

Norseman Elementary

10621666006423

Principal's Name: Kimberly Collins

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Kimberly Collins', written over a faint, illegible background.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances


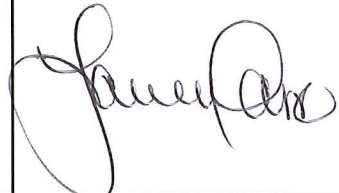
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kimberly Collins	X				
2. Chairperson - Laura Pano				X	
3. Nicole Pickrell				X	
4. Aura Convers				X	
5. Debbie Phanvongkham				X	
6. Janette Toledo				X	
7. Dana Hobby		X			
8. Greg Crossley		X			
9. Addy Vang		X			
10. Leonila Rubio-Perez			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kimberly Collins		3/30/17
SSC Chairperson	Laura Pano		3/30/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Norseman - 0355

ON-SITE ALLOCATION

3010	Title I	\$57,537 *
7090	LCFF Supplemental & Concentration	\$206,236
7091	LCFF for English Learners	\$86,106
TOTAL 2017/18 ON-SITE ALLOCATION		\$349,879

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,080
Remaining Title I funds are at the discretion of the School Site Council	\$56,457
Total Title I Allocation	\$57,537

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	60/68	N/A ³	13.21%	17.20%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	50/68	N/A ³	13.25%	15.69%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	46/66	N/A ³	11.97%	19.80%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	47/68	0.00% ⁴	58.28%	56.95%	37.33%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	24/63	N/A ⁶	20.93%	41.94%	1.05%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	8/63	N/A ⁶	41.86%	69.89%	21.05%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	33/67	N/A ⁷	N/A ⁷	20.62%	28.88%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	24/67	N/A ⁸	N/A ⁸	24.47%	25.80%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	24/68	6.27%	17.86%	18.18%	14.98%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	44/68*	10.20%	21.43%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	43/68	41.00%	36.09%	44.93%	27.46%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	20/68	95.23%	95.14%	95.46%	95.45%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	32/69	12.55%	13.94%	14.98%	12.06%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	41/68	N/A ¹⁰	N/A ¹⁰	40.87%	28.69%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	11.90%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	39/68	11.90%	5.53%	7.80%	4.20%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	44/68	0.13%	0.00%	0.12%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	37/67	34.41%	31.53%	45.38%	13.01%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	60/68	N/A ¹³	N/A ¹³	66.89%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	34/69	N/A ¹³	N/A ¹³	65.01%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	47/68	N/A ¹³	N/A ¹³	56.33%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	61/68	N/A ¹³	N/A ¹³	65.81%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

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Norseman Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	17	21	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	24	29	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

English Language Arts: Norseman will implement a comprehensive and balanced literacy instructional program. The site will continue school-wide professional learning opportunities to build capacity in all teachers/ instructional leaders support support reading comprehension through complex text, talk and task, engage students in grade level standards using higher levels of thinking reaching DOK levels 3 and 4, use of close reading strategies, text dependent questions, foundational skills in reading and writing for grades Pre K-3. In addition, blended learning, digital literacy, support struggling readers in grades K-3 intervention, small group differentiated instruction, integrated and designated ELD as aligned to the CAELA/ELD and Math Standards Framework. This actions will align directly with the Instructional Practice Guide with emphasis on Tenet 2a,2b, and 3.

SMART Goals

SQII-6256

2016-2017 CAASPP annual data indicates that 17% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase in the percentage of students scoring "Standards met or Standards exceeded."

SQII-6256

2016-2017 District Interim **ELA** CFA#2 data indicates that 24% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase in the percentage of students scoring "Standards met or Standards exceeded."

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Student Progress Measures for Plan Do Study Act (PDSA)

Owner(s):

Timeline:

1. **SQI Equity & Access Dashboard/ Teacher ATLAS Dashboard including grades**
2. **SBAC/CAASPP, grades 3-6 (annual)**
3. **CELDT Reports grades K-6 (annual)**
4. **District /site common formative assessments**
 1. **Interim** Standards Based CFA twice per year, SBAC aligned (Illuminate), grades 1-6
 2. **Degrees of Reading Power**, twice per year, grades 2-6
 3. **BAS**: quarterly K-1
 4. **KAIG quarterly** (Kindergarten)
 5. **T-KAIG** quarterly Assessment
 6. **DRDP/Benchmarks** (PK)
5. **Supplemental assessments as needed for further diagnostics to close reading foundational gap**
 1. BPST, grade 1 **grade 2 and above as needed for further diagnostics to close reading foundational gap*)
 2. **DIBELS /DIBELS** Progress Monitoring, grades 1 and 2 for further diagnostics to close reading foundational gap
 3. **BAS - Grade 2-6** as needed for further diagnostics to close reading foundational gap
 4. **Sight/High Frequency Words inventory** to support fluency progress
6. **Progress Monitor Tools: School-wide/ Classroom/AC**
 1. **Grade Level Written Grading Policy** is reviewed by AC horizontally and vertically to ensure alignment
 2. AC developed **backwards mapping calendars** emphasizing deconstructed standards/GVC alignment
 3. K-2 continue to **progress monitoring sheets (by class)** include: KAIG, Interim, DRP, BAS, etc
 4. 3rd-6th create and monitor **class progress monitoring sheets** by class: DRP, Interim, Common Assessments/ Assignments, ie. Focus standards
 5. Classroom **student progress monitoring/goal setting tools** (Strides student dashboard, DRP, BAS, Interim CFA, CELDT)
 6. Published **AC Agenda/Minutes**
 7. Grading alignment to **rubrics**/student work (decrease variability)
 8. **AC data protocol** (Learning By Doing, Dufours)
 9. Include assessment protocol questions as a tool when considering CFAs.
 10. Accountable Community created CFA's progress monitoring ,
 11. Student artifacts
 12. **Instructional Practice Guide** progress,
 13. walk-throughs, observations and feed back

1. Teachers TK-6, TSA and Admin
2. Teachers 3-6, TSA and Admin
3. Teachers K-6, TSA and Admin
4. Teachers Grade TK-6, TSA and Admin
5. Teachers K-6, TSA and Admin
6. AC, TSA and Admin

- Items 1-4: District timeline/calendar
- 5.1 Quarterly
 - 5.2 Quarterly
 - 5.3 Teacher discretion based on multiple measures for identified students
 - 6.1 September
 - 6.2 August initial, quarterly
 - 6.3 Quarterly
 - 6.4 Quarterly
 - 6.5 After each assessment cycle per district calendar
 - 6.6 Site PL/AC TBD
 - 6.7 AC cycle, calendar TBD
 - 6.8 AC cycle, calendar TBD
 - 6.9 AC cycle, calendar TBD
 - 6.10 AC cycle, calendar TBD
 - 6.11 AC cycle, calendar TBD
 - 6.12 Weekly data cycle, quarterly review AC/staff trends
 - 6.13 Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Communication:

