

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 2, 2021

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

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

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

Consolidated Program Assurances



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

School Site Council

| School Site Council List | | | | | |
|-----------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Gia Picchi-Shirley | X | | | | |
| 2. Chairperson -Fredy Gomez | | | | X | |
| 3. Gurjit Kaur | | | | X | |
| 4. Gurpreet Dhaliwal | | | | X | |
| 5. Nelson Dibie | | | | X | |
| 6. Alexander Blair | | | | X | |
| 7. Alyssa Madden | | X | | | |
| 8. Laura Avakian | | X | | | |
| 9. Jeff Dorough | | X | | | |
| 10. JoAnn Espinoza | | | X | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| |
|---|
| Check the appropriate box below: |
| <input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| X ELAC voted to consolidate with the SSC. Date 11/2020_____. |

Required Signatures

| School Name: Storey Elementary | | | |
|---|--------------------|---|---------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Gia Picchi-Shirley |  | 3/24/21 |
| SSC Chairperson | Fredy Gomez |  | 3/24/21 |

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Storey - 0430

ON-SITE ALLOCATION

| | | |
|---|---|------------------|
| 3010 | Title I | \$90,965 * |
| 7090 | LCFF Supplemental & Concentration | \$300,564 |
| 7091 | LCFF for English Learners | \$79,785 |
| 7099 | School Opening Support <i>(New! One-time funds)</i> | <u>\$33,948</u> |
| TOTAL 2021/22 ON-SITE ALLOCATION | | \$505,262 |

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

| | |
|---|---------|
| Title I Parent Involvement - Minimum Required | \$2,373 |
|---|---------|

| | |
|--|-----------------|
| Remaining Title I funds are at the discretion of the School Site Council | <u>\$88,592</u> |
|--|-----------------|

| | |
|--------------------------|----------|
| Total Title I Allocation | \$90,965 |
|--------------------------|----------|

Storey Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current Target | Actual | As Of | Target |
|--------------------------|----------------|---------|-----------|---------|
| I-Ready ELA D2 On Level | | 45.95 % | 2020-2021 | 52.95 % |
| I-Ready Math D2 On Level | | 32.43 % | 2020-2021 | 39.43 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

I-Ready ELA D2 On Level

- Planning of CFA aligned to Essential Standards and targets
- Close Reading Strategies K-6
- Quarterly Grade Level Planning Days
- Data Chat conferences with analysis of iReady, IAB (3rd-6th) and EL Progress
- Professional Learning Focus on Data Analysis, Cultural Proficiency, MTSS, Instructional Strategies (math/ELA)
- 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 Lens Tk-12)
- Certificated Tutors for RTI 1st- 6th
- TSA for RTI 4th-6th and technology instruction support
- Teaching Fellows pull out support for RTI intervention
- Kinder AS intervention for Foundational Skills
- Awards Assemblies - Academic Recognition

I-Ready Math D2 On Level

- Planning of CFA aligned to Essential Standards and targets

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

I-Ready ELA D2 On Level

Data comparison for Storey D2 administration shows 45% of students on level as compared to 42% in 2019-20 administration

Key factors for possible inequities during Distance Learning Instruction include:

- Student access to consistent, reliable internet connectivity and adequate technology to access online diagnostic assessment
- Identification of the need for use of synchronous learning time for administration rather than asynchronous time.
- Student completion of assessment: authentic individual student work without outside supports
- Commitment of having 5th and 6th grade students complete the assessment

I-Ready Math D2 On Level

Data comparison for Storey D2 administration shows 32% of students on level as compared to 28% in 2019-20 administration

Key factors for possible inequities during Distance Learning Instruction Include:

- Student access to consistent, reliable internet connectivity and adequate technology to access online

- Quarterly Grade Level Planning Days
- Data Chat conferences with analysis of iReady, IAB(3rd-6th) and EL Progress
- Professional Learning Focus on Data Analysis, Cultural Proficiency, MTSS, Instructional Strategies (math/ELA)
- 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 Lens Tk-12)
- Certificated Tutors for RTI 1st- 6th
- TSA for RTI 4th-6th and technology instruction support
- Teaching Fellows push in support for RTI intervention
- 4th-6th online RTI for foundational math skill development through iReady student profiles
- Awards Assemblies - Academic Recognition

diagnostic assessment

- Identification of the need for use of synchronous learning time for administration rather than asynchronous time.
- Student completion of assessment authentic individual student work with outside supports
- Commitment of having 5th and 6th grade students complete the assessment

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.

