

Storey Elementary

10621666111249

Principal's Name: Gia Picchi-Shirley

Principal's Signature: 

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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Gia Picchi-Shirley	X				
2. Chairperson – Dr. Nelson Dibie				X	
3. Jeff Dorough		X			
4. Grace Pitcher		X			
5. Alyssa Madden		X			
6. Joanne Espinoza			X		
7. Alex Blair				X	
8. Juan Pablo Chavero				X	
9. Stephanie Flores				X	
10. Leza Flores				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date <u>2/25/22</u> .

Required Signatures

School Name: <i>Storey Elementary</i>			
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	Gia Picchi-Shirley		March 31, 2022
SSC Chairperson	Dr. Nelson Dibie		March 31, 2022

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

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

FY 2022/23

Storey - 0430

ON-SITE ALLOCATION

3010	Title I	\$47,268 *
7090	LCFF Supplemental & Concentration	\$163,278
7091	LCFF for English Learners	\$44,000
7099	ESSER III (learning loss/COVID impact, one-time funds)	\$89,253
TOTAL 2022/23 ON-SITE ALLOCATION		\$343,799

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,616
	Remaining Title I funds are at the discretion of the School Site Council	\$45,652
	Total Title I Allocation	\$47,268

Storey Elementary 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELA D2 proficiency - percentage of students on/above	✓		42.89 %	2021-2022	43.99 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		29.45 %	2021-2022	30.55 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

iReady ELA D2 On Level

- Planning of CFA/IAB/FIAB aligned to essential Standards and targets
- Planning of reteaching instruction from iReady Diagnostic 1 for benchmark assessment
- Close Reading Strategies K-6
- Quarterly Grade Level Planning Days
- Supplemental contracts for PLCs for instructional planning.
- ILT Data Analysis of iReady and EL progress utilizing data to target instructional needs.
- Individual/PLC Data Chat Conferences with analysis of iReady, IAB/FIAB (3rd-6th) and EL progress
- Professional Learning on deconstruction of standards and backward mapping
- Professional Learning Focus on Data Analysis, Cultural Proficiency, MTSS, Instructional Strategies (math/ELA)
- Regional ILT -Continued development with Professional Learning Communities utilizing data to target instructional needs and regional focus
- Regional Literacy Project- Regional Professional Learning focus on Disciplinary Learning (Vertical Lens TK-12)
- TSA for Tier 2 RTI 1st-6th
- TSA for RTI 4th-6th and technology instructional support TK-6th

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

iReady ELA D2 On Level

Data comparison for Storey D2 administration shows 43% of students on level as compared to 42% in 2021-22 administration

Key Factors for possible inequities during return to campus after 2019-20 year of Distance Learning Instruction include:

- Prior year of administration was through distance learning and monitoring of test administration was limited
- Student completion of assessment authentic individual student work without outside supports
- Targeting gaps for student learning from prior Distance Learning year of instruction

iReady ELA D2 On Level

Data comparison for Storey D2 administration shows 30% of students on level as compared to 32% in 2021-22 administration

Key Factors for possible inequities during return to campus after 2019-20 year of Distance Learning Instruction include:

- Prior year of administration was through distance learning and monitoring of test administration was limited

- Teaching Fellows pull out support for RTI intervention
- Kinder AS intervention for Foundational Skills
- Awards Assemblies- Academic Recognition
- Awards- iReady Growth Recognition

iReady Math D2 On Level

- Planning of CFA/FIAB aligned to essential Standards and targets
- Quarterly Grade Level Planning Days
- Data Chat Conferences of iReady, IAB (3rd-6th) and EL Progress
- Professional Learning Focus on Data Analysis, Claims and Targets, Backward mapping, Cultural Proficiency, MTSS, Instructional Strategies (math/ELA)
- District MLD Professional Learning for 5th/6th
- Regional ILT- Continued development of Professional Learning Communities utilizing data to target instructional needs
- Regional Literacy Project - Regional Professional Learning focus on Disciplinary Learning (Vertical Articulation Lens TK-12th)
- Teaching Fellows pull out and push in support for RTI intervention
- 4th-6th online RTI for foundational math skill development through iReady student profiles
- Awards Assemblies- Academic Recognition

- Student completion of assessment authentic individual student work without outside supports
- Targeting gaps for student learning from prior Distance Learning year of instruction

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Due to COVID pandemic and shortage of available substitutes, grade level planning days were not able to be provided. This was a key action that is beneficial to Professional Learning Communities and will be included in budgeting for the current year.
- District MLD Professional Learning for 5th/6th grade was rescheduled for 2022-23 due to shortage of substitutes to allow teachers opportunities to participate in side-by-side coaching cycle, Professional Learning and grade level release planning with substitute coverage
- Budget allocated for two .45 certificated tutors, however, one position was not able to be filled. Current Certificated tutor moved from .45 to full time position for Tier 2 intervention
- Intervention TSA and Technology support/4th-6th intervention TSA were needed to provide classroom coverage due to the substitute shortage. Therefore our Tier 2 intervention was not implemented to full capacity.
- Teaching Fellows were not able to provide daily Tier 2 intervention with pull-out due to TSA's in classroom and were deployed to support in classrooms.
- Cultural Awareness Learning and Activities were not implemented to as planned due to restrictions with COVID and having availability of staffing support

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Renew contract for 3 Teaching Fellows to support Tier 2 pull-out intervention groups
- Tier 2 Intervention to support identified students and need. Site Instructional Coach to support skillset of intervention team
- Utilize District provided Instructional Coach to support with Professional Learning, PLC and data analysis within grade levels.
- Continue development of FIAB/IAB with Site Instructional Coach support in PLC's
- Due to rebounding- PLC's have shifted and continued need for grade level planning additional hours and grade release days
- Continue focus of Good First Teaching Strategies for Tier 1 instruction. Supported through scheduled PLC and PL along with Instructional Coach support for PLC support and coaching cycles.
- PLC data analysis and CFA reflections to target in class student group instructional needs.

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

1 SSC:

Feedback stated to continue with current services as SSC stakeholders are happy with current programs to support need of students.

- Additional planning time for teachers
- Certificated teacher (TSA) for RTI
- Teaching Fellows for Tier 2 RTI
- Continued funding for full time site school Psychologist
- Extra pay contracts for after school tutoring
- Technology
- Home School Liaison
- Resource Aide/Office Assistant
- SEL resources
- Spartan Club House for student SEL support
- Awards Assemblies- Academic/Athletic Recognition
- Materials/supplies
- Multicultural learning
- Professional Learning Opportunities
-

2 ELAC:

Feedback stated to continue with current services as ELAC stakeholders are happy with current programs to support need of students.

- Full time home school liaison (currently projected as District funded)
- Certificated tutors for intervention
- ELPAC assessors
- Babysitting for Parent ELD, Parent University classes, English classes and ELAC meetings
- Refreshments for parent training
- Homework/Tutoring support
- Materials/supplies for classes
- EL awards recognition (field trips and medals for redesignation)

3 Staff:

Feedback stated from staff to continue with current instructional plan and services.

- RTI- Full time TSA/instructional coach (if not district provided)
- BOY Planning days
- Supplemental contracts for tutoring
- Supplemental contracts for Goal 2 and student engagement opportunities
- Teaching Fellows for Tier 2 intervention
- Technology (classroom upgrades)
- iReady Tool Kit
- Subscriptions (grade level specific)
- Site licenses
- Nearpod Library licenses
- SEL Resources and site student support through Spartan Clubhouse
- HSL for parent outreach and interpreting (if not district provided)
- Counseling for at-risk students, SEL needs and social skill development
- Grade Level Planning days -Quarters, 2,3, 4
- Sub release for teacher observation
- Sub release for teacher planning
- Sub release for IEP/ SST's
- Additional grade level planning hours
- Professional Learning Conferences
- Materials/supplies
- Professional Reading/Growth-book studies
- Clubs supplemental contracts- Certificated and classified
- 3.5 Office support
- ELPAC assessors
- Graphics
- Food for testing
- Student Awards/Incentives
- Professional Learning Training opportunities
- Professional Learning opportunities through book studies/publications
- Multicultural Events/monthly
- Additional student laptops for classroom

Action 1

Title: ELA

Action Details:

ELA- Storey will continue a tiered system of supports based on rigorous and complex text aligned to the IPG and responsive intervention through MTSS.