- Back to School Night ***August 10 or 11** based on final staff calendar vote
- Written Grading Policy

Describe Related Professional Learning:

Including but not limited to:

- Deconstruction of standards/essential learning,
- Backwards mapping
- ELA/ELD Framework

- Progress Reports (quarterly)
- DRP student report sent home after each assessment (twice per year)
- Awards Assemblies (quarterly)
- Open House Showcase *Before CAASSP assessment
- Parent Conference (Schoolwide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text
- Home visits

Staff to Increase Parent Engagement and Communication

- Home School Liaison (HSL)
- Counselor: Welfare & Attendance for Students (CWAS) *district compensated, DPI
- Restorative Practice Counselor (RPC) *district compensated, DPI
- Social Worker assigned to At Risk Students in Sixth Grade *district compensated, DPI
- School Nurse, Health
- LVN *district compensated, Health

Opportunities for Parent Learning:

Home School Liaison, Restorative Practice Counselor and Child Welfare Assistant coordinate and support Home-School communication and Parent Learning

- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly *in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText *parent learning class and by appointment
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPS

- Home School Liaison Support parent engagement provide parent education school to home
- Translators/ Childcare for parent meetings
- District provided CWAS Counselor (parent education, home visits)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Tier 1

Reading, Writing, Listening and Speaking EVERY DAY: Tier 1

Five days per week during core instruction whole group and differentiated reading, writing, speaking and listening instruction is delivered utilizing the Guaranteed Viable Curriculum (GVC) with the intention of closing identified skill gap to proficiency.

Groups are flexible and meet with teacher 30-45 minutes depending on grade level and identified skill /

- Designing and practicing differentiated instruction for ELA content area.
- Guided Reading Practices

Personal Learning Initiative: 3 identified teachers will participate in training, apply new learning to their own classroom and partner with cohort 1 grade 6 PLI teachers / district team to provide professional learning to site when appropriate. *currently grade 6. 2017-2018 add one PLI teacher from grade 5,4 and 3

- *Personal Learning Initiative will make Student Voice central to improving instruction and learning outcomes*
- *Matriculate for engagement, growth, efficacy*
- *Transform learning tasks to improve learning*
- *Cultivate student competencies and SEL*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Instructing English Learner

- School wide ELD integrated during ELA block
- Grades 1-3 within integrated learning there is a 45 minute intervention / enrichment instructional block that includes
 - **Intervention** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-3 within integrated learning there is a 45 minute instructional block that includes

instructional need.

Instruction is determined by multiple measures, including but not limited to BAS, DRP, writing, CELDT progress, Lexile levels, student individual needs, content area assessments, assessments. ELA/ELD Framework, FUSD Scope and Sequence guide planning and instruction.

Personal Learning Initiative will make Student Voice central to improving instruction and learning outcomes 1. Matriculate for engagement, growth, efficacy 2. Transform learning tasks to improve learning 3. Cultivate student competencies and SEL *currently grade 6. 2017-2018 add one PLI teacher from grade 5,4 and 3

Additional Time for Student Learning Approaching Level 45 minutes instruction

- Grades 1-6 scoring significantly below and moderately below grade level will participate in 45 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively. Day 5 is for progress monitoring checks (Certificated, Teaching Fellows, TSA)
- Certificated Tutor .375 FTE placed in identified classroom to parter with certificated teacher during intervention block with students based on ELA/ELD student progress data in grades 1-3. TSA/CT will work with identified students and co-plans RTI with AC as part of RTI model *WONDERS ROUTINES
- One 6 hour (.75 FTE) Para Resources Lab Assistant provides direct intervention to students in grades 1-3 a minimum of 51% of the day.

Additional Time for Student Learning Meets or Beyond Grade Level: 45 minutes instruction

- Grades 1-6 scoring exceeding grade level and grade level will participate in 45 min. instruction that focuses on high quality enriched instruction can include, but not be limited to project based, technology enhanced reading writing listening and speaking. Sessions are 4 days per week and progress monitoring tools include DRP /CFA, writing and presentation criteria for success multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively.
- One 3 hour (.375 FTE) Para Computer Lab Assistant provides direct support to students in K-6 to integrate technology in learning.
- Supplemental contracts are available for teachers to provide before/after school tutoring in TK-6.
- Site fund copy machine to support teachers in creating CFA, Pre/Post assessments, extension of learning from Wonders ELA for student learning.
- Upon availability of district substitute calendar, utilize substitute teachers to allow for peer to peer teacher collaboration and observation of best practices.

- **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block
- CELDT Administration and EL Redesignation **Goal Setting** chats
- **Imagine Learning** K-2 50 minutes daily after school for identified students
- 2 BIAs .375 FTE placed to intervene with students based on ELA/ELD student progress data in grades 1-3
-

At Risk Students

- All students in grades 1-3 scoring on grade level or above will participate in a 45 min. reading /writing enrichment session 4 days per week until DRP. The grade level team, Teaching Fellows will provide instruction.
- Grades 1-3 scoring significantly below and moderately below grade level will participate in 45 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively.
- Certificated Tutor .375 and TSA placed to intervene with students based on ELA/ELD student progress data in grades 1-3. TSA/CT will co-plan with grade level AC as part of RTI model
- One 6 hour (.75 FTE) Para Resources Lab Assistant provides direct intervention to students in grades 1-3 a minimum of 51% of her day.

