent to all parents 2/18/22.

3 Staff:

1/25/22 - Provided opportunity for staff to review data and input on 2022-23 SPSA during PLC. SPSA Writing team and ILT worked on 2022-23 SPSA on the following dates: 2/23, 2/28, 3/2, 3/3, 3/9, 3/10, 3/17. 3/22/22 - Shared draft 2022-23 SPSA with staff. 2022-23 draft budget sent to staff to approve via Microsoft forms. 3/23/22 - Sent Draft 2022-23 SPSA digital copy to staff to review and vote via Microsoft forms. 4/1/22 - Staff voted via Microsoft forms and approved to move the draft 2022-23 SPSA to SSC for final approval.

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 in the decision-making process that promote academic progress, cultural awareness.

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

Panorama Parent Surveys
Panorama Student Surveys
Pulse Surveys
Needs Assessment
Coffee Hour
SSC Meeting
ELAC

Owner(s):

Culture and Climate Team
Office Staff
Teachers
Home School Liaison
Principal/MP

Timeline:

Panorama Surveys (Fall and Spring)
Needs Assessment (Once a year)
Pulse Surveys (As needed)

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

- Title 1 meeting will provide all stakeholders the opportunity to understand the goals, allocation of funding sources, parent involvement, and parent rights under Title 1.
- ELAC meeting will provide all stakeholders the opportunity to understand the process of initial/summative ELPAC scores, and understand how to interpret the ELPAC/Summative scores to help prepare their children to become fluent in reading, writing, listening, and speaking.

Opportunities for parents to be engaged:

- Review Family and Parent Engagement Policy
- Student Academics: Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings (Coffee Hours), Parent Learning Opportunities (Parent University), Study Trips (Chaperones), Open House
- Student Centered and Real-World Learning :Career Day, Science Fair, Study Trips, Literacy Week, Book Clubs, etc.
- Student Engagement: Academic Awards, Student of the Month Celebrations, Community Building Celebratory Weeks (Red Ribbon Week, Literacy Week, Kindness Week, Black History Week, Read Across America, Clubs, Athletics, Music Education, etc
- Supplemental contracts for certificated and classified for preparation and organization of community events
- Materials and supplies to promote family engagement including, but not limited to office supplies, books, technology, food services, and incentives.
- Independent Contract Agreements for services that promote family engagement (DJs, photo booths, speakers, service providers, bounce houses)
- Student Incentives
- Spirit Wear
- Guest speakers/Role Models from the community to promote an inclusive culture, bilingual education, and the importance of family engagement.
- School will utilize forums such as Classdojo, PeachJar, School Messenger to communicate and engage families in school activities.
- Home School Liaison to connect with parents and provide other pertinent opportunities for parents to be engaged in our school.
- Instructional Coach and TSA to provide opportunities for learning with parents to support their child at home academically, and social emotionally.

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

- During ELAC meetings, provide training for EL parents regarding ELD, ELP Proficiency Levels, Re-designation criteria, ELPAC, RFEP monitoring and support for EL students.
- Communicate with EL parents a variety of ways to support and promote EL students home language development.

Specify Direct Service and Opportunities for parents and families to support 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 (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate and engage

- Awards and incentives will be provided to recognize EL students' achievement in ELD and resigantion.
- Full time HSL-Spanish (8 hours) and site funded HSL-Hmong (3.5 hours) will communicate and engage with parents of targeted EL students.
- Child Care for parents during meetings, and conferences
- Books to support parents with their EL learners at home.
- Parent Learning Opportunities (from Site and Parent University)
- Certificated tutor will support identified EL students for reading intervention during Tier 3.

- with parents of targeted students.
- Child Care for parents during meetings, and conferences
- Books to support parents with their EL learners at home
- Parent Learning Opportunities (from Site and Parent University)
- When learning opportunities and professional learning are available, the school will fund training of staff to engage with parents to support low performing groups such as SWD, AA, homeless, foster youth, and socioeconomically disadvantage students.
- Staff will continue to explore ways to increase the inclusion parents to support SWD students.
- Parents surveys to get input from parents regarding of how to engage parents in our school.

2022-2023 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, during parent meetings such as SSC, ELAC, title 1, English classes for parents, ect.	1,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies to engage Title 1 parents. **No food or incentives**	2,348.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting during parent meetings such as SSC, ELAC, Title 1, English classes for parents, ect.	500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			To engage/involve parents in learning to support students in reading, writing and math.	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.1462		5,416.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental contracts for interpreters during parent conference, SSC, ELAC, Title 1, SST, and 504 meetings.	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			To involve and engage families of English Language Learners in reading, writing and math.	500.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.2913		10,791.00

\$25,055.00

2022-2023 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		30,478.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutoring students before and after school **No IEPs**	15,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			To purchase technology to support student in reading, writing and math.	8,081.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		30,478.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		40,213.00
G1A1	Sup & Conc	Instruction	Mat & Supp			To purchase materials and supplies to support students in reading, writing, math, attendance, and social-emotional needs.	26,351.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: To purchase materials, supplies and technology to support students in reading, writing and math.	51,529.00
G1A1	Sup & Conc	Instruction	Direct-Food			To purchase snack for students during state standardized assessment.	600.00
G1A1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.4375		12,501.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Reimburse HSL mileage.	300.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		40,213.00
G1A1	LCFF: EL	Instruction	Mat & Supp			To purchase materials and supplies for English Language Learners to support in reading, writing and math.	3,296.00
G1A1	One-time School	Instruction	Teacher-Subs			Substitute teachers to release teachers for peer to peer/collaboration, data chats, SST's, 504, planning.	6,001.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows to push into the classrooms for small group instruction to support in ELA and Math.	69,703.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to release teachers for lead teacher, ELPAC testing, SST, 504, IEP peer to peer, planning, data chats, data collection and analyzing student data.	3,400.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			To purchase technology to support students in reading, writing and math.	2,000.00
G3A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers to plan, analyze data and implement climate and culture expectations and clubs/activities to keep students engaged.	16,799.00
G3A3	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contract for classified staff to implement climate and culture expectations and clubs/activities to keep students engaged.	13,000.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling (Split with 7090 & 7099)	27,671.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Counseling (Split with 7090 & 7099)	51,529.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes to release teachers for lead teacher, SST, peer to peer, planning, data chats, data collection and analyzing student data. **No IEPs**	11,272.00
G5A1		Parent Participation	Oth Cls-Supp				1,500.00

G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting, during parent meetings such as SSC, ELAC, title 1, English classes for parents, ect.	1,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies to engage Title 1 parents. **No food or incentives**	2,348.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting during parent meetings such as SSC, ELAC, Title 1, English classes for parents, ect.	500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			To engage/involve parents in learning to support students in reading, writing and math.	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.1462		5,416.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Supplemental contracts for interpreters during parent conference, SSC, ELAC, Title 1, SST, and 504 meetings.	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			To involve and engage families of English Language Learners in reading, writing and math.	500.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.2913		10,791.00
							\$485,470.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,679.00
Sup & Conc	7090	\$232,758.00
LCFF: EL	7091	\$56,800.00
One-time School	7099	\$127,233.00
Grand Total		\$485,470.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$340,144.00
G3 - Increase student engagement in their school and community	\$108,999.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$11,272.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$25,055.00
Grand Total	\$485,470.00