- Tier 1: Intervention tiers are embedded in the close reading strategy through implementation of GVC and PLC developed instructional materials which are used daily in all classrooms. Enrichment in digital literacy will be extended to all students K-6, using complex text and research practices online.
- Tier 2: Levels of support for struggling learners (identified through iReady, BAS, CFAs, IAB's, FIAB's and teacher judgement) will be addressed through a combination of in-class targeted support in grades K-1, and targeted 6 week sessions of intervention with certificated intervention TSA in grades 1-6, based on common assessments, iReady diagnostic assessments and learning profiles. Identified students will have priority for Kindergarten after school intervention and EL students in the ELD after school program.
- Tier 3: Students not demonstrating growth in 2 sessions of intervention will be brought to the team through the SST process to determine if non identified RSP services are appropriate.

Professional Learning Communities- Storey PLC teams will continue their work around clarifying the essential learning for each unit, gaining clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. PLC teams will continue to gain clarity and develop a criteria for success around quality of student work. PLC teams will work collaboratively to create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use these formative assessments to improve and provide vital information to fuel their system of intervention through RTI and enrichment of instruction.

- Continue school wide integrated literacy, aligned with regional Literacy Project. Instruction will continue to focus on daily close reading with complex text, guaranteed viable curriculum (GVC), collaborative conversations, and standards-aligned writing tasks in grades 1-6 all year, and beginning no later than Q3 in kindergarten.
- Foundational, language, and grammar skills taught through active mini-lessons from the adopted program and taken to application immediately through text and writing
- District funded TSA/Instructional Coach to oversee Tier 2 intervention Program with Teaching Fellows (if position is not district funded, site to fund TSA position)
- Administrative Team Continuous Cycle of Review around Problem of Practice (Accountable Communities- 4 Grounding Questions)
- Administrative Team Instructional walks utilizing the IPG Data collection tool for calibration of team to provide ongoing feedback
- Alignment with Regional Team through continued focus on writing, ELA and Mathematics and continued PL and development of Professional Learning Communities
- Implement integrated iReady aligned online targeted instruction that support and target individual student learning
- Implement integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools and site-based refinement of prompts, formative assessments, IAB's, iReady Diagnostics and Common Assignments.
- Implement EL Data chats to communicate expectations and commitments of teachers and students to increase linguistic and academic achievement and support expected English Language Proficiency (ELP) growth per year for on-time redesignation
- Tiered Levels of Support: grade level deployment after 6 week cycles, Tier 2 intervention for RTI,
- District funded TSA/Instructional Coach will use EOY 2021-22 iReady data to support implementation of a comprehensive reading/writing intervention program for students significantly below grade level on the iReady Assessment and KAIG for grades K-6. Tier 2 Intervention to include standards-based lessons using a preview/review model in six week cycles, measured by iReady, BAS and through formative standards-based assessments created for the intervention program with Teaching Fellows supported pull-out.
- 3-4 Teaching Fellows to support Tier 2 intervention alongside TSA/Instructional coach supported identification of students up to 16 hours per week.
- After-school tutoring for students in grades K-6 significantly below grade level on Foundation Skills Assessment, iReady, CFAs, IAB's, and FIAB's through supplemental contracts with teachers. Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills. Tutoring will be on volunteer bases.
- Provide EL students daily opportunities to engage in ELPAC- type tasks appropriate to the specific EL proficiency levels and EL statuses
- Moderately below students will receive focused instruction that supports the California State Standards through a menu of Close Reading, integrated literacy lessons, text reconstructions, writing instruction, and digital literacy/researching that support standards found in our adopted program.
- Kindergarten Outreach and Assessment day prior to opening of school to assess students, meet parents.
- Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.
- Maintenance on technology, equipment, building, and machines to support literacy and school environment.
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text. Subscriptions based on grade level needs
- Resource Lab Assistant .4375 FTE to support materials ordering, inventory and distribution to support instruction.
- Office Assistant .4375 FTE to support teacher/staff needs, parent connections, office needs and development of Cultural Awareness Monthly focus

- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Graphics to support instruction through anchor charts, reusable graphic organizers, and other related literacy charts.
- Professional Learning Conference/Travel opportunities as identified by FUSD and Sunnyside Region
- Mileage for home visits, travel to conferences, etc.
- Professional Consulting to support Professional Learning opportunities for staff
- Testing administrations supported with district snack program
- Incentives for students for achievement in literacy
- Incentives and award recognition for EL students with Re-designation and ELP level growth
- Professional Learning book studies for ILT and staff
- Professional Learning through Regional work of Disciplinary Literacy schoolwide

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ILT data analysis of iReady Diagnostics and SBAC to identify strengths and gaps for vertical assessment and implementation
- Admin data chats quarterly with teachers and PLC's K-6 to monitor standards of strength and challenge, to set goals, and to identify intervention level (reteach, PLC plan to reteach, intervention, after-school tutoring, or non-ID RSP, as appropriate)
- iReady administration 3 times per year for monitoring and identification for tiered level of supports
- FSA 1, 2, 3 review of students mastering and students nearly mastering
- Review intervention data with intervention team every 8 weeks, after each session to determine program effectiveness and to re-align or exit students in group
- Ongoing formative assessments above in targets 1-3 address the monitoring and response building to this outcome
- Yearly calendared grade level plan of CFA within 6 week units. Calendar CFAs to include assessment and data reflection.
- Yearly calendared 3rd-6th grade plan of IAB within 6 week units. Calendar FIAB/IAB's
- FIAB/IAB's to include assessment and data reflection.
- Beginning of year analysis of SBAC for grades 3rd-6th to identify student needs and instructional planning
- TSA/Instructional Coach to support with PLC instructional planning, data analysis and Professional Learning

Owner(s):

Lead Teachers, Profession Learning Teams, TSA/Instructional Coach, VP, and Principal

CFAs, IAB's and grade level data analysis to be monitored by Admin and teachers

Timeline:

- SBAC- beginning of year/ iReady- quarterly
- Admin/Teacher Data Chats quarterly
- iReady reviews after each administration
- FSA end of Q1, 2, 3
- Ongoing
- 6 week CFA and IAB data analysis - reflection through PLC agendas and ILT
- Quarterly
- Ongoing
- Ongoing
- Beginning of year reflection/planning
- Ongoing

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

- TSA to support Tier 2 students in reading comprehension, foundational skills, and writing in grades K-6 with Teaching Fellows pulling for intervention
- 4 Teaching Fellows to support Tier 2 intervention with supervision of TSA up to 16 hours per week.

- After-school tutoring for students in grades K-6 significantly below grade level on KAIG, iReady, CFA's and IAB's through supplemental contracts with teachers. Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills.
- Extra salaries for instructional aides/classified to support intervention and extra support for students
- Teacher Substitutes and supplemental contracts for planning
- Materials and Supplies to support literacy
- Technology to support literacy
- Testing administrations supported with district snack program
- Incentives, rewards, or incentive field trips for students for achievement in literacy
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text.
- Purchase of iReady Toolbox if funds become available
- Mileage for home visits, travel to conferences, etc.
- Graphics to support instruction

Specify enhanced services for EL students:

- Implement designated ELD and integrated ELD daily with all EL students, TK-6
- Close Reading Sequence daily in K-6 to include reading complex text, writing, listening and speaking utilizing the adopted curriculum and teacher developed material
- Implement ELPAC Camp after school, teacher supplemental contracts and contracts for assistants/classified will support this camp for EL's to prepare them for the ELPAC
- EL after school homework help for all EL's in grade 4-6 through after school support
- EL tutoring through Teaching Fellows as needed in grades 1-6
- EL tutoring for EL students in grades 3-6 who are not advancing at least one level per year on the EL standards using GVC online curriculum
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy
- ELPAC administration substitutes
- Materials and supplies provided to support EL program
- Public awards and incentives presented to EL students as they re-designate (Medals at EOY Awards Assembly)
- Re-designation educational study trip at the end of the year for all students re-designated during the year

Specify enhanced services for low-performing student groups:

The identified low-performing groups are English Learners and Students with Disabilities.