Norseman Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2188		One 3 hour Certificated Tutor to support EL students in ELA. Academic; Action 1: page 4; Action 3 page 12	\$	6,638.00
1	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2187		One 3 hour Certificated Tutor to support EL students in ELA. Academic; Action 1: page 4; Action 3 page 12	\$	6,635.00
1	1	Sup & Conc	Instructional Library, Media & Technology	Classified Support-Regular	Paraprof, Computer Lab Asst I	0.3750		One 3 hour computer lab assistant to support students in academics through technology. Academic; Action 1: page 4; Action 2 page 7	\$	10,226.00
1	1	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.7500		One 6 hour paraprofessional resource lab to support students in ELA. Action 1: page 4, Action 3; page 12	\$	39,160.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875		One 3 hour Certificated Tutor to support students in ELA. Academic; Action 1: page 4; Actions 3 page 12	\$	17,055.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875		One 3 hour Certificated Tutor to support students in ELA. Academic; Action 1: page 4; Actions 3 page 12	\$	17,055.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental teacher contracts for before/after school tutoring in ELA/Math for students. Academic, action 1, page 4, Action 2, page 7, Action 3 page 12	\$	3,000.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contract for teacher to coordinate and support teachers in AR in order to impact students in reading. Academic, action 1, page 4, Action 2, page 7, Action 3 page 12	\$	208.00
1	1	Sup & Conc	Parent Participation	Other Classified-Supplemental				Childcare for parents to be able to attend meetings, trainings, and learning at school in order to support students in learning. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	\$	576.00
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute for teachers collaborate, peer to peer, analyze student work, review student data, plan actions, and SST to support student learning. Academic, action 1 page 4, Action 2 page 7, action 3 page 12	\$	6,500.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental teacher contracts for before/after school tutoring in ELA/Math for Title 1 students. Academic, action 1, page 4, Action 2, page 7, Action 3 page 12	\$	4,000.00
1	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Childcare for parents to be able to attend meetings, trainings, and learning at school in order to support students in learning. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	\$	1,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supply for student learning. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	\$	38,436.00
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Materials and supplies for parent engagement, involvement in building parent's capacity in order to support student learning. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	\$	2,000.00
1	1	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage for Home School Liaison to make home visits to improve student learning in academics. Academic, action 1, page 3, 4, Action 2, page 7, Action 3, page 11, Action 4, page 15, Action 5 page 21	\$	300.00
1	1	Sup & Conc	Instruction	Office Equipment Lease				Lease copy machine for teachers to create pre/post assessments and extend and enrich student learning in all areas of academic contents. Academic, action 1, page 4, action 2, page 7, action 3 page 12,	\$	10,000.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Purchase technology to support students learning, Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	\$	43,436.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology repair for student equipments. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	\$	3,000.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supply to support Title 1 student learning. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	\$	44,957.00
1	1	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and supplies for parent engagements, involvement in order to support Title 1 students. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	\$	1,080.00
Total									\$	255,262.00

Action # 2

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	25	35	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16	21	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Math: Norseman will implement a comprehensive and balanced mathematical instructional program that is aligned to the Common Core State Standards and Common Core Mathematical practices. The site will continue to integrate school-wide professional learning focused on math conceptual knowledge and fluency to build student capacity through school-wide aligned practices.

SMART Goals

By the end of June 2018, students will show a 15% increase in growth which will be monitored by grade level appropriate district assessments given during the 2017-2018 school year.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Student Progress Measures for Plan Do Study Act (PDSA)

1. **SQI Equity & Access Dashboard/ Teacher ATLAS Dashboard including grades**
2. **SBAC/CAASPP, grades 3-6 (annual)**
3. **CELDI Reports grades K-6 (annual)**
4. **District /site common formative assessments**
 1. **Interim** Standards Based CFA twice per year, SBAC aligned (Illuminate), grades 1-6
 2. **Degrees of Reading Power**, twice per year, grades 2-6
 3. **BAS**: quarterly K-1
 4. **KAIG quarterly** (Kindergarten)
 5. **T-KAIG** quarterly Assessment
 6. **DRDP/Benchmarks** (PK)
5. **Supplemental assessments as needed for further diagnostics to close reading foundational gap in order for student to access/ comprehend MATH word and performance tasks**

Owner(s):

1. Teachers TK-6, TSA and Admin
2. Teachers 3-6, TSA and Admin
3. Teachers K-6, TSA and Admin
4. Teachers Grade TK-6, TSA and Admin
5. Teachers K-6, TSA and Admin
6. AC, TSA and Admin

Timeline:

- Items 1-4: District timeline/calendar
- 5.1 Quarterly
 - 5.2 Quarterly
 - 5.3 Teacher discretion based on multiple measures for identified students
 - 6.1 September
 - 6.2 August initial, quarterly
 - 6.3 Quarterly
 - 6.4 Quarterly
 - 6.5 After each assessment cycle per district calendar
 - 6.6 Site PL/AC TBD

- | | | |
|---|---|--|
| <ol style="list-style-type: none"> 1. BPST, grade 1 <i>*grade 2 and above as needed for further diagnostics to close reading foundational gap)</i> 2. DIBELS /DIBELS Progress Monitoring, grades 1 and 2 for further diagnostics to close reading foundational gap 3. BAS - Grade 2-6 as needed for further diagnostics to close reading foundational gap 4. Sight/High Frequency Words inventory to support fluency progress | <p>6.7 AC cycle, calendar TBD</p> <p>6.8 AC cycle, calendar TBD</p> <p>6.9 AC cycle, calendar TBD</p> <p>6.10 AC cycle, calendar TBD</p> <p>6.11 AC cycle, calendar TBD</p> | |
| <ol style="list-style-type: none"> 6. Supplemental assessments as needed for further diagnostics to close Math foundational gap <ol style="list-style-type: none"> 1. Math CFA (add, subtract,multiply and divide) 2. Math Fluency plan schoolwide | <p>6.12 Weekly data cycle, quarterly review AC/staff trends</p> <p>6.13 Weekly</p> | |
| <ol style="list-style-type: none"> 1. Progress Monitor Tools: School-wide/ Classroom/AC <ol style="list-style-type: none"> 1. Grade Level Written Grading Policy is reviewed by AC horizontally and vertically to ensure alignment 2. AC developed backwards mapping calendars emphasizing deconstructed standards/GVC alignment 3. Math performance task K-3/ Illuminate align (2-6) quarterly with LEAD team with the expectation of EOY school wide agreements that focus on challenging content and student ownership IPG2, 3 and 4 4. 1-6 continue to progress monitoring sheets (by class) include:Interim, unit assessments,Common Assessments/ Assignments, ie. Focus standards, math fluency progress 5. Classroom student progress monitoring/goal setting tools (Strides student dashboard, Interim CFA, CELDT, DRP, BAS) 6. SharePoint published AC Agenda/Minutes 7. Grading alignment to rubrics/student work (decrease variability) 8. AC data protocol (Learning By Doing, Dufours) 9. Include assessment protocol questions as a tool when considering CFAs. 10. Accountable Community created CFA's progress monitoring , 11. Student artifacts 12. Instructional Practice Guide progress, 13. walk-throughs, observations and feed back | | |

Explain the Targeted Actions for Parent Involvement (required by Title I):

Communication:

- Back to School Night ***August 10 or 11** based on final staff calendar vote
- Written Grading Policy
- Progress Reports (quarterly)
- DRP student report sent home after each assessment (twice per year)
- Awards Assemblies (quarterly)
- Open House Showcase **Before CAASSP assessment*
- Parent Conference (Schoolwide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text
- Home visits

Staff to Increase Parent Engagement and Communication

Describe Related Professional Learning:

- Integrated Math literacy training for K-1
- Designing and practicing differentiated instruction for Math content area
- Math Fluency Follow Up
- 8 Mathematical practices and applications
- Deconstruction of standards/essential learning

- Home School Liaison (HSL)
- Counselor: Welfare & Attendance for Students (CWAS) *district compensated, DPI
- Restorative Practice Counselor (RPC) *district compensated, DPI
- Social Worker assigned to At Risk Students in Sixth Grade *district compensated, DPI
- School Nurse, Health
- LVN *district compensated, Health

Opportunities for Parent Learning:

Home School Liaison, Restorative Practice Counselor and Child Welfare Assistant coordinate and support Home-School communication and Parent Learning

- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly *in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText *parent learning class and by appointment
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPS

- Home School Liaison Support parent engagement provide parent education school to home
- Translators/ Childcare for parent meetings
- District provided CWAS Counselor (parent education, home visits)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Key question "What do we want students to learn?"

