

Norseman Elementary

10621666006423

Principal's Name: Kevin Her

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Kevin Her', written over a faint grid background.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

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

Consolidated Program Assurances

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten 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 Her	X				
2. Chairperson - Angelica Lopez				X	
3. Vice-Chairperson – Stacey Hanson				X	
4. Secretary – Laura Walker				X	
5. PAC Representative – Mai Shoua Yang				X	
6. PAC Alternative – Celene Garcia				X	
7. Juliette Romero		X			
8. Noor Qader		X			
9. Diedre Brook		X			
10. Maria Lopez Sanchez			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Norseman Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin X Her		4/9/25
SSC Chairperson	Angelica Lopez		4/9/25

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

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

FY 2025/26

Norseman - 0355

ON-SITE ALLOCATION

3010	Title I	\$71,484 *
7090	LCFF Supplemental & Concentration	\$224,076
7091	LCFF for English Learners	\$53,130

TOTAL 2025/26 ON-SITE ALLOCATION **\$348,690**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,072
Program Budget	\$69,412
Total Title I Allocation	<u>\$71,484</u>

ESSA Assistance Status: Not Identified for Assistance

Norseman Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		45.2 %	2023-2024	70 %
SBAC ELA - Average distance from standard	✓	-54.6 pts	-51.1 pts	2023-2024	-36.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	35 %	28.4 %	2023-2024	33.4 %
SBAC Math - Average distance from standard	✓	-59.1 pts	-65.9 pts	2023-2024	-50.9 pts
SBAC Math - percentage of students met/exceeded standard	✓	28 %	21.3 %	2023-2024	26.3 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1:

SBAC ELA data shows that students in grades 3-6 are not reading at grade level. Only 28% are meeting or exceeding grade-level standards, with an average distance from the standard of +16. The learning gap is even wider for key subgroups, including socioeconomically disadvantaged students, students with disabilities, African American students, and Asian students.

Action 2:

SBAC Math data indicates that students in grades 3-6 are not performing at grade level. Only 21% are meeting or exceeding grade-level standards, with an average distance from the standard of +16. The achievement gap is even more significant for key subgroups, including socioeconomically disadvantaged students, students with disabilities, English Learners, and African American students.

Action 3:

ELPI data reveals that English Learner students are not progressing at least one grade level per year.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

School-wide, students in the primary grades are struggling to master basic reading and writing skills, making it harder for them to understand what they read as they move forward. There is also a lack of consistent early intervention to help close these learning gaps. Additionally, many students are not becoming fluent in their math facts before leaving the primary grades, which makes it more difficult for them to grasp advanced math concepts later on.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To address underachievement in ELA and Math among key student groups, the following needs must be met:

- **Lack of Early Intervention** – Implement universal screening for all students in TK-6, strengthen the three-tiered intervention system in K-6, expand the push-in program with Interact Fellows, and enhance the push-out program with certificated tutors.
- **Language Barriers (English Learners)** – Provide structured ELD instruction (K-6) and offer teacher training on effective designated and integrated ELD strategies.
- **Limited Resources (Socioeconomically Disadvantaged Students)** – Increase tutoring opportunities during and after school, and establish structured goal-setting practices.
- **Insufficient Support (Students with Disabilities)** – Provide tutoring opportunities, strengthen student intervention programs, and enhance teacher training focused on student group.
- **Cultural and Socioeconomic Challenges** – Improve parent engagement, expand social-emotional and mental health support services, and reinforce attendance initiatives.
- **Teacher Readiness** – Strengthen PLC+ Foundations and collaboration, enhance instructional planning, implement formative assessments, and provide continuous professional development and instructional coaching.

These targeted strategies will help close achievement gaps and promote educational equity.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: English Language Arts

Fully Implemented

The 24-25 SPSA actions were fully implemented. However, improvements are needed in how instructional minutes are used for both intervention time and grade-level content. PLCs will continue implementing a comprehensive reading program, emphasizing early literacy and foundational skills in grades PK-2. Their focus will remain on using effective reading strategies and interventions to ensure all students are reading by 2nd grade.

Action 2: Mathematics

Fully Implemented

The 24-25 SPSA actions were implemented. However, improvements are needed in how instructional minutes are used for both intervention time and grade-level content. PLCs will continue implementing math lesson design, emphasizing early math fluency and math facts in grades 3-6.

Action 3: English Language Learners

Partially Implemented

The 24-25 SPSA actions were implemented. However, improvements are needed in how instructional minutes are used for both designated time and integrated throughout grade-level content. PLCs will continue implementing integrated and designated ELD program, emphasizing on EL strategies and standards in grades TK-6. Their focus will remain on using effective EL integrated and designated strategies and interventions to ensure all students are redesignated according to the ELPI.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: English Language Arts

Effective

Action 1: All 2024–2025 SPSA actions were fully implemented. However, there is a need to improve the use of instructional minutes for both intervention and grade-level instruction. PLCs will continue implementing a comprehensive reading program, with a strong focus on early literacy and foundational skills in grades PK–2. The goal remains to ensure all students are reading by the end of 2nd grade through effective reading strategies and targeted interventions. Currently, only 28% of students in grades K–6 are meeting or exceeding expectations on the i-Ready Reading Diagnostic 2 assessment.

Action 2: Mathematics

Effective

Action 2: The 2024–2025 SPSA actions were implemented. However, improvements are needed in how instructional minutes are utilized for both intervention and grade-level content. PLCs will continue implementing math lesson design, with an emphasis on early math fluency and mastery of math facts in grades 3–6. Currently, only 21% of students in grades K–6 are meeting or exceeding expectations on the i-Ready Math Diagnostic 2 assessment.

Action 3: English Language Learners

Effective

Action 3: The 2024–2025 SPSA actions were implemented. However, improvements are needed in how instructional minutes are used for both designated ELD time and integration throughout grade-level content. PLCs will continue implementing both integrated and designated ELD programs, with an emphasis on EL strategies and standards in grades TK–6. The focus will remain on using effective integrated and designated ELD strategies and interventions to ensure all English Learners are redesignated according to the ELPI. Currently, 8.82% of students are eligible for redesignation.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1:

In ELA, all grade levels will follow the district-adopted writing curriculum, *Write to Sources* in *Wonders*, along with writing performance tasks. Grades 3–6 will complete at least one genre writing cycle each quarter, beginning with a pre-assessment and concluding with a summative assessment using a genre-specific performance task (Narrative, Informational, or Opinion/Argumentative). Each cycle will include a planning meeting using PLC+ as a guide to plan for four weeks of genre writing per quarter. Each cycle will culminate in a writing showcase, where students submit their genre writing; a debriefing meeting with the PLC; and a writing workshop for each grade level that connects classroom instruction to expectations on the end-of-year summative assessment (SBAC).

Action 2:

In Math, grades 3–6 will fully implement MLD with support from the academic coach. Grades K–2 will focus on developing math fluency while also embedding the MLD structure into their lessons.