Targeted supports for EL students will include:

- Implement designated ELD and integrated ELD daily with all EL students, TK-6
- Close Reading Sequence daily in K-6 to include reading complex text, writing, listening and speaking utilizing the adopted curriculum
- Implement ELPAC Camp after school, teacher supplemental contracts and contracts for assistants/classified will support this camp for EL's to prepare them for the ELPAC
- Contracts of teachers to offer EL after school homework help for all EL's in grade 4-6 through after school support
- EL tutoring through Teaching Fellows as needed in grades 1-6
- EL tutoring for EL students in grades 3-6 who are not advancing at least one level per year on the EL standards using GVC online curriculum
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy
- ELPAC administration substitutes
- Materials and supplies provided to support EL program
- Public awards and incentives presented to EL students as they re-designate

Targeted supports with SPED will include:

- Monitoring of IEP goals
- Development and reflection of Behavior Goals to support student success within the classroom.
- Team building with Para's and classroom teacher to support understanding of individual student needs, supports and strategies.
- Continue SEL Professional Learning with all staff.

Action 2

Title: Math

Action Details:

Math- Storey will continue a tiered system of support based on rigorous and complex mathematical instruction and strategies aligned to the IEP with responsive intervention through MTSS.

- Tier 1- To continue our positive and ongoing growth in Math, we will continue instruction based on Best Practices, implementation of GVC and supplemental supports, (GO Math), including consistent demonstration of the Mathematical Practices daily.
- Tier 2- Levels of support for struggling learners (identified through iReady, CFAs, FIAB/IAB's and teacher judgement) will be addressed through a combination of in class targeted supports in grades K-1, and targeted 6 week sessions of intervention with certificated tutors in grades 1st-6th, based common assessments, iReady Diagnostic Assessment and learning profiles. Identified students will have priority for kindergarten after school intervention and EL students in the ELD after school program
- Tier 3- Students not demonstrating growth in two sessions of intervention will be brought to the team through the SST process to determine if non-identified RSP services are appropriate.

Professional Learning Communities- Storey PLC teams will continue their work around clarifying the essential learning for each unit, gaining clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. PLC teams will continue to gain clarity and develop a criteria for success around quality of student work. PLC teams will work collaboratively to create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use these formative assessments to provide vital information to fuel their system of intervention through RTI and enrichment of instruction.

- Continue school wide use of the Mathematical Practices and focused reteaching.
- Administrative Team continues cycle of review around Problem of Practice (Professional Learning Communities- 4 Grounding Questions).
- Administrative Team calibration around Instructional Practice Guide (IPG) walks.
- Alignment with Regional Team through continued focus on writing, ELA and Mathematics and continued PL and development of Professional Learning Communities
- Implement integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools, formative assessments, and Common Assignments.
- Tiered Levels of Support.
 - Extra salaries for teachers to offer after-school tutoring in math in grades K-6.
 - Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Graphics to support instruction through anchor charts, reusable graphic organizers, and other related math charts.
- Testing administrations supported with district snack program
- Online iReady differentiated instructional support
- Incentives for students for achievement in math
- Professional Learning Conference/Travel opportunities as identified by FUSD and Sunnyside Region
- Professional Learning book studies for ILT and staff
- 5th-6th grade PLC's participate in FUSD SWUN and MLD 2022-23 Professional Learning

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

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

- iReady results in math will be monitored and analyzed after the fall, winter and spring administration of these assessments
- iReady data analysis with ILT and reviewed as a staff for identification of strengths and gaps school wide thereby identifying school-wide instructional needs.
- Yearly calendared 3rd-6th grade plan of IAB within 6 week units. Calendar FIAB/IAB's
- Data chats with teachers and PLC teams will address deficits and areas to reteach as a whole, and individual student needs utilizing iReady data and teacher input.
- Review of quarterly FSA Math assessments with PLC teams and individual teachers to determine strengths and areas to reteach, and to identify students for intervention in math
- Beginning of year analysis of SBAC for grades 3rd-6th to identify student needs and instructional planning
- MLD 5th/6th grade district PL with coaching cycle

Owner(s):

Lead Teachers/ILT, Professional Learning Communities, TSA/Instructional Coach, VP, Principal

Timeline:

iReady reviewed after each assessment
BOY review SBAC data grades 3-6
Ongoing

Quarterly
Quarterly

Beginning of year

Ongoing

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

- Tier 2 Intervention to utilize adopted program online component which is responsive to students' individual needs.
- Tiered Levels of Support:
 - Extra salaries for teachers to offer after-school tutoring in math in grades K-6.
 - Extra salaries for instructional aides/classified to support intervention and extra support for students.
 - Materials and supplies to support math instruction.
 - Technology to support math instruction.
 - Graphics to support instruction through anchor charts, reusable graphic organizers, and other related math charts.
 - Testing administrations supported with district snack program
 - Incentives, rewards, or incentive field trips for students for achievement in math

Specify enhanced services for EL students:

- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math

Specify enhanced services for low-performing student groups:

The identified low-performing groups are English Learners and Students with Disabilities.

Targeted supports for EL students will include:

- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math
- EL after school homework help for all EL's in grade 4-6 through after school support
- EL tutoring through Teaching Fellows as needed in grades 1-6
- EL tutoring for EL students in grades 3-6 who are not advancing at least one level per year on the EL standards using GVC online curriculum
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy
- ELPAC administration assessors and substitutes
- Materials and supplies provided to support EL program
- Public awards and incentives presented to EL students as they re-designate

Targeted supports with SPED will include:

- Monitoring of IEP goals

- Development and reflection of Behavior Goals to support student success within the classroom.
- Team building with Para's and classroom teacher to support understanding of individual student needs, supports and strategies.
- Continue SEL Professional Learning with all staff.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey 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	Ins Aide-Sup			Classified Supplemental Contracts SPSA Goals: G1A1, G1A2, G2A1, G2A2, G3A1, G3A2, G4A1	1,988.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology: Monitors, laptops, doc cameras, accessories SPSA Goals G1A1, G1A2,G2A1, G3A1	10,012.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Split Funded with 7091: Teaching Fellows SPSA Goals G1A1, G1A2	33,652.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes for Planning Days SPSA Goals: G1A1, G1A2, G3A1, G3A2	26,519.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contracts SPSA Goals: G1A1, G1A2 G2A1, G3A1, G3A2	5,363.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Licenses and Subscriptions: Scholastic, Studies Weekly, Books SPSA Goals: G1A1, G1A2, G2A1, G3A1	10,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Warehouse Orders, PO's for Office Depot, Vallarta, School Specialty, GW, Scholastic SPSA Goals: G1A1, G2A2, G2A1, G2A2, G3A1	52,062.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies SPSA Goals: G1A1, G1A2, G2A1, G3A1, G3A2	28,002.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology: Monitors, doc cams, laptops, radios, accessories SPSA Goals: G1A1, G1A2, G2A1, G3A1	2,521.00
G1A1	Sup & Conc	Instruction	Travel			Conferences, registrations and travel expenses SPSA Goals: G1A1, G1A2	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology: Technology and equipment maintenance SPSA Goals: G1A1, G1A2	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics SPSA Goals: G1A1, G3A1	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food Services: Student Incentives, celebrations, and participation SPSA Goals: G1A1, G1A2,	500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs for PL, ILT, Conferences, Data Chats, Grade Level Planning SPSA Goals, G1A1, G1A2	3,495.00
G1A1	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Reg	Assistant, School Office	0.4375	G2A1, G2A2, G2A3	11,548.00
G1A1	Sup & Conc	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.4375		15,468.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage and Travel	300.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Attendance & Social Work Services	Local Mileage			SPSA Goals: G1A1, G5A1	300.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitutes SPSA Goals: G1A1, G1A2, G4A1	9,041.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Accessors SPSA Goals: G1A1, G1A2, G5A1	3,715.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Contract SPSA Goals: G1A1, G1A2, G2A1, G3A1	4,398.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies: Warehouse, PO's for Office Depot, Vallarta, GW, School Specialty, Scholastic SPSA Goals: G1A1, G1A2, G2A1, G3A1, G3A2 **No food or incentives**	4,753.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology: Monitors, Laptops, Doc Cameras, Radios, Accessories SPSA Goals: G1A1, G1A2, G2A1, G3A1	2,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Split Funded with 3010	10,366.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contacts SPSA Goals: G1A1, G1A2, G2A1, G2A2, G3A1, G3A2 G4A1	23,523.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental Contracts SPSA Goals: G1A1, G1A2, G2A1, G3A1	30,951.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology: Laptop, Monitors, Radios, Accessories, Doc Cams SPSA Goals: G1A1, G1A2, G2A1, G3A1	19,479.00
G1A1	One-time School	Instruction	Direct-Graph			: Graphics: Campus Beautification and Signage SPSA Goals: G1A1, G3A1, G3A2	15,300.00
G1A2	LCFF: EL	Parent Participation	Direct-Food			Food Services: Student incentives, celebrations, and participation SPSA Goals: G1A1, G1A2	1,500.00