- Use of manipulatives to build conceptual understanding
- Teachers provide corrective instruction between initial and retest in order to meet identified proficiency
- Re-test after re-engage, provide student feedback to improve grade and ultimately demonstrate understanding
- Small group differentiated instruction based on real time data -common formative assessment
- Goal Setting as a student ownership and skill development practice
- Students independently and as part classroom based instruction utilize Go math technology to engage students in math skills and SBAC aligned assessments* PL Tom Nixon
- Opportunities to retake assessments and improve outcomes on assignments
- One 3 hour (.375 FTE) Para Computer Lab Assistant provides direct support to students in K-6 to integrate technology in learning.
- Supplemental contracts are available for teachers to provide before/after school tutoring in TK-6.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Instructing English Learner

- School wide ELD integrated during ELA/ Math block
- Use of designated and integrated ELD strategies to support ELs in complex text, task and talk in mathematics
- Interim Illuminate progress Chat with individual students and goal setting
- School wide ELD designated supports on grade level core instruction (40 minutes)
- Language frames for mathematics to engage in complex talk
- Grades 1-3 within integrated learning there is a 45 minute intervention / enrichment instructional block that includes
 - **Intervention** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-3 within integrated learning there is a 45 minute instructional block that includes
 - **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block\
- CELDT Administration and EL Redesignation **Goal Setting** chats

At Risk Students

- Differentiated instruction that provide access to content specific tier 2 words *PL
- Interim Illuminate progress Chat with individual students and goal setting

- **Imagine Learning** K-2 50 minutes daily after school for identified students
- 2 BIAs .375 FTE placed to intervene with students based on ELA/ELD student progress data in grades 1-3

Norseman Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute for teachers collaborate, peer to peer, analyze student work, review student data, plan actions, and SST to support student learning. Academic, action 1 page 4, Action 2 page 7, action 3 page 12	\$ 4,200.00
								Total	\$ 4,200.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	18	23	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

English Learner Re-designation: Norseman will utilize the the district adopted guaranteed viable curriculum (GVC), CAELA/ELD Framework as part of high quality instruction during designated and integrated instruction in order to increase student redesignation. This will be measured by EL students that demonstrate increase on most end of year academic and language assessments by.continue to develop and refine a comprehensive and balanced literacy support and intervention program to promote mastery of literacy skills in grades Pre K- 6th grade to meet grade level state reading, writing, listening and speaking.

SMART Goals

2015-2016 End of Year English Learner Redesignation rate indicates that 21.38% of English Learner students were redesignated. By June 2018, there will be a 5% increase in the Redesignation rate.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Student Progress Measures for Plan Do Study Act (PDSA)

1. **SQI Equity & Access Dashboard/ Teacher ATLAS Dashboard including grades**
2. **SBAC/CAASPP, grades 3-6 (annual)**
3. **CELDT Reports grades K-6 (annual)**
4. **District /site common formative assessments**
 1. **Interim Standards Based CFA** twice per year, SBAC aligned (Illuminate), grades 1-6
 2. **Degrees of Reading Power**, twice per year, grades 2-6
 3. **BAS**: quarterly K-1
 4. **KAIG quarterly** (Kindergarten)
 5. **T-KAIG** quarterly Assessment
 6. **DRDP/Benchmarks** (PK)
5. **Supplemental assessments as needed for further diagnostics to close reading foundational gap**
 1. BPST, grade 1 **grade 2 and above as needed for further diagnostics to close reading foundational gap)*
 2. **DIBELS /DIBELS** Progress Monitoring, grades 1 and 2 for further diagnostics to close reading foundational gap
 3. **BAS - Grade 2-6** as needed for further diagnostics to close reading foundational gap
 4. **Sight/High Frequency Words inventory** to support fluency progress
6. **Progress Monitor Tools: School-wide/ Classroom/AC**
 1. Collaboratively created PL/AC calendar reflect the Plan, Do, Study, Act cycle
 2. **Grade Level Written Grading Policy** is reviewed by AC horizontally and vertically to ensure alignment
 3. AC developed **backwards mapping calendars** emphasizing deconstructed standards/GVC alignment
 4. K-2 continue to **progress monitoring sheets (by class)** include: KAIG, Interim, DRP, BAS, etc
 5. 3rd-6th create and monitor **class progress monitoring sheets** by class: DRP, Interim, Common Assessments/ Assignments, ie. Focus standards
 6. Classroom **student progress monitoring/goal setting tools** (Strides student dashboard, DRP, BAS, Interim CFA, CELDT)
 7. Published **AC Agenda/Minutes**
 8. Grading alignment to **rubrics**/student work (decrease variability)
 9. **AC data protocol** (Learning By Doing, Dufours)
 10. Include assessment protocol questions as a tool when considering CFAs.
 11. Accountable Community created CFA's progress monitoring ,
 12. Student artifacts
 13. **Instructional Practice Guide** progress,
 14. walk-throughs, observations and feed back

Owner(s):

1. Teachers TK-6, TSA and Admin
2. Teachers 3-6, TSA and Admin
3. Teachers K-6, TSA and Admin
4. Teachers Grade TK-6, TSA and Admin
5. Teachers K-6, TSA and Admin
6. AC, TSA and Admin

Timeline:

- tems 1-4: District timeline/calendar
- 5.1 Quarterly
 - 5.2 Quarterly
 - 5.3 Teacher discretion based on multiple measures for identified students
 - 6.1 September
 - 6.2 August initial, quarterly
 - 6.3 Quarterly
 - 6.4 Quarterly
 - 6.5 After each assessment cycle per district calendar
 - 6.6 Site PL/AC TBD
 - 6.7 AC cycle, calendar TBD
 - 6.8 AC cycle, calendar TBD
 - 6.9 AC cycle, calendar TBD
 - 6.10 AC cycle, calendar TBD
 - 6.11 AC cycle, calendar TBD
 - 6.12 Weekly data cycle, quarterly review AC/staff trends
 - 6.13 Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Communication:

- Back to School Night ***August 10 or 11** based on final staff calendar vote
- Written Grading Policy
- Progress Reports (quarterly)

Describe Related Professional Learning:

Including but not limited to:

- Small group differentiated instruction
- Guided Reading
- CELDT Administration is shared between classroom teacher and district assessor PL is provided

- DRP student report sent home after each assessment (twice per year)
- Awards Assemblies (quarterly)
- Open House Showcase *Before CAASSP assessment
- Parent Conference (Schoolwide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text
- Home visits