Action 3:

The school will provide school-wide training in ELD and revisit the EL Vignettes to support the application of EL standards throughout the instructional day (integrated ELD), while also strengthening designated ELD instruction. The school will reach out to EL Services as needed for resources and professional learning.

Section D: 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.

SSC:

- 9/18 - SSC reviewed i-Ready D1 Reading/Math and SBAC ELA/Math data with SSC.
- 11/20 - SSC reviewed Fall Climate and Culture Survey and Misbehavior Data. Reviewed 2024-25 SPSA.
- 1/19 - SSC reviewed i-Ready D2 Reading/Math data along with McLane Regional i-Ready D2 data. SSC reviewed Academic Return on Investment process and SPSA timeline. SSC reviewed 2025-26 site allocations compared to 2024-25.
- 2/19 - Shared 2025-26 SPSA updates and writing progress. Provided SSC opportunity for input into 2025-26 SPSA using Microsoft forms.
- 3/19 - Shared updates on DRAFT 2025-26 SPSA and budget. Also shared allocations and plan for Prop 28 funds.
- 4/9 – SSC reviewed the 2025-26 draft SPSA and budget. Members agreed with all proposed goals, actions, and allocations, and had no additional recommendations. The SSC voted to approve the 2025–26 SPSA and the 2025–26 budget.

ELAC:

- 2/7 - Provided ELAC opportunity to review 2024-25 SPSA and provide input to 2025-26 SPSA using SPSA family input. ELAC members agreed with all proposed goals, actions, and allocations, and had no additional recommendations.

Staff:

- 12/12 - ILT was trained on AROI process. ILT reviewed current SPSA, Data, and conducted Keep/Stop/Start of actions in SPSA.
- 2/12, 2/13, 2/18, 2/20, 2/24, 2/27 - Writing team drafted SPSA.
- 2/20 - ILT reviewed and collaborated for improvements on SPSA.
- 3/4 - Staff reviewed draft SPSA and provided input on budget.
- 3/13 - ILT reviewed adjusted tiered MTSS approach to SPSA.
- 4/1 - Staff review updated draft SPSA and budget. Staff agreed with all proposed goals, actions, and allocations, and had no additional recommendations. Staff approved 2025-26 SPSA and budget.

Action 1 :

English Language Arts

Action Details:

Norseman Elementary will implement a tiered balanced literacy program focused on ELA standards to support student comprehension.

Goal: By June 2025, Norseman Elementary School will decrease the distance from meeting standards at least 15 points as measured by SBAC.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Norseman Elementary School will use a three-tiered system to make sure every student gets the reading support they need. This system provides high-quality instruction for all students, extra help for those who need it, and intensive support for struggling readers.

Grade-level and school-wide teams will use the PLC+ framework to plan lessons, support student learning, and track progress. They will focus on five key questions to guide their teaching and professional learning, ensuring that all students receive the help they need to succeed.

- Where are we going?
- Where are we now?
- How do we move learning forward?
- What did we learn today?
- Who benefited and who did not?

Tier 1: Strong Core Instruction for ALL students -

- Teachers work together using the PLC+ framework to plan lessons, learn from each other, track progress, and adjust instruction to meet student needs.
- All teachers provide great first teaching to all students ensuring high quality and grade level instruction in reading using district adopted curriculum.
- Every student has access to rigorous grade level reading standards using district adopted ELA curriculum.
- Teachers use tests like i-Ready, SBAC, and CFA to check student progress.
- Teachers meet regularly to review student data, discuss what's working, and adjust lessons.
- Intentional ELA lessons include scaffolding, small-group work to help all students succeed.
- Teachers use RACES as a strategy to guide students in ELA.

Tier 2: Targeted Small-Group Support- Students in this tier get small group instruction in class and additional support from tutors and interventionist.

- Small Group Instruction - Teachers work with students in small groups on specific reading skills like phonics, fluency, vocabulary and comprehension.
- Certificated tutors pull students in K-3 out for extra practice based on their Wonders Phonics Assessment, i-Ready, BAS, and other test results.
- Inter-Act Fellows push into Pre/K-6 classrooms to support students during reading time.
- Teachers monitor progress in cycles within each quarter and adjust lessons as needed.

Tier 3: Intensive Reading Support (RTI) - Students who are far below grade level get intensive, small-group instruction through Response to Intervention (RTI).

- Teachers monitor progress in cycles within each quarter and adjust lessons as needed.
- K-3 teachers to use structured reading strategies such as Orton-Gillingham
- Small Group Instruction - Teachers work with students in small groups on specific reading skills and out of out of grade level curriculum like phonics, fluency, vocabulary and comprehension.
- Student Success Team (SST) - Students not responding to Tier 1 and T2 interventions will be referred to SST meetings.
- 504 and Special Education Testing: Based on data analysis, students may be referred for 504 accommodations or Special Education testing.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

- English Learner student population is performing at the lowest level in areas of 94% of students are not passing ELA Smarter Balanced Assessment (78 Students/ 335 Total Students Tested.)
- 62% of RFEP Students (23 Students) are meeting SBAC ELA
- 37% of RFEP Students (14 Students) are not meeting SBAC ELA
- Currently ELPI level is 45.2%

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

- Engage, inform and provide resources for parents of EL students by holding informational night about EL/ELPAC/ELAC/Tutoring services.
- Engage and encourage students with ELPAC rally and redesignation parties.

- An Interact Fellow will continue to support identified EL students during the school day.
- Supplemental contracts for tutoring students before, during, and after school focusing on language development and EL strategies.

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

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

Student Groups

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), English Learner (EL), African American (AA)

- Inter-Act Fellows will work collaboratively with classroom teacher to provide Tier 2 differentiated instruction for K-6 classrooms
- Supplemental contracts available for before school and after school tutoring.
- Supplemental contract available for additional planning time, professional learning outside of regular school hours.
- Materials and supplies for family learning, and parent meetings.

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), English Learner (EL), African American (AA)

- Two 3.5 hour certificated tutors will provide Tier 2 and Tier 3 intervention for the identified students using supplemental materials.
- Inter-Act Fellows will work collaboratively with classroom teacher to provide Tier 2 differentiated instruction for K-6 classrooms
- Site funded copy machine to support teachers in creating CFAs, Pre/Post assessments, and an extension of learning from Wonders/ELA for students learning.
- Provide ILT with supplemental contracts to meet/plan prior to the beginning of the school year.
- Provide ILT and grade level teams sub release days to analyze, plan actions for instruction.
- School funds to support purchase of instructional materials and supplies such as supplemental books, technology, subscriptions, snacks and technology repairs
- Supplemental contract available for additional planning time, professional learning outside of regular school hours.
- Substitute release time will cover teachers for planning time, collaboration, professional learning, data chats, SST, 504, and IEPs.
- Food service for professional learning
- Child Care for (ELAC/SSC/Parent Meetings/Parent Conference)

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

Support for Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), English Learners (EL), and African American (AA) Students:

As a site, we will implement a Multi-Tiered System of Supports (MTSS) approach, as outlined above. This includes deploying two 3.5 FTE certificated tutors and four Interact Fellows to provide targeted reading intervention for our SED, SWD, EL, and AA student groups. Support will be delivered through structured small group instruction and a Response to Intervention (RTI) framework.