\$333,456.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		86.83 %	2021-2022	90.93 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

According to the 2019-20 ATLAS Engagements Report, there had been 100% participation rate of Storey TK-6th grade students. Due to COVID Pandemic restrictions, 2021-22 engagement was limited. Student center engagement experience will continue to include:

- Teams sports (football, volleyball, cross country, soccer, cheer, basketball, softball)
- Storey Power Clubs- 6 week intervals (offered 2 times a week)
- Field Trips
- Peach Blossom
- Drama Club
- Student Council
- Student Leadership
- Band
- Strings
- Choir
- 4th grade Recorders
- 1st-3rd music
- After-school program
- ELD After-school program
- Recycling Club
- Special Olympics Club
- Innovation Day- 5th/6th Grade
- Awards Assemblies Recognition- Academic, EL, athletic, and club
- Grade Level Performances
- School-wide Special Assemblies
- 5th grade Night at the Museum
- 6th grade Science Night
- Science Night

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

Inequities for 2021-22 school year were due to COVID pandemic restrictions and not being able to provide all students opportunities for engagement or availability to offer.

- Family Fun Night (Fall and Spring)
- Monthly Cultural Celebration Assemblies/Recognition
- Weekly Class Meetings
- School Family Dances
- Carnival
- Character Counts Rally

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The major differences between the intended and actual implementation of the actions and budget expenditures were due to the COVID pandemic restrictions with school procedures and safety protocols. The majority of the identified engagement opportunities could not be provided due to the restrictions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will continue to implement activities, programs, clubs and incentives to increase student engagement. Staff members have continued to develop new ideas for student engagement opportunities to enhance existing events/activities and also provide insights for new opportunities for students as we return to a post pandemic restrictions.

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

1 SSC:

Feedback stated to continue with current services as SSC stakeholders are happy with current programs to support need of students.

- Additional planning time for teachers
- Certificated teacher (TSA) for RTI
- Teaching Fellows for Tier 2 RTI
- Continued funding for full time site school Psychologist
- Extra pay contracts for after school tutoring
- Technology
- Home School Liaison
- Resource Aide/Office Assistant
- SEL resources
- Spartan Club House for student SEL support
- Awards Assemblies- Academic/Athletic Recognition

2 ELAC:

Feedback stated to continue with current services as ELAC stakeholders are happy with current programs to support need of students.

- Full time home school liaison
- Certificated tutors for intervention
- ELPAC assessors
- Babysitting for Parent ELD, Parent University classes, English classes and ELAC meetings
- Refreshments for parent training
- Homework/Tutoring support
- Materials/supplies for classes
- EL awards recognition

3 Staff:

Feedback stated from staff to continue with current instructional plan and services.

- RTI- Full time TSA/instructional coach (if not district provided)
- BOY Planning days
- Supplemental contracts for tutoring
- Supplemental contracts for Goal 2 and student engagement opportunities
- Teaching Fellows for Tier 2 intervention
- Technology (classroom upgrades)
- iReady Tool Kit
- Subscriptions (grade level specific)
- Site licenses
- Nearpod Library licenses
- SEL Resources and site student support through Spartan

- Materials/supplies
- Multicultural learning
- Professional Learning Opportunities

- Clubhouse
- HSL for parent outreach and interpreting (if not district provided)
- Counseling for at-risk students, SEL needs and social skill development
- Grade Level Planning days -Quarters, 2,3, 4
- Sub release for teacher observation
- Sub release for teacher planning
- Sub release for IEP/ SST's
- Additional grade level planning hours
- Professional Learning Conferences
- Materials/supplies
- Professional Reading/Growth-book studies
- Clubs supplemental contracts- Certificated and classified
- 3.5 Office support
- ELPAC assessors
- Graphics
- Food for testing
- Student Awards/Incentives
- Professional Learning Training opportunities
- Professional Learning opportunities through book studies/publications
- Multicultural Events/monthly
- Additional student laptops for classroom

Action 1

Title: Culture of Kindness

[Action Details:](#)

Storey will promote and support a Storey Culture of Kindness through the ongoing development of ideals of understanding and responsible citizenship and positive character. Character Counts and the Storey yearly theme will support development and promote positive school climate for students through a "culture of kindness", thereby making our school a safe environment for all students to learn while developing the growth mindset in all educational partners. Storey will continue to develop students understanding and demonstrate student ownership of the 6 pillars of character through yearly, monthly and daily school wide activities. Through these ongoing experiences throughout the year, students and educational partners will exemplify the character traits that will support their social emotional needs as well as their academic success. Student engagement throughout the year with development of Character Traits will expand their understanding and development for social growth and development of engaging with others in a positive manner. This will be supported through;

- Teacher launch of school wide theme to promote character traits and Growth Mindset
- Restorative Practices Professional Learning
- Character Counts Week
- Monthly Character Counts Pillar Recognition with pillar focus
- Kindness Week
- Red Ribbon Week
- Read Across America Week
- Student of the Month/ Spartan Lunch with Principal
- Outstanding Behavior Quarterly Recognition
- Kind Kids Club

- Peace Makers
- Mindfulness Club
- School Wide Jobs
- Golden Links
- StoreyPride Tickets
- Super Spartans
- Spartan with the Right Attitude Recognition
- Golden Tickets
- Pennies for Patients
- Kids Day Volunteering
- Redesignation Field Trip
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Don't Laugh at Me Bullying Prevention Assembly (Sunnyside High)
- Student Council
- Peach Blossom
- Spelling Bee
- Class Meetings
- Spartan Reading Club
- 2X10 outreach quarterly (with teacher, staff and NTA's)
- Monthly Student/teacher luncheons with 2nd grade teachers SEL outreach/connections
- Spartan Clubhouse

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development
- Weekly report from RP Coach with student groups and sessions
- Monthly review with MTSS Tier 1, 2 and 3 data for identified needs/targeted supports
- Spartan Clubhouse attendance log and member list

Owner(s):

- Admin Team
- Admin Team/School Climate/Culture Team
- Admin Team/School Climate/Culture Team
- Admin Team/ RP Coach/School psychologist

Timeline:

- Monthly
- Weekly (Admin) Monthly (C/C team)
- Quarterly
- Weekly
- Monthly
- Monthly

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

- Calendar of Character Counts Pillar trait monthly emphasis
- Calendar of all week long events with committee focus for ongoing growth in character and citizenship
- Positive Class Recognition & incentives through "Golden Links"
- Positive Individual Recognition & incentives through "Golden Tickets", Super Spartan, Student of the month
- Assemblies for Social Emotion Learning - Don't Laugh at Me Bullying Prevention
- Restorative Circles (Tier 1 and 2)
- RPC sessions for Identified Tier 2 and 3 students
- Incentives for Positive behavior, classroom incentives, engagement activities

- "Spartan with Right Attitude" weekly recognition
- Storey Pride Tickets weekly recognition
- 2X10 outreach quarterly (teachers and NTAs)
- Continuation of Storey Clubhouse for Tier 1 SE supports and engagement opportunities
- Calendar of Monthly multicultural experiences (such as: Black History Month, International Women's Day, Hmong Cultural Awareness, Kindness Week)
- 1 Teaching Fellow to support Storey Clubhouse
- Books for staff to support Professional Learning and Book studies
- Materials and supplies for student incentives, character pillars, SEL, Storey Clubhouse, Multi-cultural/Cultural Proficient experiences and activities, etc.