Staff to Increase Parent Engagement and Communication

- Home Liaison (HSL)
- Counselor: Welfare & Attendance for Students (CWAS) *district compensated, DPI
- Restorative Practice Counselor (RPC) *district compensated, DPI
- Social Worker assigned to At Risk Students in Sixth Grade *district compensated, DPI
- School Nurse, Health (district)
- LVN *district compensated, Health

Opportunities for Parent Learning:

Home School Liaison, Restorative Practice Counselor and Child Welfare Assistant coordinate and support Home-School communication and Parent Learning

- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly *in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText *parent learning class and by appointment
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPS

- Home School Liaison Support parent engagement provide parent education school to home
- Translators/ Childcare for parent meetings
- District provided CWAS Counselor (parent education, home visits)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

English learner Integrated

Reading, Writing, Listening and Speaking EVERY DAY: Tier 1

Five days per week during core instruction whole group and differentiated reading, writing, speaking and listening instruction is delivered utilizing the Guaranteed Viable Curriculum (GVC) with the intention of closing identified skill gap to proficiency.

Groups are flexible and meet with teacher 30-45 minutes depending on grade level and identified skill / instructional need.

Instruction is determined by multiple measures, including but not limited to BAS, DRP, writing, CELDT progress, Lexile levels, student individual needs, content area assessments, assessments. ELA/ELD Framework, FUSD Scope and Sequence guide planning and instruction

- ELA/ELD Framework
- Deconstruction of standards/essential learning
- Backwards mapping

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Instructing English Learner

- School wide ELD integrated during ELA block
- Grades 1-3 within integrated learning there is a 45 minute intervention / enrichment instructional block that includes
 - **Intervention** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-3 within integrated learning there is a 45 minute instructional block that includes
 - **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block
- CELDT Administration and EL Redesignation **Goal Setting** chats
- **Imagine Learning** K-2 50 minutes daily after school for identified students

Additional Time for Student Learning Approaching Level 45 minutes instruction

- Grades 1-6 scoring significantly below and moderately below grade level will participate in 45 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively. Day 5 is for progress monitoring checks (Certificated, Teaching Fellows, TSA)
- Teaching Fellows placed in identified classroom to support certificated teacher during intervention block with students based on ELA/ELD student progress data in grades 1-3. TSA will coordinate Teaching Fellows as part of RTI model *WONDERS ROUTINES
- TSA builds capacity of Teaching Fellows during instruction and assessment. She works in partnership with grade level AC teams.
- One 6 hour (.75 FTE) Para Resources Lab Assistant provides direct intervention to students in grades 1-3 a minimum of 51% of her day.

Specific additional targeted actions for EL students:

- Grades 1-3 within integrated learning there is a 45 minute intervention / enrichment instructional block that includes
 - **Intervention** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-3 within integrated learning there is a 45 minute instructional block that includes
 - **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English Works as part of the differentiated instruction block
- CELDT Administration and EL Redesignation Goal Setting chats
- Grades 1-6 within integrated learning instructional block **Small group instruction** includes
 - **intervention during** : Foundational Literacy Skills (ELD Standards, PT 3) and Learning About How English Works(ELD Standards, PT 2) as part of the differentiated instruction block
- Grades 1-6 within integrated learning there is a 45 minute instructional block that includes
 - **Bridging and Enrichment for** : Interacting in Meaningful Ways (ELD Standards, PT 1) and Learning About How English

English Learner Designated (40 minutes, 5 days per week) *Not supplanted by RTI block/grade level intervention

- **Designated ELD** is specifically designed to meet and accelerate the language development needs required to access and apply challenging content and complex text for EL students in reading, writing, listening and speaking

Guaranteed Viable Curriculum:Wonders

- 2 BIA .375 FTE in K-2
- Imagine Learning K-2 50 minutes daily
- Utilize district CELDT assessors to support site teachers for identified assessment parts
- One (.375 FTE) Computer Lab Assistant supports standards based technology practices and technology continuum, on line state and district assessments and Imagine Learning
- Supplemental contracts are available for teachers to provide before/after school tutoring for EL students in ELD levels 1,2,3

- 2 BIAs .375 FTE placed to intervene with students based on ELA/ELD student progress data in grades 1-3
- 2 IA .375 FTE placed to intervene with students based on ELA/ELD student progress data in grades 1-3

At Risk Students

- All students in grades 1-3 scoring on grade level or above will participate in a 45 min. reading /writing enrichment session 4 days per week until DRP. The grade level team, Teaching Fellows will provide instruction.
- Grades 1-3 scoring significantly below and moderately below grade level will participate in 45 min. reading intervention sessions 4 days per week until DRP /multiple measures scores show they no longer qualify for the intervention services. Instruction will target foundation and early literacy skills. The grade level team and TSA will work collaboratively.
- Certificated tutor/TSA placed to intervene with students based on ELA/ELD student progress data in grades 1-3. TSA/CT will plan with grade level AC as part of RTI model
- One 6 hour (.75 FTE) Para Resources Lab Assistant provides direct intervention to students in grades 1-3 a minimum of 51% of her day.

Norseman Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Hmong	0.3750		One 3 hour Hmong BIA to support EL students in accessing the core curriculum in the students' primary language. Academic; Action 1: page 4, Action 2 page 8; Action 3 page 12	\$ 11,199.00	
3	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750		One 3 hour Spanish BIA to support EL students in accessing the core curriculum in the students' primary language. Academic; Action 1: page 4, Action 2 page 8; Action 3 page 12	\$ 10,735.00	
3	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Substitute for teachers collaborate, peer to peer, analyze student work, review student data, plan actions, and SST to support EL students' learning. Academic, action 1 page 4, Action 2 page 7, action 3 page 12	\$ 4,001.00	
3	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Supplemental teacher contracts for before/after school tutoring for EL students ELA/Math. Academic, action 1, page 4, Action 2, page 7, Action 3 page 12	\$ 2,001.00	
3	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Interpreters to support teachers and parents to communicate during parent teacher conferences, ELAC, SSC, etc for student learning. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	\$ 4,000.00	
3	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supply to support EL students in learning. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	\$ 27,480.00	
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				LPAC/CELDT Assessors to support in assessing students in State EL assessment. Academic, action 3, page 11	\$ 3,000.00	
Total									\$ 62,416.00	

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	15	13	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Chronic Absenteeism Rate: Norseman will implement practices to increase the number of students who attend school regularly to promote Fresno Unified School District goals to improve student outcomes, all students will be in school, on time and ready to learn every day. All students will demonstrate the character and competencies for work place success and all students will stay in school on target to graduate

SMART Goals

SQII 5942

Norseman Chronic Attendance data indicates that 13% (Q3) of our students are chronically absent. By June 2018 there will be a -2% decrease in the Chronic Absenteeism rate.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. ATLAS Dashboard
2. Teacher ATLAS portfolio identifying chronic attendance students
3. Individual student SEL rating survey
4. ATLAS portfolio trends SEL progress monitoring which surveys Positive Behavior Supports (PBS) including individual and disparity cohort groups of engagements, ratios of positive to misbehavior input, attendance and Suspensions and expulsion a minimum 1/quarter as part of PDSA'
5. ATLAS **STRIDES** student portfolio *Need PL / C and C

Owner(s):

1. Teacher, CWA, Admin,
2. Teacher, CWA
3. Teacher , C and C team
4. Teacher, Student

Timeline:

1. Daily
2. weekly
3. Quarter 3
4. Quarterly
5. Weekly*3-6

Explain the Targeted Actions for Parent Involvement (required by Title I):

Communication:

- Back to School Night Informational meeting ***August 10 or 11** based on final staff calendar/vote
- School Messenger will notify parents that students were not in school at time attendance was taken by 9:00 a.m. daily
- EDUTEXT
- Parents receive 1st AI letter of concern for Truancy when students have reached 3 unexcused absences.