Teachers will engage students in setting individual academic goals and utilize ongoing progress monitoring of student data to inform instruction and improve reading achievement for all students. Additionally, the site TSA and academic coach will build teacher capacity in effective reading strategies through the continued work of PLC+.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the Instructional Practice Guide (IPG) for teacher feedback
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention
- Goalsetting: School/Grade Level/Teacher/Student Outcomes monitored by Principal, VPs, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC, Interim assessments
- Outcomes measured by growth from assessment to assessment stretch growth goals.
- Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data
- Goalsetting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA from by 15 points.
- Outcomes measured by growth from distance from standard. SBAC
- Results: increase the percentage of students that are proficient from 28% to 44.9% K-6 iReady3
- Results: Increase by 10% from prior year
- Outcomes monitored by Principal, VP and teachers.

Action 2 :

Mathematics

Action Details:

Norseman PLCs will implement TK-6 instructional math strategies and intervention opportunities with a focus on interactive activities, real-life applications, and problem-solving. PLCs will use the Guaranteed Viable Curriculum (GVC) to apply school-wide math strategies and interventions, aiming for all students to achieve academic proficiency.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Norseman Elementary School will use a three-tiered system to make sure every student gets the math support they need. This system provides high-quality instruction for all students, extra help for those who need it, and intensive support for struggling students.

Grade-level and school-wide teams will use the PLC+ framework to plan lessons, support student learning, and track progress. They will focus on five key questions to guide their teaching and professional learning, ensuring that all students receive the help they need to succeed.

- Where are we going?
- Where are we now?
- How do we move learning forward?
- What did we learn today?
- Who benefited and who did not?

Tier 1: Strong Core Instruction for ALL students -

- Teachers work together using the PLC+ framework to plan lessons, learn from each other, track progress, and adjust instruction to meet student needs.
- All teachers provide great first teaching to all students ensuring high quality and grade level instruction in math using district adopted curriculum.
- Every student has access to rigorous grade level math standards using district adopted Math curriculum.
- Teachers use tests like i-Ready, SBAC, and CFA to check student progress.
- Teachers meet regularly to review student data, discuss what's working, and adjust lessons.
- Intentional Math lessons include scaffolding, small-group work to help all students succeed.
- R-CUBES strategy to be used school wide in K-6.
- Daily fluency blocks (15-20 minutes) utilizing FUSD materials and planning

Tier 2: Targeted Small-Group Support- Students in this tier get small group instruction in class and additional support from tutors and interventionist.

- Small Group Instruction - Teachers work with students in small groups on specific math skills like math strategies, fluency
- Structured number sense lessons with small group utilizing FUSD materials and planning
- Certificated tutors pull students in K-3 out for extra practice based on their Wonders Phonics Assessment, i-Ready, BAS, and other test results.
- Teachers monitor progress in cycles within each quarter and adjust lessons as needed.
- Math interventions based on formative assessment data of student progress
- After-school tutoring contracts for teachers to provide additional support
- Students with ongoing issues (academics, health, attendance, behavior, or suspensions) maybe referred to the Targeted Support Team(TST) to provide social-emotional support

Tier 3: Intensive Support (RTI) - Students who are far below grade level get intensive, small-group instruction through Response to Intervention (RTI).

- Teachers monitor progress in cycles within each quarter and adjust lessons as needed.
- Small Group Instruction - Teachers work with students in small groups on specific math skills and out of out of grade level materials.
- Student Success Team (SST) - Students not responding to Tier 1 and T2 interventions will be referred to SST meetings.
- 504 and Special Education Testing: Based on data analysis, students may be referred for 504 accommodations or Special Education testing.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

Enhanced Services for English Learner (EL) Students:

1. **Integrated and Designated Instruction:** Teachers will provide both integrated and designated instruction for English Learners (ELs) to ensure academic success across subjects.

2. **Academic Math Vocabulary:** Special focus will be placed on Academic Math Vocabulary to enhance EL students' understanding of math concepts and foster language acquisition in the content area.

- **Understanding the Problem:** Teachers will encourage students to state the problem in their own word, identify unknowns, and distinguish relevant from irrelevant information . This will aide with student comprehension. This also will support the writing in math initiative.

3. **Opportunities to Improve Test Scores:** EL students will be provided with opportunities to improve their test scores through reteach sessions and make-up tests to ensure mastery of content and skills.

- Problem of the Days that focus on student misconceptions from lesson taught prior, SBAC/I-Ready test prep, reviewing previous missed test questions; this may also include frontloading lessons and supporting with any missing prerequisites from grade levels below.

4. **Parental Engagement:** Parents will be invited to attend ELAC(English Learner Advisory Committee) and SSC(School Site Council) meetings to discuss the academic progress of their children and receive updates on EL performance. These meetings will provide parents with vital data about their children's educational development. Home-School LiaisonSupport:A1.0 Home-School Liaison will facilitate communication with families regarding attendance, academic progress, and other pertinent information. This ensures a direct line of support between school and home, especially for EL families.

5. **Designated ELD Instruction:** Students will receive designated English Language Development (ELD) instruction tailored to their English proficiency levels during the intervention block. This ensures that EL students receive targeted support to meet their specific language development needs.

6. **Professional Learning Opportunities:** As funding allows, professional learning opportunities will be explored to support ongoing development in both ELA and Math specifically designed for English Learners. This includes training that focuses on strategies for differentiation, and assessment practices for EL students, ensuring continuous improvement in their academic progress.

Student Groups

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

Socio-economically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); African American (AA):

- Interact Fellows
- Mentors
- Child Care (ELAC/SSC/Title 1 Meetings/Parent Conferences/Parent Meetings)
- Available supplemental contracts for before and after school tutoring

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

Socio-economically Disadvantaged (ED): Interact Fellows; IEP/SST/CCT Substitutes; School-Site Social Worker

Students with Disabilities (SWD): Interact Fellows; IEP/SST/CCT Substitutes; School-Site Social Worker; Extra paid contracts

English Learner (EL): Interact Fellows; IEP/SST/CCT Substitutes; School-Site Social Worker

African American (AA): Interact Fellows; IEP/SST/CCT Substitutes; School-Site Social Worker

- Technology to support student learning of Common Core State Standards (CCSS)
- Funds will also be used for technology repairs and software
- Substitutes for classroom coverage during SST meetings Supplemental contract for certificated staff to manage and plan SST meetings
- Instructional support technology will be purchased as funds allow
- Supplies and materials, including supplementary materials for CCSS in ELA and Math
- Goal-setting incentives to support academic progress based on district and state assessments
- Daily fluency block utilizing FSUD materials for planning (Number Talks; Choral Counting; Story Problems; Number Strings; BTFB; Reflex/Frax.)
- Classroom incentives for meeting academic and behavior goals
- Substitutes provided for instructional talks, data analysis, and coaching as needed
- Substitutes for planning days for PLC teams Instructional coach support for professional learning in ELA and Math based on current data
- Substitutes for teachers working with district coaches on ELA and Math professional development
- Parent communication on student progress (see parent engagement actions), with funds allocated for: materials, supplies, refreshments, babysitting, and translators
- Climate and Culture Specialist to support teachers with classroom management, observations, and feedback

- As funding allows, professional learning opportunities in Math.