Specify enhanced services for EL students:

- Use of HSL for parent communication with parents of English Learners
- Outreach through school and HSL to increase participation
- None specified, all students will engage in development of ideals of understanding and responsible citizenship and positive character
- Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student growth
- Continue ongoing PL with SEL for Staff awareness and increase with SEL strategies
- Continue PL with SEL awareness ([Culturally Responsive Teaching & the Brain](#) and [Culturally Proficient Instruction](#))

Specify enhanced services for low-performing student groups:

Due to direct link of increased misbehaviors with foster youth (data pulled from Power BI and site data collection in 2019-20) and office referrals for 2021-22, the following things will continue to be implemented

- Strategic and regular "check-in/check-out" with Tier 2 students with admin and identified staff
- RPC scheduled meetings with Identified Tier 2 students
- RPC restorative circles for student supports
- Expedite SST/BSP process to gather information with newly enrolled foster youth to support transition and success within Storey community
- Continue ongoing PL with SEL for Staff awareness and increase with SEL strategies
- Continue PL with Book Study for SEL awareness ([Culturally Responsive Teaching & the Brain](#) and [Culturally Proficient Instruction](#))
- Ongoing PL with whole staff with Cultural Proficiency Training for site lived actions and work
- Continuation of Storey Clubhouse for SEL student daily supports

Action 2

Title: Field Trips and Goal 2 Learning Experiences

Action Details:

Storey will promote and provide students with opportunities to participate in field trips that provide opportunities for exposures to real-world learning experiences and careers as well as assemblies and presentations for expanding knowledge of career options. Exposures to real-world learning may also include virtual tours and assemblies along with field trips. Storey will continue to develop students understanding of different cultures and backgrounds and provide multicultural experiences and learning opportunities through assemblies, community presentations, guest speakers and cultural awareness events. This will be supported through;

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

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

Real-World Learning Experiences and Goal 2 Career Opportunities- (Virtual Field Trips):

- **Transition Kindergarten-**
 - Chaffee Zoo
 - Storey Land
 - Mobile Dairy

Owner(s):

- Grade Level Teachers
- Vice Principal

Timeline:

- Throughout school year

- **Kindergarten-**
 - Chaffee Zoo
 - Mobile Dairy
- **1st Grade-**
 - Downy Planetarium
 - Chaffee Zoo
 - Mobile Dairy
- **2nd Grade-**
 - Fossil Discovery
 - Evolution of Ballet
 - Discovery Center
 - Mobile Dairy
- **3rd Grade**
 - Fresno Art Museum
 - San Joaquin River Center
 - Bricks for Kids - Goal 2 (2 times per year)
 - Chaffee Zoo (Virtual tour)
 - Mobile Dairy
- **4th Grade**
 - Monterey Bay Aquarium
 - Focus 5 Residency Program- Cultural Proficiency
 - Friant Water Authority -Goal 2 (2 times per year)
 - 4th grade Link up Concert- Not offered due to distance learning
 - Philharmonic Performance- Not offered due to Pandemic Restrictions
- **5th Grade**
 - San Jose Tech Interactive Museum
 - Focus 5 Residency Program- Cultural Proficiency
 - Good Company Theater
- **6th Grade**
 - 6th grade Camp -Goal 2
 - Focus 5 Residency Program- Cultural Proficiency
 - Strings Music Concert
 - Terronez/Sunnyside Music Concert- No participation due to Pandemic
 - Fresno City College or Reedley College- Not offered Pandemic
 - EOY Wild Water Trip
- **English Learners**
 - Re-designation field trip
- **SPED**
 - Chaffee Zoo
 - Mobile Dairy

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

- Calendared in alignment to Goal 2 timeline
- Site funded field trips will be scheduled in accordance to alignment of instructional units of study

- Materials supplied dependent upon field trip needs
- Field trip transportation for re-designated EL students celebration
- Site Funded Virtual Assemblies will be scheduled in accordance to alignment of instructional units of study, SEL, and Multicultural Experiences

Specify enhanced services for EL students:

- Use of Home School Liaison to support parent contact and translation for purpose of field trips to ensure student participation
- Parent outreach with Admin Team to support and encourage student engagement

Specify enhanced services for low-performing student groups:

ATLAS Goal 2 report in 2019-20 noted no inequities for engagement of Goal 2 participation. At this time, engagement in virtual field trips varied due to distance learning. COVID restrictions and quarantining of students hindered participation rate for 2021-22

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts SPSA Goals: G2A1	6,191.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation: Incentives, trips, EL celebrations SPSA Goals: G1A1, G1A2	500.00

\$6,691.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		37.46 %	2021-2022	36.86 %
Suspension Rate - Semester 1	✓		1.21 %	2021-2022	0.88 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Prior to COVID Pandemic, the chronic absenteeism of Storey was below the district average. Key factors that continue to support the absentee rate and returning to in person instruction included:

- Positive connections with staff and students
- Attendance Clerk and HSL consistently reaching out to families to monitor student absenteeism
- CWA district support
- Incentives for attendance
- Field trips- Goal 2 and site funded
- College/Career Readiness
- A2A meetings with Principal
- Awards Assemblies
- School wide engagement assemblies
- 2 by 10 Opportunities for student/staff connections
- Spartan Clubhouse- SEL and student connections
- RP Coach for student SEL support

Suspensions- Students with 1 or more

Prior to COVID Pandemic, analysis of key factors that have contributed to the performance outcomes included:

- Weekly class meetings school wide
- Morning meetings
- Restorative practice circles
- Additional School Psychologist counseling support
- Clubs

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

Chronic Absenteeism

Key factors that contributed to all subgroup involved the COVID pandemic and quarantine guidelines for student absenteeism

- Positive incentives
- Development of Spartan Club house for connections and SEL

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

With returning to school during a pandemic, field trips were adjusted and limited to availability. Options included virtual as well as destination. Assemblies were limited due to COVID guidelines and outside vendors were not able to come onto campus. Student incentives were provided however, all activities were not able to be implemented. Spartan Clubhouse was launched for student engagement. Culture/Climate team continues to develop student engagement opportunities for 2022-23 to support connectedness, Multicultural experiences and activities and provide SEL support.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Actions funded through Title 1 will provide for parent interaction, education and knowledge of Social/Emotional supports for students, Character Counts development and instructional program supports for targeted student success. A Home School Liaison will provide parents with the ability to communicate needs and questions thereby providing parents the opportunity to connect with school, staff and students. With coordination of the RP Coach, continued focus to develop additional opportunities for teacher/students connections for relationship building.

Climate and Culture team will continue to develop/organize opportunities for student and family engagements through multicultural experiences. Site will provide ongoing professional learning opportunities with Cultural Awareness for all staff and PL around Social Emotional support and needs for students. Also developing to support SEL needs of students through the Spartan clubhouse for student alternatives and activities.

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

1 SSC:

Feedback stated to continue with current services as SSC stakeholders are happy with current programs to support need of students.

- Additional planning time for teachers
- Certificated teacher (TSA) for RTI
- Teaching Fellows for Tier 2 RTI
- Continued funding for full time site school Psychologist
- Extra pay contracts for after school tutoring
- Technology
- Home School Liaison
- Resource Aide/Office Assistant
- SEL resources

2 ELAC:

Feedback stated to continue with current services as ELAC stakeholders are happy with current programs to support need of students.

- Full time home school liaison
- Certificated tutors for intervention
- ELPAC assessors
- Babysitting for Parent ELD, Parent University classes, English classes and ELAC meetings
- Refreshments for parent training
- Homework/Tutoring support
- Materials/supplies for classes
- EL awards recognition

3 Staff:

Feedback stated from staff to continue with current instructional plan and services.