Describe Related Professional Learning:

1. Restorative Practice Year 4 which includes Implement Tiers of PBS
2. Atlas portfolio progress monitoring input and review practices including:
 - STRIDES student portfolio/growthmindset tool
 - Accessing ATLAS tab system for progress monitoring and documentation
 - Balancing positive to negative portfolio student data submission.

- Parents receive 2nd AI letter of concern for Habitual Truancy when students have reached 6 unexcused absences
- AI Meetings will be held monthly for parents whose students reach 7 absences to improve attendance, parents and students sign a school/parent/student compact agreeing to improve attendance. Students also watch a video on importance of attending school. Resources are provided to parents to utilize, if needed.
- Progress Reports (quarterly)
- Awards Assemblies (quarterly)
- Parent Conference (Schoolwide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text
- Home visits

Staff to Increase Parent Engagement and Communication

- Home School Liaison (HSL) performs home visit(s) when students have been noticed for Habitual Truancy to promote positive attendance
- Counselor: Welfare & Attendance for Students (CWAS) performs home visit(s) when students have been noticed for Habitual Truancy to promote positive attendance *district compensated, DPI
- Restorative Practice Counselor (RPC) *district compensated, DPI
- Social Worker assigned to At Risk Students in Sixth Grade *district compensated, DPI
- School Nurse, Health (district)
- LVN *district compensated, Health

Opportunities for Parent Learning:

Home School Liaison, Restorative Practice Counselor and Counselor, Welfare Assistant coordinate and support Home-School communication and Parent Learning

- Parent University
- Abriendo Puertas provided by HSL and CWAS
- Parent Coffee Hour Monthly *in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText *parent learning class and by appointment
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPS

- Home School Liaison Support parent engagement provide parent education school to home
- Translators/ Childcare for parent meetings
- District provided CWAS (parent education, home visits)

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Tier 1: Classroom

- STOIC/Champs provide guidelines for success
- Teachers will schedule weekly lessons in alignment with the scope and sequence for Second Step and Olweus Bullying Prevention curriculum to promote positive attendance.
- Monday Class meetings

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- DPI Social worker meets weekly with identified foster and homeless students (presently grade 6) to increase attendance and transition preparedness to middle school (district)
- CWA and Home School Liaison identify students and families that are at risk: foster, homeless, migrant, or do not feel connected to school due language gap or minimal community connectedness. Offering access to resources and supports to increase attendance rate

- STRIDES student profile on ATLAS helps student develop GROWTH mindset through monitoring progress and setting personal goals
- Restorative Practice counselor supports teachers and student and school wide with matching RPstrategies/instructional tools with student needs (individual, class, AC, data specific)
- Structures developed by C and C team reinforce positive behavior performance and growth ex **Terrific Tuesday** identifies and celebrates classrooms that have positive behaviors input into the ATLAS student portfolio
- Awards assemblies celebrate student performance and growth

Tier 2:

- CWAS establishes positive progress monitoring tools, supports and incentives that includes but is not limited to incentives, alarm clocks mentoring social groups. Including but not limited to weekly recognition for class perfect attendance.
- CWAS works as part of the C and C team
- Probation Officer supports grade PK-1 with truancy prevention home to school family connection for student identified as chronic absenteeism and engages/mentors students on assigned days.
- CWAS, Leadership and class teacher utilize the the data dashboard to identify student that are not yet engaged consistently with school (academic and SEL) These student are prioritized for Goal2 / VAPA Student Clubs and organizations: Girl Power, Boys2Men, Music, Sports, etc
- GOAL 2 / VAPA changes quarterly in order to offer student a variety of experiences that connect them to school and college career readiness (sports, drama, STEM, music, arts, etc)
- Student Success Team (SST)

Tier 3: After all interventions and site resources have been exhausted

- District Student Attendance Review Team (SART)
- District ICET meeting
- District SARB process

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7132 - Elementary students self-management survey results for questions 1-9	72	82	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Social and Emotional Learning, Self Management Norseman will create and implement a TK-6 instructional progression of practices and resources are in support of improving the 9 survey questions for Self Management. This will work in concert with Restorative Practice model and Norseman Levels of Misbehavior. Norseman will provide professional learning for staff and instructional and support services for students,

The nine questions below will guide the year long work.

A positive response in this construct indicates that the student selected either: "Often" or "Almost all the time" to any of the following nine survey questions.

1. I came to class prepared
2. I remembered and followed directions.
3. I got my work done right away instead of waiting until the last minute.
4. I paid attention, even when there were distractions.
5. I worked independently with focus.
6. I stayed calm even when others bothered or criticized me.
7. I allowed others to speak without interruption.
8. I was polite to adults and peers.
9. I kept my temper in check.

SMART Goals

SQII 7132

Social Emotional Learning and School Culture and Climate Student Survey showed 72% of student responded affirmatively in the Self-Management domain. By June 2018, there will be a 10% increase Self Management reflected on the Social Emotional Learning and School Culture and Climate Student Survey

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
1. Climate and Culture Team work in concert with staff and district resource personnel to create a learning progression for self management (nine questions). 1. Semester 1 staff with work in partnership with C and C team, AC's and DPI support staff to develop	1. Climate and Culture team, Teachers, Admin	1. Quarterly

a learning/ Instructional progression that aligns to the 9 questions.