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

Support for Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), English Learners (EL), and African American (AA) Students in Mathematics:

As a site, we will implement a Multi-Tiered System of Supports (MTSS) approach to strengthen math achievement for all students, with targeted support for our SED, SWD, EL, and AA student groups. Instructional support will include small group instruction, Response to Intervention (RTI), and ongoing progress monitoring of student data to inform and adjust instruction.

Our math focus will center on the implementation of Math Lesson Design (MLD) with fidelity in grades 3–6, while providing foundational MLD structure support in grades K–2. Additionally, we will implement a school-wide emphasis on math fluency to build automaticity and foundational number sense across all grade levels.

Teachers will also support student learning through individual goal-setting, while the site TSA and academic coach will continue to build teacher capacity through PLC+ collaboration and professional learning in effective math practices.

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> • 3rd- 6th grade focus on claims and targets aligned with SBAC (CFAs/FIABs/IABs). • Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback: Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70%of classroom observations will show implementation of mathematical practices being implemented. Outcomes monitored by Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>PLC/GLMs will drive the work of PLC+ using the guiding questions:</p> <ul style="list-style-type: none"> • Where are we going? • Where are we now? • How do we move learning forward? • What did we learn today? • Who benefited from our efforts, and who did not? <p>Grades K-6 participate in MLD trainings offered by math coaches along with implementation of math strategies. Money will be set aside for substitute teachers to allow teachers to participate in math coaching cycles. If funding is available, supplemental contracts provided to teachers to plan, analyze data/strategies, reflect on student data and collaborate with support team in best practices.</p> <p>District benchmark, iReadyDiagnostic math assessments, SBAC interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. Outcomes monitored by teachers, grade level PLCs, and admin</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Teachers learning from each other through the PLC+ model (micro-teaching, co-teaching, peer observations.)</p> <p>Coaching cycles with Academic Coach.</p> <p>Community Schools to provide integrated PL support for teachers in MLD.</p> <p>SBAC Results: Outcomes measured by decrease the distance from meeting standards in Mathematics from -95.3 to -80.3 as measured by the Smarter Balanced Summative Assessment (SBAC). Outcomes monitored by Principal and teachers.</p>

2025-2026 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-Supp			Supplemental Contracts for teachers to provide ELA/Math tutoring **No IEPs**	10,003.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs to release certificated staff for data chats/CCT/SST/IEP	14,551.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom allocation for certificated teachers to implement resources to increase ELA and Math	13,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	69,220.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh, to support students in ELA and math	10,000.00
G1A1	LCFF: EL	Instruction	Off Eq Lease			Ricoh, to support student in ELA and math	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs to release teachers for ELPAC testing	4,993.00
G1A2	Sup & Conc	Instruction	Mat & Supp			To purchase technology for students	7,000.00

\$139,367.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	88.9 %	85 %	2024-2025	90.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in our current goal, the percentage in the Student-Centered/Real-World Experiences domain of the Fall Climate & Culture Student Survey decreased by 2% from Spring 2024.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. Students not having clarity on what Real World experiences are.
2. Students don't feel a connection to lessons taught in the classroom.
3. Students do not feel prepared for life because of lack of real world experiences
4. After-School Program(ASP) Capacity: Due to limited space and staffing requirements, ASP enrollment was capped at approximately 200 students during the 2024-2025 school year, restricting access to extended learning and engagement opportunities.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Teachers making students aware of real world experiences. Making connections to school opportunities.
2. Teachers making connections to real world experiences during lessons.
3. Providing more opportunities for school wide activities (ex lime tasting from food services)

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Engagement in Student-Centered and Real-World Learning

Fully Implemented

Current data reflects 85% favorable responses in the Student-Centered/Real-World Experiences domain, marking a 2% decrease from Spring 2024. Norseman continues to prioritize student-centered opportunities and will refine and expand more options to ensure all students have access to these experiences, with the goal of achieving 90% positive responses on the Student Climate & Culture Survey.

During the 2024-2025 school year, the following actions were implemented:

TK-6th Grade: Read Across America with community volunteers

TK-6th Grade: PRIDE tickets

1s Grade: RISE mentorship opportunities

3rd-6th Grade: District-funded career engagement programs

Social-Emotional Learning: Second Step and class meetings, Growth Mindset, and Goal Setting lessons

Schoolwide Events: Kindness Campaign, Spirit Months, Carnival, Trunk a Treat, Veterans Day, Winter Wonderland, Read Across America, Red Ribbon Week, Strong Dads, Cultural Event reflecting the school community

Community & Leadership: Volunteer/service opportunities, leadership roles

Academic & Extracurricular Activities: Peach Blossom Festival, after-school clubs based on staff interests

VAPA (Visual and Performing Arts): Dance, Music, Choir, Band, Strings, and Arts engagement opportunities

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Engagement in Student-Centered and Real-World Learning

Partially Effective

The student-centered and real-world experiences initiatives at Norseman Elementary have decreased by 2% in responses on the Student Climate & Culture Survey, reaching 85% positive feedback in this domain. This progress indicates that students are in need of expanded engagement opportunities, leadership experiences, and career exploration activities.

Key Indicators:

1. Increased Student Engagement:

- The variety of career exploration programs, such as the 1s Grade: RISE mentorship opportunities, Lego Champions (K-2) and district-funded career engagement initiatives, extra curricular activities (3-6), provided students with early exposure to real-world applications of learning.
- Volunteer and leadership opportunities through leadership club and meaningful jobs, empowered students to take active roles in their school and community.

2. Recognition and Motivation:

- Pride Tickets and School Wide reward incentive reinforced positive behavior and values, contributing to a stronger school culture.