- RTI- Full time TSA/instructional coach (if not district provided)
- BOY Planning days
- Supplemental contracts for tutoring
- Supplemental contracts for Goal 2 and student engagement opportunities
- Teaching Fellows for Tier 2 intervention
- Technology (classroom upgrades)
- iReady Tool Kit
- Subscriptions (grade level specific)
- Site licenses

- Spartan Club House for student SEL support
- Awards Assemblies- Academic/Athletic Recognition
- Materials/supplies
- Multicultural learning

- Nearpod Library licenses
- SEL Resources and site student support through Spartan Clubhouse
- HSL for parent outreach and interpreting (if not district provided)
- Counseling for at-risk students, SEL needs and social skill development
- Grade Level Planning days -Quarters, 2,3, 4
- Sub release for teacher observation
- Sub release for teacher planning
- Sub release for IEP/ SST's
- Additional grade level planning hours
- Professional Learning Conferences
- Materials/supplies
- Professional Reading/Growth-book studies
- Clubs supplemental contracts- Certificated and classified
- 3.5 Office support
- ELPAC assessors
- Graphics
- Food for testing
- Student Awards/Incentives
- Professional Learning Training opportunities
- Professional Learning opportunities through book studies/publications
- Multicultural Events/monthly
- Additional student laptops for classroom

Action 1

Title: Student Engagement through Social Emotional Support

[Action Details:](#)

Student Engagement through Social Emotional Support - To support students staying on target to graduate with positive behavior, school wide common practices will continue based on research-based district adopted programs to address social skills, school wide safety and civility, and bully prevention. Tiered levels of support include social skills training through ,Spartan Clubhouse, RP Coach support and additional time for School Psychologist, and frequent identification and response for red zone students. To continue our work on Growth Mindset and Efficacy with students, we will base professional learning and class meetings on practices recommended in Restorative Practices training. Emotional Intelligence Topics that will be addressed in both follow-up training and in class meetings: Self Awareness, Self Management, Social Awareness, and Relationship Management. Positive Discipline professional learning will also be continued. High risk students with any combination of two of the following will be involved in meaningful jobs and work with RP Coach: all D's/Fs, poor attendance, office referrals and/or suspensions.

- Continue implementation of MTSS - Year 3
- All classrooms hold Class Meetings weekly, grades TK-6
- School wide implementation of Second Step TK-6 to teach social skills, self-monitoring skills, and other non-cognitive skills
- School wide Culture and Climate procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders
- Quarterly behavior incentives in grades K-6 for students with positive behavior for the quarter including treats, incentive field trips, and events-supported by ASB funds
- Tiered levels of support: Counseling provided for (red zone) at-risk students provided by additional time (0.10 FTE) School Psychologist
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status
- Creation of Storey Clubhouse for Social Skills Development (Students with tier 1 and 2 needs)

- 1 Teaching Fellow to support Storey Clubhouse
- Classified staff and Teaching Fellow support to Spartan Clubhouse
- Restorative Practices Coach (2 days per week, district-funded) for students with Tier 3 needs, to work with teachers in classrooms, and to develop a games center in our Gathering Area at recess
- Assign "meaningful jobs" to students at-risk for a positive connection to school and adults at school
- Paraprofessional, Instructional Aide support for at-risk students

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

Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of suspension and office referral data to identify at-risk students
- Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements
- Weekly monitoring of attendance
- Monthly monitoring of IPG data, Tenet 1 - observations and feedback based on outcomes and growth

Owner(s):

- Admin Team, ILT
- Admin Team, Lead Teacher/ILT
- VP/ILT/Climate Culture Team
- Office Assistant/Admin Team
- Admin Team/Leadership Team/ILT

Timeline:

- Monthly
- Quarterly
- Quarterly
- Weekly
- Monthly

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

- RP Coach supports for students identified in need of social/emotional skills and problem-solving skills development. Scheduled check-ins and support for monitoring student progress
- Strategic and regular "check-in/check-out" with Tier 2 students with admin and identified staff
- School Psychologist, increase of one-half day per week .10 FTE, to meet with high-risk students and hold social skills groups with at-risk and high-risk students
- Incentives for behavior contracts, classroom incentives for attendance and academic performance
- Weekly Incentives for positive behavior recognition
- Recognition and incentives for perfect attendance thru quarterly drawings
- Technology, materials and supplies to support instruction in Second Step, Restorative Practices, Emotional Intelligence, Growth Mindset and Olweus Anti-Bullying curriculum and related social emotional support materials
- Materials and supplies to support Growth Mindset, Storey Clubhouse, SEL, etc.
- 1 Teaching Fellow to support Spartan Clubhouse
- Classified and non-classified supplemental contracts to support Spartan Clubhouse and student support needs

Specify enhanced services for EL students:

- Use of HSL for parent communication with parents of English Learners
- EL students not reaching redesignation by mid-year ELDA results will be included in after school tutoring

Specify enhanced services for low-performing student groups:

The subgroup with significant disproportionality is our Students with Disabilities and African American subgroups.

- Continued Social Emotional training through site PL, Restoratives Practice coach and Book studies to develop stakeholders understanding and connections students and school.
- Outreach to parents and guardians to support student connectedness to school.
- Develop opportunities for RP Coach to provided check-in sessions with identified students for connectedness outside classroom.

- Strategic and regular "check-in/check-out" with Tier 2 students with admin and identified staff
- RPC scheduled meetings with Identified Tier 2 students
- Continue ongoing PL with SEL for Staff awareness and increase with SEL strategies
- Continue PL for SEL awareness ([Culturally Responsive Teaching & the Brain](#) and [Culturally Proficient Instruction](#))

Action 2

Title: Connections through Engagement & Attendance

Action Details:

Engagement and Attendance - All students in grades TK-6 will engage in Goal 2 activities to foster a strong connection to school, meaningful peer and adult relationships, and improved attendance at school. In addition to a full range of athletics and extra-curricular, two six-week sessions of enrichment will be offered to students to engage them in science, technology, engineering, arts, music, cultural activities, leadership clubs and athletics. Attendance will be monitored monthly and interventions including strategic leveraging of Goal 2 activities, connecting with peer attendance buddies, and teacher and staff outreach to both students and parents. Attendance incentives and supports for both individuals and classrooms will continue.

- Continue Storey Power Clubs focused on STEAM+ Athletics, Leadership, Cross-cultural elements (Science, Technology, Engineering, Arts, and Music + Athletics, Leadership, Cultural) for all students K-6 to ensure students are fully engaged in school, and to give students venues to build relationships with positive adult role models in non-academic settings
- Spartan Clubhouse to support student SEL needs and engagement
- Implement full offering of sports for boys and girls and Special Ed students including football, basketball, volleyball, soccer, cheer, softball, cross country in grades 5 and 6
- Providing monthly calendared events/activities that are centered around Cultural Proficiency, Multiculturalism and Character Traits (to include a variety of assemblies, speakers and student/grade level and community involvement)
- A wide variety of extra-curricular engagements are offered including Peach Blossom, Spelling Bee, Drama Club, Kind Kids Club, Student Council, Student Leadership, band, strings, choir, after-school program California Teaching Fellows Foundation, 4th Grade Recorders, Recycling Teams, Special Olympics Club, Robotics, Animation, Coding Club, Gardening Club, Lego Clubs, Drawing and Arts Clubs, Hands-on Science Club, Mazes and Math Clubs, and other topics addressing STEAM+ areas.
- Monitoring attendance to ensure interventions for all students with poor attendance, involvement in Goal 2, and a connection with a peer - "Attendance Buddy."
- HSL, Restorative Practice Counselor outreach to parents and students
- Graphics to support engagement activities/incentives and parent communication (handbook/notifications)
- Teacher outreach to students and parents via postcards, phone calls, conferences, and notes home.
- Outdoor Recess Reading Center/Student developed
- Tiered levels of support: Attendance interventions through Home School Liaison contracts and home visits, A2A conferences with principal, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with principal
- Assign "meaningful jobs" to students at-risk for a positive connection to adults and school
- Quarterly Perfect Attendance Recognition with certificates and bike drawings

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

Explain the Progress Monitoring and data used for this Action

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

- Quarterly monitoring of Engagements tab
- Quarterly monitoring of Engagements using Atlas tools to monitor subgroups and to identify students/groups not participating in engagements
- Monthly monitoring of attendance rate with report to admin team

Owner(s):

VP, ILT
Office Assistant/VP, Lead Teachers
Office Assistant/Admin Team

Timeline:

Quarterly monitor engagements tab
Atlas Reports

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

- Monitor at-risk students and those disproportionately represented to ensure engagement at school quarterly

Owner(s):

Office Assistant/VP, ILT

Timeline:

Quarterly monitor engagements tab, attendance, behavior, and academics of high-risk students