2. **ATLAS Data is reviewed** initially for baseline and quarterly for progress monitoring, including but not limited to:
 - o Student portfolio misbehaviors by school and grade level, disproportionate groups
 - o Student portfolio positive behavior by school and grade level,disproportionate groups
 - o Student portfolio suspension/expulsion by school, grade level, disproportionate groups
 - o Parent contact (other tab)
 - o Peer Mediation Year 1 (RP/DPI (PL) and 2 Teachers

Guidelines for Success

1. Common area expectations are taught school wide as part of the August 2017-18 "First Ten Days" teaching expectations school wide.
2. CHAMPS expectations are taught, posted and lived in the classroom learning environment. Classroom teachers/AC's School re-teaches following the STOIC guidelines for success.
3. Classroom teachers/AC's /School re-teach following the STOIC guidelines for success.
4. Classroom structures are reviewed and revised as appropriate (CHAMPS and MAC) are reviewed a minimum of one time per semester by AC's(classroom) C and C (common areas).
5. Climate and Culture review SQII/Progress data a minimum of one time per quarter. Data is shared staff wide or in AC's;
6. Quarterly C and C reviews ATLAS student referral rate by AC for trends, root cause analysis and works with staff to adjust as appropriate to improves rates of positive interaction on ATLAS
7. Quarterly C and C reviews ATLAS student Suspension rate by AC for trends, root cause analysis and works with staff to adjust as appropriate to improves rates of positive interaction on ATLAS
8. Safe and Civil Team Surveys and Data Points
9. Annual Culture Climate Surveys (Student/Community)
10. Annual CHKS (grades 4-6)
11. Annual SEL Survey results analysis

Restorative Practice

1. All students in grades Pk-6 will schedule weekly social emotional skills building lessons in alignment with the scope and sequence for Restorative Practices strategies, Second Step, and OLWEUS Bullying prevention.
2. Monday class meetings occur in every classroom
3. RP counselor meets with teachers and students toco- lead Repair and re-entry circles
4. RP counselor, Home School Liaison and C and C team work AC's to calendar events that build site and community connectedness
5. ATLAS student portfolio **misbehavior**, **other** supports and **attendance** tabs data school wide and by AC
6. ATLAS Goal2 enrollment/ attendance data

- Supplemental contracts available for GOAL 2 instruction/classes
- Supplemental contracts available for 2 teachers leading Peer Mediation
- Supplemental contracts available for additional C anc C planning / Peer to peer learning or teacher support time
- Substiutes allocated as need for SST (SEL) or Peer to Peer learning

Explain the Targeted Actions for Parent Involvement (required by Title I):

Communication:

- Back to School Night ***August 10 or 11** based on final staff calendar/vote
- Written Grading Policy
- Progress Reports (quarterly)
- DRP student report sent home after each assessment (twice per year)
- Awards Assemblies (quarterly)
- Open House Showcase *Before CAASSP assessment
- Parent Conference (School-wide in October, Additional meetings as determined by teacher or parent)
- School Messenger/Edu Text
- Home visits

Staff to Increase Parent Engagement and Communication

- Home School Liaison (HSL)
- Counselor: Welfare & Attendance for Students (CWAS) *district compensated, DPI
- Restorative Practice Counselor (RPC) *district compensated, DPI
- Social Worker assigned to At Risk Students in Sixth Grade *district compensated, DPI
- School Nurse, Health
- LVN *district compensated, Health

Opportunities for Parent Learning:

Home School Liaison, Restorative Practice Counselor and Child Welfare Assistant coordinate and support Home-School communication and Parent Learning

- Parent University
- Abriendo Puertas
- Parent Coffee Hour Monthly *in partnership with Climate and Culture and grade levels presentations
- Parent Portal On Line Access / EduText *parent learning class and by appointment
- School/Home Communication
- School Site Council
- ELAC/DELAC
- Parent Volunteer Group(s)
- Student Success Team
- IEPs

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Climate and Culture Team work in concert with staff and district resource personnel to create a learning progression for self management (nine questions).

1. **Semester 1** staff with work in partnership with C and C team, AC's and DPI support staff to develop a learning/ Instructional progression that aligns to the 9 questions.

Describe Related Professional Learning:

1. Restorative Practice Year 4 which includes Implement Tiers of PBS
2. Atlas portfolio progress monitoring input and review practices including:
 - STRIDES student portfolio/growthmindset tool
 - Accessing ATLAS tab system for progress monitoring and documentation
 - Balancing positive to negative portfolio student data submission.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- CWA and Home School Liaison identify students and families that are at risk SEL: foster, homeless, migrant, or do not feel connected to school due language gap or minimal community connectedness. Offering access to resources and supports to increase connection to school and staff rate
- DPI Social worker meets weekly with identified foster and homeless students (presently grade 6) to

2. **ATLAS Data is reviewed** initially for baseline and quarterly for progress monitoring, including but not limited to:

- Student portfolio misbehaviors by school and grade level, disproportionate groups
- Student portfolio positive behavior by school and grade level, disproportionate groups
- Student portfolio suspension/expulsion by school, grade level, disproportionate groups
- Parent contact (other tab)
- Peer Mediation Year 1 (RP/DPI (PL) and 2 Teachers

Guidelines for Success

- Common area expectations are taught school wide as part of the August 2017-18 "First Ten Days" teaching expectations school wide.
- School Wide STOIC is practiced-Champs and MAC support teaching expectations for positive behavior
- CHAMPS expectations are taught, posted and lived in the classroom learning environment. Classroom teachers/AC's School re-teaches following the STOIC guidelines for success.
- Classroom structures are reviewed and revised as appropriate (CHAMPS and MAC) are reviewed a minimum of one time per semester by AC's(classroom) C and C (common areas).
- Climate and Culture review SQI/Progress data a minimum of one time per quarter. Data is shared staff wide or in AC's;
- Quarterly C and C reviews ATLAS student referral rate by AC for trends, root cause analysis and works with staff to adjust as appropriate to improves rates of positive interaction on ATLAS
- Quarterly C and C reviews ATLAS student Suspension rate by AC for trends, root cause analysis and works with staff to adjust as appropriate to improves rates of positive interaction on ATLAS
- Implementation of 3 Tiers for Misbehavior and Responses serves as a guide for student and staff (PL)

Restorative Practice

- All students in grades Pk-6 will schedule weekly social emotional skills building lessons in alignment with the scope and sequence for Restorative Practices strategies, Second Step, and OLWEUS Bullying prevention.
- Monday Class meeting RP Circle school wide
- RP counselor meets with teachers and students to co-lead Repair and re-entry circle
- RP counselor, Home School Liaison and C and C team work AC's to calendar events that build site and community connectedness
- ATLAS student portfolio **misbehavior**, **other** supports and **attendance** tabs data school wide and by AC is maintained by teachers, admin and support staff job description permit

Student Engagement /Goal 2

- Grade Level appropriate study trips and assemblies
- Quarterly/Monthly Student recognition, academic, attendance, improvement, social skills and citizenship awards –"Character Counts"
- After School Program
- After School Sports
- After school enrichment include, but is not limited to Girl Scouts, Rock Band, Folklorico, Hmong Dancing.
- Instrumental Music 4-6
- Choir 4-6
- Student Leadership Club 4-6
- Safety Patrol Guards 4-6

increase connection to school and staff to increase attendance and transition preparedness to middle school (district)