- Academic and extracurricular activities (e.g., Peach Blossom Festival, and after-school clubs) fostered student confidence and provided additional opportunities for engagement.
3. Social-Emotional and Cultural Impact:
- The Second Step program, Growth Mindset lessons, and Goal Setting activities helped students develop essential SEL skills, improving their resilience and goal orientation.
 - Cultural event and schoolwide initiatives like Red Ribbon Week and Kindness Week strengthened students' sense of belonging within the school community.
4. Access to Arts and Enrichment Programs:
- The VAPA programs (Dance, Music, Choir, Band, Strings, and Arts) enriched students' educational experiences that contribute to overall well-being and engagement.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Throughout the 2024- 2025 school year, Norseman will enhance student engagement by providing diverse career exploration opportunities, including fieldtrips, career-focused activities and real-world centered clubs. Norseman will be purposeful when communicating with Community School and After school coordinators. Students will also have access to leadership experiences through Leadership Club. Additionally, Norseman will foster a positive school culture by recognizing students who exemplify PRIDE attributes and contribute to a supportive school environment.

Section D: 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.

SSC:

- 9/18 - SSC reviewed i-Ready D1 Reading/Math and SBAC ELA/Math data with SSC.
- 11/20 - SSC reviewed Fall Climate and Culture Survey and Misbehavior Data. Reviewed 2024-25 SPSA.
- 1/19 - SSC reviewed i-Ready D2 Reading/Math data along with McLane Regional i-Ready D2 data. SSC reviewed Academic Return on Investment process and SPSA timeline. SSC reviewed 2025-26 site allocations compared to 2024-25.
- 2/19 - Shared 2025-26 SPSA updates and writing progress. Provided SSC opportunity for input into 2025-26 SPSA using Microsoft forms.
- 3/19 - Shared updates on DRAFT 2025-26 SPSA and budget. Also shared allocations and plan for Prop 28 funds.
- 4/9 – SSC reviewed the 2025-26 draft SPSA and budget. Members agreed with all proposed goals, actions, and allocations, and had no additional recommendations. The SSC voted to approve the 2025–26 SPSA and the 2025–26

ELAC:

- 2/7 - Provided ELAC opportunity to review 2024-25 SPSA and provide input to 2025-26 SPSA using SPSA family input. ELAC members agreed with all proposed goals, actions, and allocations, and had no additional recommendations.

Staff:

- 12/12 - ILT was trained on AROI process. ILT reviewed current SPSA, Data, and conducted Keep/Stop/Start of actions in SPSA
- 2/12, 2/13, 2/18, 2/20, 2/24, 2/27 - Writing team drafted SPSA
- 2/20 - ILT reviewed and collaborated for improvements on SPSA
- 3/4 - Staff reviewed draft SPSA and provided input on budget.
- 3/13 - ILT reviewed adjusted tiered MTSS approach to SPSA
- 4/1 - Staff review updated draft SPSA and budget. Staff agreed with all proposed goals, actions, and allocations, and had no additional recommendations. Staff approved 2025-26 SPSA and budget.

budget.

Action 1 :

Student-Centered and Real-World Learning

Action Details:

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

Goal: By June 2026, 100% of our students will participate and be exposed to career trips provided by the district.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- Assemblies
- Presentations
- Transportation to events or activities
- Supplemental contracts for certificated and classified staff to support with events/activities.
- Goal 2 Fieldtrips
- Clubs, Sports
- Family Events
- 6th Grade Camp
- Music Programs for TK-6
- Other District opportunities include Bricks for Kids, Red Ribbon Week, Read Across America Week, Veteran's Day (Letters from Students), Saroyan Ballet, Hour of Code, and Outdoor learning experiences.
- Norseman will continue to recruit staff members and community to provide multiple opportunities for real-world learning experiences.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff will support English Learner and their families through outreach, home visits, and other school related services, promotions, and events connecting to career opportunities and real-world learning experiences.
- Student engagement data of EL students will be monitored for disproportionally.

Student Groups

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

We will utilize Title I funding for student and parent materials and supplies, supplemental contracts, parent participation events/activities.

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

We will utilize funding for materials and supplies, supplemental contracts, parent participation events/activities, HSL and staff mileage for parent support, outreach, and engagement.

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

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

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes measured through ATLAS reports.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

Clubs, sports, activities, enrichment (ASP) changes for variety.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Responses on the Climate and Culture Surveys will increase favorable responses by 12% compared to last year. Outcomes measured through ATLAS reports. Outcomes monitored by Principal, VP, and Climate & Culture Team.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		26.1 %	2023-2024	24.5 %
Suspension Rate	✓	1.67 %	2.5 %	2023-2024	2.17 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Current data indicates that chronic absenteeism at Norseman Elementary remains a significant challenge with an overall rate of 24.5%, a decrease from 26.1% in 2023-2024, yet still impacting student learning and engagement. Chronic absenteeism among African American students (38.4%), White students (31.8%), and Hispanic students (24.9%) is vast. Additionally, the suspension rate has increased from 2023, highlighting the continued need for proactive behavioral interventions.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic Absenteeism (22.3%Overall)

- **Family & Socioeconomic Barriers:** Transportation, housing instability, work schedules, and lacking a sense of belonging and connection to school as a parent/family member (needing accountability)
- **Student Engagement:** Lack of meaningful school connections; transient students (school-to-school)
- **Health Concerns:** Illness, mental health, limited healthcare access
- **Disparities Among Student Groups: African Americans (38.4%)** may reflect systemic barriers and engagement gaps

Suspension Rate Increase (12.97%)

- **Behavioral Challenges:** Increased, chronic tier 3 behavior require stronger interventions; tier 3 behavior due to disabilities
- **Restorative Practices:** Inconsistency with staffing (RP counselors/Mentors/Outside facilities; inconsistency with implementation across the site with all stakeholders (NTAS, Teachers, Parents, Coaches, Admin, Substitutes, ect.)
- **Supervision & Classroom Management:** Inconsistency with following the Levels of Misbehavior and discipline practices.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Addressing these challenges will require a **multi-tiered approach** that includes:

- **Targeted attendance outreach and mentorship programs** for students with chronic absences (Intervention Specialist)
- **Continuing to foster positive school climate, sense of belonging, and engagement efforts** to make students feel more connected
- **Expanding social-emotional learning and restorative justice practices** to reduce suspension with all stake-holders
- **Enhancing family partnerships and support services** to address underlying attendance barriers

By implementing these strategies, Norseman can **further reduce chronic absenteeism and suspension rates**, ensuring **greater equity and access to learning opportunities for all students**.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: All students will engage in arts, activities, and athletics

Fully Implemented

All students at Norseman Elementary have opportunities to join and be part of arts, activities, and athletics throughout the year.

Action 2: Average Daily Attendance

Fully Implemented

At Norseman Elementary School, average school attendance is monitored daily (in classrooms with incentives), quarterly (with awards "Norseman Viking Helmet", *Promise Attendance Track* (incentives for awesome 99% positive attendance **25 days, 50 days, 100 days, 180 days.**)

Action 3: Suspensions and Social Emotional

Fully Implemented

All classroom teachers give daily SEL instruction (Second Step), and support their classroom social emotional needs during daily Morning Meetings. Every Morning Meeting includes structure that fosters building classroom community and ownership.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: All students will engage in arts, activities, and athletics

Effective

All students at Norseman Elementary have opportunities to join and be part of arts, activities, and athletics throughout the year.