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

- Instruction in activities for all TK-6 students
- Coaching in athletics for 4-6 students within district organized sports programs
- Materials and supplies to support clubs, Storey Clubhouse, athletics, arts, Multicultural events and activities
- Graphics to support implementation and advertisement of Goal 2 activities
- Technology to support Goal 2 and STEM topics in clubs
- Supplemental/Extra pay contracts for classified employees to offer a wide array of choices for student engagement
- Maintenance for playground and fields used by clubs
- Incentives and awards for engagement for students in a wide array of activities
- Restorative Practice Counselor for students identified as at-risk to teach social skills and problem-solving skills, monitor attendance
- Classroom and individual incentives for attendance
- Materials and supplies for goal-setting and monitoring attendance with students
- 1 Teaching Fellow to support Storey Clubhouse

Specify enhanced services for EL students:

- Use of HSL for parent communication with parents of English Learners
- None specified, all students are engaged in Goal 2 activities
- Quarterly SSC and ELAC meetings will be held. Topics will include presentations on current attendance data

Specify enhanced services for low-performing student groups:

There is no disproportionality within subgroups for student participation.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey 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	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation **No food or incentives**	1,616.00

\$1,616.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓		98 %	2021-2022	99.1 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Minimal actions were taken due to pandemic

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

Minimal actions were taken due to pandemic

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Expenditures were minimal due to pandemic. Incentives were provided for student for positive reinforcement of behavior, academic growth and success.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Post-pandemic expenditures will allow opportunities for family engagement, community involvement and school wide incentive recognition without limitation of pandemic restrictions.

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

1 SSC:

2 ELAC:

3 Staff:

Feedback from SSC stakeholders:

- Continue to seek staff members who show a connectedness to students and community
- Recognition of staff members leaving due to rebounding and supporting the remaining staff during the transition.

Feedback from ELAC stakeholders:

- Home School Liaison to provide translation as needed

Feedback from staff:

- Recognition of rebounding and decrease in enrollment and staff
- Support with transition to new year with smaller staffing and new grade level teams

Action 1

Title: Recruitment and Retention of Staff

[Action Details:](#)

As new team members are added to our Storey Staff, we will hire through through the lens of diversity. Diversity and inclusion has been a priority for our site in regards to students. therefore it must apply to the adults' in our system as well we view diversity and inclusion as understanding, accepting and valuing different races, ethnicities, genders, ages, religions, disabilities and sexual orientations, as well as differences in personalities, skill sets, experiences and knowledge bases.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- Staff Management Portal on iAchieve
- FUSD Recruitment Interview Form
- FUSD Exit Interview Form

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

- Administration
- Site Hiring Panel (ILT/Admin)
- FUSD Human Resources Department
- Teacher Residency Program (TRP)

[Timeline:](#)

- On-going
- Quarterly
- Lateral Hires
- Overage Hires
- New Teacher Hires

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

Recognition of Re-bounding and loss of 14 staff member for 2022-23 school year.

Increase Recruitment of newly hired and retain staff to reflect the diversity of our community:

- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, Social Emotional Learning and Technology
- Provide Professional Development to newly hired staff in order to build teacher capacity
- Provide Professional Development to newly hired staff and current staff with instructional strategies, utilizing data to drive instruction and depth of knowledge with Common Core Standards
- Provide opportunities for team building with new and entire staff to create a strong sense of connection between staff and community
- Schedule quarterly meetings with newly hired teachers for needs assessments to provide individualized support and address teacher needs
- On-going communication with HR for placement of new hires, lateral/overage transfers to help match the qualifications and diversity of potential candidates to the site
- On-going communication with Teacher Residency Program (TRP) to ensure recruitment of qualified BCLAD candidates and diversity that represents our community when possible
- Teacher substitutes and supplemental contracts for planning

Increase Recruitment/Retention of BCLAD Certificated Teachers:

- On-going collaboration with Manager(s) in Teacher Residency Program (TRP) to recruit candidates who are perusing BCLAD certification
- On-going collaborations with HR and FUSD Administrators to recruit candidates of diversity that reflect our Storey community
- Offer supplemental contracts for BCLAD certificated teachers to attend additional PL District meetings and/or trainings pertaining to instruction and Cultural Proficiency
- Provide opportunities to network with teachers other teachers within Sunnyside region with best practices, common formative assessments and lesson development
- Assign a mentor to newly hired BCLAD teachers for support with curriculum, planning, district assessments, common formative assessment and lesson delivery beyond the assigned TRTP Coach

Specify Professional Development or Staff Services to support EL students:

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, knowledge and understanding of Sunnyside Regional work around Disciplinary Literacy, Social Emotional Learning, support with GVC, utilization of IPG for instructional planning and FUSD math/ELA resources
- Provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- Provide opportunities for Supplemental contracts for additional Professional Learning opportunities for all staff members around Curriculum, Cultural Proficiency, SEL, Growth mindset and Professional Reading book studies for newly hired and veteran staff members
- Provide opportunities to network with other FUSD schools and Regional team for development and alignment of best practices, common formative assessments and lesson instruction

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

- Provide Professional Development to newly hired staff in order to build on teacher capacity on Technology, knowledge and understanding of Sunnyside Regional work around Disciplinary Literacy, Social Emotional Learning, support with GVC, utilization of IPG for instructional planning and FUSD math/ELA resources and FUSD math/ELA resources
- Provide on-going Professional Learning on Cultural Proficiency, Growth Mindset, Social Emotional Learning and technology for newly hired and veteran staff members
- Provide opportunities for Supplemental contracts for additional Professional Learning opportunities for all staff members around Curriculum, Cultural Proficiency, SEL, Growth mindset and Professional Reading book studies for newly hired and veteran staff members
- Provide opportunities to network with other FUSD schools and Regional team for development and alignment of best practices, common formative assessments and lesson instruction

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		94.19 %	2021-2022	95.29 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Connections Goal- Site Defined

As we resume school without pandemic restrictions, goals and actions from the prior 2020-21 SPSA will be fully implemented to support family collaboration and engagement. Opportunities will include:

- Family/Community connectedness opportunities through:
 - Back to School Night/Open House
 - Fall/Spring Family Fun Nights
 - Parent/Teacher Conferences
 - Parent in put through SST/ IEP
 - Super Sons/Darling Daughter Evening Events
 - Family Fun Lip Sync Night
 - Monthly Events-Character Counts Month, Multicultural Focus months
 - Carnival
 - Santa Gift Shop
 - Student Connection Grams (3 times a year)
 - Community Outreach (Backpack Give-Away)
- Open Communication through:
 - HSL availability
 - Administration accessibility
 - Restorative Practice Coach supports
 - Storey website, Peach Jar, Storey Facebook, Twitter, School Messenger, and Smores newsletter, Class Dojo

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

There was no disproportionality within subgroups.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Although there were minimal actions taken this year due to the pandemic, numerous actions and opportunities have been previously implemented with in the SPSA in other areas to engage and connect with families. The majority of these actions were not able to be carried out during the 2021-22 school year due to the pandemic.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

As we return to an open campus for the 2022-23 school year, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement along with the additional of monthly cultural awareness opportunities.

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

1 SSC:

Feedback stated to continue with current services as SSC stakeholders are happy with current programs to support need of students.

- Additional planning time for teachers
- Certificated teacher (TSA) for RTI
- Teaching Fellows for Tier 2 RTI
- Continued funding for full time site school Psychologist
- Extra pay contracts for after school tutoring
- Technology
- Home School Liaison
- Resource Aide/Office Assistant
- SEL resources
- Spartan Club House for student SEL support
- Awards Assemblies- Academic/Athletic Recognition
- Materials/supplies
- Multicultural learning

2 ELAC:

Feedback stated to continue with current services as ELAC stakeholders are happy with current programs to support need of students.

- Full time home school liaison
- Certificated tutors for intervention
- ELPAC assessors
- Babysitting for Parent ELD, Parent University classes, English classes and ELAC meetings
- Refreshments for parent training
- Homework/Tutoring support
- Materials/supplies for classes
- EL awards recognition

3 Staff:

F

Feedback stated from staff to continue with current instructional plan and services.