- CWA and Home School Liaison identify students and families that are SEL at risk: foster, homeless, migrant, or do not feel connected to school due language gap or minimal community connectedness. Offering access to resources and supports to increase attendance rate

- Assemblies to promote :
- College and Career Readiness
- Positive SEL Behavior Recognition
- Academic Recognition
- Classroom in the Spotlight /Parent Coffee hour
- Family Performance events
- Red Ribbon Week Activities
- Grade 5 and 6 Science partnership with CSUF
- Materials and supplies for student recognition awards
- Resource Lab Assistant coordinates SEL and Academic recognition resources for students

Staff/ Resources/ Materials/Supplies

- Probation Officer works proactively to mentor students/ groups, as well as support parents.
- Supplemental contracts available for GOAL 2 instruction/classes
- Supplemental contracts available for Climate and Culture Team/ Communities for additional time
- Supplemental contracts for 2 teachers to lead Peer Mediation.
- Supplemental contracts available for certificated/classified/NTA staff to implement and support Climate and Culture structures and procedures.
- Substitutes for peer to peer learning
- Substitutes for SST (SEL)

Norseman Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for teacher support with Climate and Culture structures and procedure implementation. Social Emotional; Action 5, page 21	\$ 20,801.00
5	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				Supplemental contracts for classified and NTAs to support with Climate and Culture structures and procedures and be trained in implementation of actions. Social Emotional; Action 5, page 21	\$ 7,200.00
Total									\$ 28,001.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0355 Norseman Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute for teachers collaborate, peer to peer, analyze student work, review student data, plan actions, and SST to support student learning. Academic, action 1 page 4, Action 2 page 7, action 3 page 12	6,500.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental teacher contracts for before/after school tutoring in ELA/Math for Title 1 students. Academic, action 1, page 4, Action 2, page 7, Action 3 page 12	4,000.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and supply to support Title 1 student learning. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	44,957.00
1	1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Childcare for parents to be able to attend meetings, trainings, and learning at school in order to support students in learning. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	1,000.00
1	1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagements, involvement in order to support Title 1 students. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	1,080.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188	One 3 hour Certificated Tutor to support students in ELA. Academic; Action 1: page 4; Actions 3 page 12	17,055.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental teacher contracts for before/after school tutoring in ELA/Math for students. Academic, action 1, page 4, Action 2, page 7, Action 3 page 12	3,000.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for teacher to coordinate and support teachers in AR in order to impact students in reading. Academic, action 1, page 4, Action 2, page 7, Action 3 page 12	208.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and supply for student learning. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	38,436.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Purchase technology to support students learning. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	43,436.00
1	1	Sup & Conc	Instruction	Off Eq Lease			Lease copy machine for teachers to create pre/post assessments and extend and enrich student learning in all areas of academic contents. Academic, action 1, page 4, action 2, page 7, action 3 page 12,	10,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Technology repair for student equipments. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	3,000.00
1	1	Sup & Conc	Instructional Library, Media & Te	Cls Sup-Reg	Paraprof, Computer Lab Asst I	0.375	One 3 hour computer lab assistant to support students in academics through technology. Academic; Action 1: page 4; Action 2 page 7	10,226.00
1	1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.750	One 6 hour paraprofessional resource lab to support students in ELA. Action 1: page 4, Action 3; page 12	39,160.00
1	1	Sup & Conc	Parent Participation	Oth Cls-Supp			Childcare for parents to be able to attend meetings, trainings, and learning at school in order to support students in learning. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	576.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Materials and supplies for parent engagement, involvement in	2,000.00

	1		Parent Participation	Mat & Supp			building parent's capacity in order to support student learning. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	2,000.00
1	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg		Liaison, Home/School Spanish	0.219 One 3 hour Certificated Tutor to support EL students in ELA. Academic; Action 1: page 4; Action 3 page 12	6,638.00
1	1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for Home School Liaison to make home visits to improve student learning in academics. Academic, action 1, page 3, 4, Action 2, page 7, Action 3, page 11, Action 4, page 15, Action 5 page 21	300.00
1	1	LCFF: EL	Instruction	Teacher-Regu		Tutor	0.188 One 3 hour Certificated Tutor to support students in ELA. Academic; Action 1: page 4; Actions 3 page 12	17,055.00
1	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg		Liaison, Home/School Spanish	0.219 One 3 hour Certificated Tutor to support EL students in ELA. Academic; Action 1: page 4; Action 3 page 12	6,635.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Substitute for teachers collaborate, peer to peer, analyze student work, review student data, plan actions, and SST to support student learning. Academic, action 1 page 4, Action 2 page 7, action 3 page 12	4,200.00
3	1	LCFF: EL	Instruction	Teacher-Subs			Substitute for teachers collaborate, peer to peer, analyze student work, review student data, plan actions, and SST to support EL students' learning. Academic, action 1 page 4, Action 2 page 7, action 3 page 12	4,001.00
3	1	LCFF: EL	Instruction	Teacher-Supp			Supplemental teacher contracts for before/after school tutoring for EL students ELA/Math. Academic, action 1, page 4, Action 2, page 7, Action 3 page 12	2,001.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg		Paraprof, Bilingual Hmong	0.375 One 3 hour Hmong BIA to support EL students in accessing the core curriculum in the students' primary language. Academic; Action 1: page 4, Action 2 page 8; Action 3 page 12	11,199.00
3	1	LCFF: EL	Instruction	Ins Aide-Reg		Paraprof, Bilingual Spanish	0.375 One 3 hour Spanish BIA to support EL students in accessing the core curriculum in the students' primary language. Academic; Action 1: page 4, Action 2 page 8; Action 3 page 12	10,735.00
3	1	LCFF: EL	Instruction	Mat & Supp			Materials and supply to support EL students in learning. Academic Action 1, page 3, Action 2 page 7, action 3 page 11, action 4 page 15, action 5 page 19	27,480.00
3	1	LCFF: EL	Instruction	Direct-Other			LPAC/CELDT Assessors to support in assessing students in State EL assessment. Academic, action 3, page 11	3,000.00
3	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Interpreters to support teachers and parents to communicate during parent teacher conferences, ELAC, SSC, etc for student learning. Academic, action1, page 3, Action 2, page 7, action 3, page 11, action 4, page 15, action 5	4,000.00
5	2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teacher support with Climate and Culture structures and procedure implementation. Social Emotional; Action 5, page 21	20,801.00
5	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental contracts for classified and NTAs to support with Climate and Culture structures and procedures and be trained in implementation of actions. Social Emotional; Action 5, page 21	7,200.00

\$349,879.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,537.00
Sup & Conc	7090	\$206,236.00
LCFF: EL	7091	\$86,106.00
Grand Total		\$349,879.00

Domain Totals	Budget Totals
Academic	\$321,878.00
SEL / Culture & Climate	\$28,001.00
Grand Total	\$349,879.00