Action 2: Average Daily Attendance

Effective

At Norseman Elementary School, average school attendance is monitored daily (in classrooms with incentives), quarterly (with awards "Norseman Viking Helmet", *Promise Attendance Track* (incentives for *awesome* 99% positive attendance **25 days, 50 days, 100 days, 180 days.**)

Action 3: Suspensions and Social Emotional

Effective

All classroom teachers give daily SEL instruction (Second Step), and support their classroom social emotional needs during daily Morning Meetings. Every Morning Meeting includes structure that fosters building classroom community and ownership.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on the analysis from Sections A and B, the following major changes will be implemented to achieve this Current Goal:

- Refinement of tiered supports with a stronger emphasis on Tier 1 interventions to proactively address student needs.
- Increased professional development opportunities for staff to strengthen implementation of SEL, CHAMPS, and restorative practices.
- Continued focus on reducing chronic absenteeism through targeted attendance initiatives and engagement strategies.
- Expansion of recognition and incentive programs to reinforce positive student behavior and academic success.

Section D: 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.

SSC:

- 9/18 - SSC reviewed i-Ready D1 Reading/Math and SBAC ELA/Math data with SSC.
- 11/20 - SSC reviewed Fall Climate and Culture Survey and Misbehavior Data. Reviewed 2024-25 SPSA.
- 1/19 - SSC reviewed i-Ready D2 Reading/Math data along with McLane Regional i-Ready D2 data. SSC reviewed Academic Return on Investment process and SPSA timeline. SSC reviewed 2025-26 site allocations compared to 2024-25.
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ELAC:

- 2/7 - Provided ELAC opportunity to review 2024-25 SPSA and provide input to 2025-26 SPSA using SPSA family input. ELAC members agreed with all proposed goals, actions, and allocations, and had no additional recommendations.

Staff:

- 12/12 - ILT was trained on AROI process. ILT reviewed current SPSA, Data, and conducted Keep/Stop/Start of actions in SPSA
- 2/12, 2/13, 2/18, 2/20, 2/24, 2/27 - Writing team drafted SPSA
- 2/20 - ILT reviewed and collaborated for improvements on SPSA
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- 4/1 - Staff review updated draft SPSA and budget. Staff agreed with all proposed goals, actions, and allocations, and had no additional recommendations. Staff approved 2025-26 SPSA and budget.

Also shared allocations and plan for Prop 28 funds.

- 4/9 – SSC reviewed the 2025-26 draft SPSA and budget. Members agreed with all proposed goals, actions, and allocations, and had no additional recommendations. The SSC voted to approve the 2025–26 SPSA and the 2025–26 budget.

Action 1 :

Chronic Absenteeism

Action Details:

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

Goal: By June 2026, Norseman's Chronic Absenteeism school wide will decrease by 10%.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Norseman Elementary School will use a three-tiered system to make sure every student attends school every day.

Grade-level and school-wide teams will use the PLC+ framework to plan lessons, support student learning, and track progress. They will focus on five key questions to guide their teaching and professional learning, ensuring that all students receive the help they need to succeed.

- Where are we going?
- Where are we now?
- How do we move learning forward?
- What did we learn today?
- Who benefited and who did not?

Tier 1: Good Attendance - 100 % - 95% attendance

- Teachers will implement STOIC/Champs/MAC in the first 10 days to set expectations, hold daily and monthly meetings, and provide attendance incentives, while mentors, home visits, and community support will help engage families and improve student attendance
- Teachers work together using the PLC+ framework to plan lessons, learn from each other, track progress, and adjust strategies to meet student needs.
- All teachers create a welcoming and engagement environment for students using Second Step and Morning Meetings.
- All teachers participate in school wide classroom attendance incentives.
- Teacher meet regularly to review student data, discuss what's working, and adjust lessons.
- Intentional lessons include small-group to help all students be engaged in school.

Tier 2: Manageable - 94% - 90% attendance

- Teachers connect with students utilizing targeted morning meeting activities to connect with students.
- Supplemental contracts for staff to provide clubs, activities before/after school for students.
- School wide events and targeted activities provided to students and families to improve attendance.
- HSL to connect with families and importance of attendance.
- HSL to conduct home visit to connect with families.

Tier 3: Chronic/Severely Chronic - 90%-80% & 79%-01%

- Teachers monitor progress in cycles within each quarter
- District CWAS to provide support and home visit.
- Student Success Team (SST) - Students not responding to Tier 1 and T2 interventions will be referred to SST meetings.
- 504 and Special Education Testing: Based on data analysis, students may be referred for 504 accommodations or Special Education testing.
- OA and RP counselor will track and document interventions.
- TST will review chronically absent students and provide resources with additional supports from Community Schools.
- Attendance efforts will also include district Student Attendance Board and ICET meetings.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

Enhanced Services for English Learners (ELs) 16.19% EL Students with Chronic Absenteeism:

17% EL Students with an IEP

27% EL LTELS

EL Newcomers

Intervention Specialist/Home School Liaison: Provides translation services for parent meetings, conducts home visits for attendance and behavioral concerns, and fosters positive parent communication.

Parent Engagement: Parents of EL students, including newcomers, LTELS, and reclassified students, will be invited to ELAC, SSC, and other engagement meetings with translators available.

Dedicated Communication Support: A1.0 Home School Liaison will proactively communicate with EL families about attendance, academic progress, and available supports.

ELD Afterschool Program: Tutors support LTELS, newcomer students, and other EL students who have not been reclassified, daily for *Reading, Writing, Speaking, and Listening support*.

Schoolwide Celebrations: Recognizing all students who have redesignated that current school year during a celebration event with peers and family members.

Student Groups

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD), English Learner (EL), African American (AA),

- Interact Fellows, Mentors
- Child Care (ELAC/SSC), Interact Fellows, Mentors

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

Socio-economically Disadvantaged (ED); Students with Disabilities (SWD); English Learner (EL); African American (AA):

- Interact Fellows; IEP/SST/CCT Substitutes; Extra paid contracts
- HSL mileage

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

Socio-economically Disadvantaged (ED): Homeschool Liaison home visits; Community School Coordinator resources; Mentors; All-4-Youth; School site jobs for students; activities and clubs for students on campus

Students with Disabilities (SWD): Access to support tools and accommodations and modifications that build upon the strengths of case managers, teachers, paras, and parents

English Learner (EL): ELD tutoring afterschool; activities and clubs; yearly assemblies celebrating and informing students

African American (AA): AA, RP/IS counselor, Mentors, activities and clubs for students on campus

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback: Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of ELD practices being implemented. Outcomes monitored by Principal, VP, and teacher.

dELD afterschool program will monitor student achievement.