- Due to the COVID pandemic and school held through virtual instruction, TSA duties as 4th-6th intervention was realigned to the needs of the site. TSA provided technology support to students and families daily to ensure students were able to engage in online instruction.
- Teaching Fellows contract for Tier 2 Intervention pull-out not utilized during distance learning as unable to support the intervention pull out program.

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 2021-2022 SPSA.

- Utilize 2 Certificated Tutors for grades 1st-6th
- Utilize TSA for RTI ELA Intervention for grades 4th-6th and Computer push-in instruction for grades TK-3rd
- Pilot ICA for 3rd-6th beginning of school year to provide data for 2021-22
- Renew contract for 3 Teaching Fellows to support Tier 2 pull-out intervention groups

Step 4: Stakeholder 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 needs of students

- Planning time for Teachers
- Certificated Tutors (2) for RTI

2 ELAC:

Feedback stated to continue with current services as ELAC stakeholders are happy with current program

- Home School Liaison
- Certificated Intervention Tutors
- ELPAC Assessors

3 Staff:

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

- RTI (.375) 2 Certificated Tutors
- BOY Planning Day
- Supplemental Contracts for tutoring

- Continued funding for additional time for Psychologist
 - Teaching Fellow for RTI
 - Extra pay contracts for Tutoring
 - Technology
 - Home School Liaison
 - Resource Aid
 - SEL resources and supports
 - Multicultural learning
- Babysitting for Parent ELD, Parent University and English classes
 - Refreshments for parent training
 - Homework/tutoring support
 - Social Emotional supports for students
 - Materials and supplies for classes
 - EL Awards recognition
- Technology
 - iReady Tool Kit
 - Subscriptions/site licenses
 - Nearpod library license
 - Teaching Fellow to support Tier 2 intervention
 - Continue to fund 1 additional day for School Psychologist
 - SEL- resources and site student support
 - HSL (.438) for parent outreach and interpreting
 - Counseling for at-risk students or social skill training
 - Sub release for teacher observation
 - Sub release for teacher planning day
 - Sub release for data reflection conversations/planning
 - Additional grade level planning hours
 - Professional Learning Conferences
 - Materials/supplies
 - Professional Reading/Growth- book studies
 - Clubs Supplemental Contracts- Certificated and classified
 - Full time TSA for integrated intervention RTI (4th-6th),and technology instruction (TK-3rd)
 - ELPAC assessors
 - Graphics
 - Food for testing
 - Student Awards/Incentives
 - Professional Learning Training
 - Professional Learning opportunities through book studies/publications
 - Multicultural Events/monthly

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 tutors 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.
- TSA/Intervention Teacher 1.0 FTE integrated into the CT 4th/6th grade RTI-ELA intervention and computer instruction for grades TK-3rd focusing on digital literacy skills and readiness.
- 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, CT intervention for RTI,
- 2 Certificated Tutors .375 FTE each, implement a comprehensive reading/writing intervention program for students significantly below grade level on the iReady Assessment and KAIG for grades K-6 based on EOY 2019-20 administration. 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.
- 4 Teaching Fellows to support Tier 2 intervention alongside CT's and TSA up to 16 hours per week.
- After-school tutoring for students in grades K-6 significantly below grade level on Foundation Skills Assessment, iReady, CFA's, 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.
- 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.
- Resource Lab Assistant .4375 FTE to support materials ordering, inventory and distribution to support instruction.
- 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

- Admin data chats quarterly with teachers grades 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
- KAIG 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 CFA's to include assessment and data reflection.
- Yearly calendared 3rd-6th grade plan of IAB within 6 week units. Calendar 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