- RTI- Full time TSA/instructional coach (if not district provided)
- BOY Planning days
- Supplemental contracts for tutoring
- Teaching Fellows for Tier 2 intervention
- Technology (classroom upgrades)
- iReady Tool Kit
- Subscriptions (grade level specific)
- Site licenses
- Nearpod Library licenses
- SEL Resources and site student support through Spartan Clubhouse
- HSL for parent outreach and interpreting (if not district provided)
- Counseling for at-risk students, SEL needs and social skill development
- Grade Level Planning days -Quarters, 2,3, 4
- Sub release for teacher observation
- Sub release for teacher planning
- Sub release for IEP/ SST's
- Additional grade level planning hours
- Professional Learning Conferences

- Materials/supplies
- Professional Reading/Growth-book studies
- Clubs supplemental contracts- Certificated and classified
- 3.5 Office support
- ELPAC assessors
- Graphics
- Food for testing
- Student Awards/Incentives
- Professional Learning Training opportunities
- Professional Learning opportunities through book studies/publications
- Multicultural Events/monthly
- Additional student laptops for classroom

Action 1

Title: Inclusive Opportunities for Family Engagement

Action Details:

Storey Elementary will provide and promote relationships with families, support overall family well-being and children's healthy development. As families are engaged and partnerships are created, the common focus becomes helping children grow and thrive.

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

Explain the Progress Monitoring and data used for this Action

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

- Parent Sign-In Logs
- Parent Input on Needs Assessment
- Site Developed Forms Surveys as needed
- Parent Questionnaires
- Parent Volunteers
- Count of Attendees with Events
- Parent Portal
- Climate Culture Survey Data Results

Owner(s):

- Administration
- Certificated Staff
- Parent/Students
- Classified Staff

Timeline:

- On-going
- Event specific sign in
- Monthly monitoring
- Yearly monitor

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

Critical partners for student achievement will include:

- Title 1 Meetings will provide all stakeholders the opportunity to understand the goals, allocation of funding resources, parent involvement, parent rights under Title1. Title 1 information will be provided through PowerPoint at beginning of year meeting. Translators will be provided for parents in need of translation. Resources will be available on Storey website as well.

- Parent emails, EduText, School Messenger, Phone Calls, Class Dojo, Social Media District/Site Platforms, School Marquee, Weekly Smores Newsletter, Peach Jar, Parent University English Classes, WAG, Parent Communications to be provided in English and Spanish as needed.
- ELAC Meetings will provide stakeholders the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC Summative scores and how to prepare students of of ELLs to become proficient in reading, writing, listening and speaking.
- Students' academic performance, social emotional needs and overall site program improvement plans will be evaluated with stakeholder. SSC meeting will be scheduled during the most convenient time of day for the majority of families.
- Mileage for home visits

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

- Increase parent involvement in SSC, ELAC, DLAC and DAC
- Host Parent University English classes for parents to support understanding and connectedness to site
- Provide Home School Liaison to support and increase parent understanding and connectedness
- Mileage for home visits
- Fund Certificated assessors for ELPAC assessment
- EL Afterschool Tutoring
- Materials and Supplies provided to support family participation
- Babysitting to increase parent opportunity for engagement in on campus classes and meeting participation

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Family surveys for 2020-21 reflected 98% parent positivity. Due to pandemic, there has been minimal opportunities to increase inclusive opportunities for families to engage in their child's education due to campus restrictions. There to no current data on low-performing sub-groups disproportionality . Will continue with Family engagement structures and outreaches as planned prior to COVID pandemic for the 2022-23 school year.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey 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	LCFF: EL	Parent Participation	Oth Cls-Supp			Other Classified Supplemental Contracts: Babysitting, supervision coverage SPSA Goals: G3A1, G5A1	2,036.00

\$2,036.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0430 Storey Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Sup			Classified Supplemental Contracts SPSA Goals: G1A1, G1A2, G2A1, G2A2, G3A1, G3A2, G4A1	1,988.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology: Monitors, laptops, doc cameras, accessories SPSA Goals G1A1, G1A2,G2A1, G3A1	10,012.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Split Funded with 7091: Teaching Fellows SPSA Goals G1A1, G1A2	33,652.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitutes for Planning Days SPSA Goals: G1A1, G1A2, G3A1, G3A2	26,519.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified Supplemental Contracts SPSA Goals: G1A1, G1A2 G2A1, G3A1, G3A2	5,363.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Licenses and Subscriptions: Scholastic, Studies Weekly, Books SPSA Goals: G1A1, G1A2, G2A1, G3A1	10,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Warehouse Orders, PO's for Office Depot, Vallarta, School Specialty, GW, Scholastic SPSA Goals: G1A1, G2A2, G2A1, G2A2, G3A1	52,062.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies SPSA Goals: G1A1, G1A2, G2A1, G3A1, G3A2	28,002.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology: Monitors, doc cams, laptops, radios, accessories SPSA Goals: G1A1, G1A2, G2A1, G3A1	2,521.00
G1A1	Sup & Conc	Instruction	Travel			Conferences, registrations and travel expenses SPSA Goals: G1A1, G1A2	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology: Technology and equipment maintenance SPSA Goals: G1A1, G1A2	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics SPSA Goals: G1A1, G3A1	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food Services: Student Incentives, celebrations, and participation SPSA Goals: G1A1, G1A2,	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs for PL, ILT, Conferences, Data Chats, Grade Level Planning SPSA Goals, G1A1, G1A2	3,495.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4375	G2A1, G2A2, G2A3	11,548.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		15,468.00
G1A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			Mileage and Travel SPSA Goals: G1A1, G5A1	300.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitutes SPSA Goals: G1A1, G1A2, G4A1	9,041.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Accessors SPSA Goals: G1A1, G1A2, G5A1	3,715.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Contract	4,398.00

G1A1		Instruction	Ins Aide-Sup	SPSA Goals: G1A1, G1A2, G2A1, G3A1	4,398.00
G1A1	LCFF: EL	Instruction	Mat & Supp	Materials and Supplies: Warehouse, PO's for Office Depot, Vallarta, GW, School Specialty, Scholastic SPSA Goals: G1A1, G1A2, G2A1, G3A1, G3A2 **No food or incentives**	4,753.00
G1A1	LCFF: EL	Instruction	Nc-Equipment	Technology: Monitors, Laptops, Doc Cameras, Radios, Accessories SPSA Goals: G1A1, G1A2, G2A1, G3A1	2,000.00
G1A1	LCFF: EL	Instruction	Subagreements	California Teaching Fellows Foundation : Split Funded with 3010	10,366.00
G1A1	One-time School	Instruction	Teacher-Supp	Teacher Supplemental Contracts SPSA Goals: G1A1, G1A2, G2A1, G2A2, G3A1, G3A2 G4A1	23,523.00
G1A1	One-time School	Instruction	Teacher-Supp	Teacher Supplemental Contracts SPSA Goals: G1A1, G1A2, G2A1, G3A1	30,951.00
G1A1	One-time School	Instruction	Nc-Equipment	: Technology: Laptop, Monitors, Radios, Accessories, Doc Cams SPSA Goals: G1A1, G1A2, G2A1, G3A1	19,479.00
G1A1	One-time School	Instruction	Direct-Graph	: Graphics: Campus Beautification and Signage SPSA Goals: G1A1, G3A1, G3A2	15,300.00
G1A2	LCFF: EL	Parent Participation	Direct-Food	Food Services: Student incentives, celebrations, and participation SPSA Goals: G1A1, G1A2	1,500.00
G2A1	LCFF: EL	Instruction	Teacher-Supp	Teacher Supplemental Contracts SPSA Goals: G2A1	6,191.00
G2A2	Sup & Conc	Instruction	Direct Trans	Transportation: Incentives, trips, EL celebrations SPSA Goals: G1A1, G1A2	500.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp	Materials and Supplies for Parent Participation **No food or incentives**	1,616.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Other Classified Supplemental Contracts: Babysitting, supervision coverage SPSA Goals: G3A1, G5A1	2,036.00
					\$343,799.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,268.00
Sup & Conc	7090	\$163,278.00
LCFF: EL	7091	\$44,000.00
One-time School	7099	\$89,253.00
Grand Total		\$343,799.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$333,456.00	
G2 - Expand student-centered and real-world learning experiences	\$6,691.00	
G3 - Increase student engagement in their school and community	\$1,616.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,036.00	
Grand Total		\$343,799.00