Medium-Term (Change in Behavior or Performance) Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

PLC/GLMs will drive the work of PLC+ using the guiding questions:

- Where are we going?
- Where are we now?
- How do we move learning forward?
- What did we learn today?
- Who benefited from our efforts, and who did not?

Grades K-6 participate in trainings offered by EL Services along with implementation of dELD standards. If funding is available, supplemental contracts provided to teachers to plan, analyze data/strategies, reflect on student data and collaborate with support team in best practices.

District benchmark, iReady Diagnostic reading assessments, ELPAC interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. Outcomes monitored by teachers, grade level PLCs, and admin

Long-Term (Change in Condition) Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Community Schools to provide integrated PL support for teachers in ELD.

ELPAC Results: Outcomes measured by moving at least 1 ELPI each year.

Action 2 :

Suspension

Action Details:

Norseman Elementary will implement a Multi-Tiered System of Support to integrate research-based district adopted programs to support best practices of Response to Intervention (RTI) and Social Emotional Learning (SEL) to decrease out-of-school suspension rates. Whenever it is safe, appropriate, and possible, responsive restorative processes will be used in lieu of suspension to support positive, ongoing relationships to interrupt incidences from escalating.

Goal: By June 2026, Norseman's suspension rate will be reduced by 30%.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Improved Social Emotional Competence Through:

Tier 1:

- Classroom management plans will be created yearly by teachers.
- Common Area Behavior Expectations
- STOIC and MAC/CHAMPS
- PK-6 will utilize Second Step Weekly Lessons
- OLWEUS Bully Prevention Lessons
- Daily Morning Meetings and class meetings as needed
- Quarterly Grade Level Behavior Incentives
- Materials and supplies to promote and sustain climate and cultural structures and implementations.
- Implement Levels of Misbehavior to align practices across school campus.
- Community Schools will continue to provide integrated supports, expanded enrichments, and engage students and families with resources to decrease misbehaviors.

Tier 2:

- Re-entry Circles with Restorative Practice Counselor
- Mentors will provide social emotional learning and support to individuals or small groups.
- Tier 2 Specialist will support students one on one or small groups with SEL needs. Tier 2 specialist will facilitate TST meetings and provide support to teachers with PL appropriate behavior strategies.
- Teacher on Special Assignment will train mentors and staff to support students with SEL strategies.

Tier 3:

- Utilize site based mental health support for students in preschool through 6th grade from ALL4Youth program clinician. Staff will be provided professional learning with topics such as trauma responsive schools, verbal-de-escalation, and mindfulness.
- ALL4Youth to provide social emotional coping strategies to students.
- School Psychologist provide supports with students

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Intervention Specialist/Home School Liaison: Provides translation services for parent meetings, conducts home visits for attendance and behavioral concerns, and fosters positive parent communication. **Parent Engagement:** Parents of EL students, including newcomers, LTELs, and reclassified students, will be invited to ELAC, SSC, and other engagement meetings with translators available.

Dedicated Communication Support: Home School Liaison will proactively communicate with EL families about attendance, academic progress, and available supports.

Fostering belonging on campus: EL students are included in clubs and activities that promote *Reading, Writing, Speaking, and Listening*.

Student Groups

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD); English Learner (EL), African American (AA):

- Interact Fellows, Mentors

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

Socio-economically Disadvantaged (SED), Students with Disabilities (SWD); English Learner (EL), African American (AA): Socio-economically Disadvantaged (ED):

- Clubs/Activities; Morning Supplemental Contracts; PRIDE ticket incentives; Interact Fellows; IEP/SST/CCT Substitutes; Extra paid contracts, Teacher on Special Assignment

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

Support for Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), English Learners (EL), and African American (AA) Students: Reducing Suspensions Through Tiered Supports

To reduce suspensions among our SED, SWD, EL, and AA student groups, we will implement a Multi-Tiered System of Supports (MTSS) approach focused on proactive, preventative, and restorative practices.

As school-wide prevention strategies, we will incorporate *STOIC*, *MAC/CHAMPS*, and the *OLWEUS Bullying Prevention Program* to promote positive behavior expectations, classroom structure, and a safe, inclusive campus culture. Additionally, the district's social-emotional learning curriculum, *Second Step*, will be delivered weekly, and daily morning meetings will be held at least four times per week to strengthen student-teacher relationships and classroom community.

Students requiring additional behavioral and emotional support will receive services from our Restorative Counselor and Tier 2 Intervention Specialist. The Targeted Support Team will meet regularly to analyze student data, set individual goals, and align appropriate interventions.

To further enhance connection and individualized support, four mentors will be assigned to work directly with students who are most at risk. These layered supports are designed to foster belonging, build self-regulation, and promote positive behavioral outcomes for all students.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions quarterly compared to last year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

P.R.I.D.E. tickets and incentives system throughout the campus with success criteria that manages tier 1 behavior.

Daily morning meetings, focusing on the 4 components (Greeting, Sharing, Activity, Message), fostering community and positive SEL in grades TK-6.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions by semester compared to last year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

All stake-holders trained and utilizing the Levels of Misbehavior with fidelity in all places on campus (cafeteria, playground, classroom, ect.)

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Decrease in suspensions overall from last year to this year. Outcomes measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

Second Step curriculum in classes TK - 6.

2025-2026 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
G3A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3182	Teacher on Special Assignment will support in increase student engagement and support in decreasing suspension by providing Tier 1 and 2 support to students, teachers and families.	57,492.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.4933	Teacher on Special Assignment will support in increase student engagement and support in decreasing suspension by providing Tier 1 and 2 support to students, teachers and families.	89,129.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contract for classified staff to implement to implement clubs, activities, and climate and culture expectations.	8,999.00
G3A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1885	Teacher on Special Assignment will support in increase student engagement and support in decreasing suspension by providing Tier 1 and 2 support to students, teachers and families.	34,058.00

\$189,678.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	89 %	85.3 %	2024-2025	86.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

N/A

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

N/A

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

N/A

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Training and Support Not Implemented

N/A

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Training and Support

Ineffective

N/A

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA

Section D: 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.

SSC:

N/A

ELAC:

N/A

Staff:

N/A

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0355 Norseman Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Oth Cls-Supp			Opportunity for classified staff to engage in trainings to support the climate and culture expectations	4,277.00

\$4,277.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	93.6 %	90.9 %	2024-2025	92 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

We have had a challenge getting parents to attend events on campus or come to meetings to support their student's achievement.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all parents have phones/technology to communicate with the school.
- Not all parents feel comfortable coming to the school campus.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Incentives for parents to attend school events
- Increase positive contacts home

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Create a Positive, Family-Centered Community

Fully Implemented

This action was fully implemented. While we still do not have as much participation as we want, we have implemented everything that was planned.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Create a Positive, Family-Centered Community

Ineffective

The Fall Climate & Culture family survey shows that not all parents feel engaged. We have multiple opportunities for parents to be engaged on campus, however, participation is still low, and the same parents attend most events. We expect to see a favorable increase next year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation by providing more incentives for our parents to attend our meetings. We will provide training to our HSL and Office Assistant in strategies on parent outreach.

Section D: 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.

SSC:

- 9/18 - SSC reviewed i-Ready D1 Reading/Math and SBAC ELA/Math data with SSC.
- 11/20 - SSC reviewed Fall Climate and Culture Survey and Misbehavior Data. Reviewed 2024-25 SPSA
- 1/19 - SSC reviewed i-Ready D2 Reading/Math data along with McLane Regional i-Ready D2 data. SSC reviewed Academic Return on Investment process and SPSA timeline. SSC reviewed 2025-26 site allocations compared to 2024-25.
- 2/19 - Shared 2025-26 SPSA updates and writing progress. Provided SSC opportunity for input into 2025-26 SPSA using Microsoft forms.
- 3/19 - Shared updates on DRAFT 2025-26 SPSA and budget. Also shared allocations and plan for Prop 28 funds.

ELAC:

- 2/7 - Provided ELAC opportunity to review 2024-25 SPSA and provide input to 2025-26 SPSA using SPSA family input. ELAC members agreed with all proposed goals, actions, and allocations, and had no additional recommendations.

Staff:

- 12/12 - ILT was trained on AROI process. ILT reviewed current SPSA, Data, and conducted Keep/Stop/Start of actions in SPSA
- 2/12, 2/13, 2/18, 2/20, 2/24, 2/27 - Writing team drafted SPSA
- 2/20 - ILT reviewed and collaborated for improvements on SPSA
- 3/4 - Staff reviewed draft SPSA and provided input on budget.
- 3/13 - ILT reviewed adjusted tiered MTSS approach to SPSA
- 4/1 - Staff review updated draft SPSA and budget. Staff agreed with all proposed goals, actions, and allocations, and had no additional recommendations. Staff approved 2025-26 SPSA and budget.

- 4/9 – SSC reviewed the 2025-26 draft SPSA and budget. Members agreed with all proposed goals, actions, and allocations, and had no additional recommendations. The SSC voted to approve the 2025–26 SPSA and the 2025–26 budget.

Action 1 :

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.

Goal: By June 2026, Norseman's parent and family engagement will increase by 15% according to Fall and Spring family climate and culture survey.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- The Community Schools Coordinator will seek opportunities to increase parent understanding of school data, goals, and action plans.
- Continue working with community-based partners and Parent University to provide resources and learning opportunities that support parent engagement with our school.
- Continue providing on-site resources, such as a food pantry and clothing closet, through our community-based partners to support all families.
- Expand cultural celebrations, including but not limited to: Autism Awareness Month, Deaf History Month, Black History Month, Hispanic Heritage Month, Lao New Year, Native American Heritage Month, and Hmong New Year.
- Build stronger connections with families through events such as Back-to-School Night, STEAM Night, Open House, Award Ceremonies, Paint Night, Toys for Tots, Family Dance, DHH Culture Night, and Trunk or Treat.
- Partner with FUSD HR department to provide parents with easy access to fingerprinting so they can volunteer at school and participate in school activities.
- Strengthen community support through services such as: Food Pantry and Clothing Closet, Fingerprinting workshops for parents/guardians
- ELAC/SSC will provide all educational partners with opportunities to understand the ELPAC, SBAC, and i-Ready scores to help prepare their children to become fluent in reading, writing, listening, and speaking.
- The Annual Title I Meeting will inform educational partners about school goals, funding allocations, parent involvement, and their rights under Title I.
- Establish a Community School Resource room to provide access to services such as the food pantry and clothing closet.
- Host a Parent Recognition Night to honor and appreciate parent contributions and involvement.
- Engage families in school and regional literacy and resource fairs to support lifelong learning and community connection.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- ELAC Meetings
- EL Coordinator will work with EL families
- Translation services for parents

Student Groups

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

- Child-care for parents during meetings/conferences
- Materials and supplies purchased to support and promote building of school community with students, parents, community members, and staff.
- RP; Mentors; Interact Fellows

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

- ELAC parent meetings (incentives, food, Mentors; Materials & supplies
- Mileage funds will be set aside for HSL to connect with families and community.
- Materials and supplies purchased to support and promote building of school community with students, parents, community members, and staff.

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

- Community family engagement trips
- Community events (carnival, trunk-or-treat, school dances)
- Parent engagement hours
- Success Together
- Food pantry; Clothing warehouse

Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Share family panorama data with parents during parent events and newsletters.

Utilize Parent Square to communicate with parents about events.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

The percentage of parents receiving messages through ParentSquare will increase to 85%.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

The percentage of parents receiving messages through ParentSquare will increase to 100%.

2025-2026 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	3,989.00
G5A1	Sup & Conc	Instruction	Mat & Supp			6th grade promotion	3,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Cultural Events/Materials and Supplies	4,000.00
G5A1	Sup & Conc	Instruction	Local Mileag			HSL to visit the community	300.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Material for parent involvement	2,085.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Contracts for interpreting	1,994.00

\$15,368.00

2025-2026 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-Supp			Supplemental Contracts for teachers to provide ELA/Math tutoring **No IEPs**	10,003.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs to release certificated staff for data chats/CCT/SST/IEP	14,551.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom allocation for certificated teachers to implement resources to increase ELA and Math	13,600.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	69,220.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh, to support students in ELA and math	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs to release teachers for ELPAC testing	4,993.00
G1A1	LCFF: EL	Instruction	Off Eq Lease			Ricoh, to support student in ELA and math	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			To purchase technology for students	7,000.00
G3A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3182	Teacher on Special Assignment will support in increase student engagement and support in decreasing suspension by providing Tier 1 and 2 support to students, teachers and families.	57,492.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.4933	Teacher on Special Assignment will support in increase student engagement and support in decreasing suspension by providing Tier 1 and 2 support to students, teachers and families.	89,129.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental contract for classified staff to implement to implement clubs, activities, and climate and culture expectations.	8,999.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			Opportunity for classified staff to engage in trainings to support the climate and culture expectations	4,277.00
G3A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1885	Teacher on Special Assignment will support in increase student engagement and support in decreasing suspension by providing Tier 1 and 2 support to students, teachers and families.	34,058.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Supplemental contracts for babysitting	3,989.00
G5A1	Sup & Conc	Instruction	Mat & Supp			6th grade promotion	3,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Cultural Events/Materials and Supplies	4,000.00
G5A1	Sup & Conc	Instruction	Local Mileag			HSL to visit the community	300.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Material for parent involvement	2,085.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Contracts for interpreting	1,994.00

\$348,690.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,484.00
Sup & Conc	7090	\$224,076.00
LCFF: EL	7091	\$53,130.00
Grand Total		\$348,690.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$139,367.00
G3 - Increase student engagement in their school and community	\$193,955.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$15,368.00
Grand Total	\$348,690.00