Owner(s):

Lead Teachers, Profession Learning Teams, VPs and Principal

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

Timeline:

- KAIG end of Q1, 2, 3
- iReady reviews after each administration
- Admin/Teacher Data Chats quarterly
- 6 week CFA and IAB data analysis - reflection through PLC agendas and ILT

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

- 2 Certificated Tutors and TSA to tutor Tier 2 students in reading comprehension, foundational skills, and writing in grades K-6
- TSA/Intervention Teacher 1.0 FTE in integrated into the CT 4th/6th grade RTI-ELA intervention and computer instruction for grades TK-3rd focusing on digital literacy skills and readiness
- 4 Teaching Fellows to support Tier 2 intervention along side CT's and 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

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
- 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

- Public awards and incentives presented to EL students as they re-designate
- Re-designation educational study trip at the end of the year for all students re-designated during the 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, 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:
 - For 1 hour/ day, one of the Certificated Tutor .375 FTE, will implement a math intervention program for grade 4- 6 students significantly below grade level on the iReady Assessment .
 - 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 SWJN and MLD 2021-22 Professional Learning

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- iReady results in math will be monitored and analyzed after the fall, winter and spring administration of these assessments
- Data chats with teachers and PLC teams will address deficits and areas to reteach as a whole, and individual student needs.
- Review of quarterly KAIG 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

Owner(s):

Lead Teachers/ILT, Professional Learning teams, VPs, Principal

Timeline:

iReady reviewed after each assessment

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.

2021-2022 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# G1A1/G1A2/G2A1/G3A1/G3A2/G5A1 | 4,463.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | : Technology: Monitors, Laptops, doc cameras, accessories, etc. SPSA# G1A1, G1A2, G3A2 | 15,045.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows SPSA# G1A1/G1A2/G2A1/G3A1/G3A2 | 37,882.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher Substitutes SPSA# G1A1/G1A2/G4A1 | 23,419.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | Classified Supplemental Contracts SPSA# G1A1/G1A2/G2A1/G3A1/G3A2/G5A1 | 7,608.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Licenses, subscriptions, books, etc. SPSA# G1A1/G1A2/G2A1/G3A1/G4A1 | 6,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Materials & Supplies Warehouse, PO's for Office Depot, Save Mart, GW, School Specialty, Scholastic, etc. SPSA# G1A1/G1A2/G2A1/G2A2/G3A2 | 49,419.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Technology Monitors, laptops, doc cameras, radios, accessories, etc. SPSA# G1A1/G1A2/G3A2 | 14,955.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Conferences, registrations, travel expenses, etc. SPSA# G1A1/G1A2 | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology & Equipment Maintenance, etc. SPSA#G1A1 | 500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics SPSA # G1A2/G3A2 | 400.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admin | Crt Supr-Sub | | | Admin Substitute coverage SPSA# G1A1/G1A2 | 3,515.00 |
| G1A1 | Sup & Conc | Other Instructional Resources | Cl&Tech-Reg | Paraprof, Resource Lab | 0.4375 | Resource Lab Classified Assistant SPSA# G1A1 | 15,045.00 |
| G1A1 | Sup & Conc | Attendance & Social Work Services | Local Mileag | | | Mileage, travel, etc. SPSA# G1A1/G5A1 | 300.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Elementary | 0.8000 | TSA SPSA# G1A1 | 106,935.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3000 | Certificated Tutor Intervention Services SPSA# G1A1/G1A2 | 25,577.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3000 | Certificated Tutor Intervention Services SPSA# G1A1/G1A2 | 22,831.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Teacher, Elementary | 0.2000 | TSA SPSA# G1A1 | 26,733.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.0750 | Certificated Tutor Intervention Services | 6,394.00 |

2021-2022 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 | | Instruction | Teacher-Regu | | 0.0750 | SPSA# G1A1/G1A2 | 6,394.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.0750 | Certificated Tutor Intervention Services SPSA# G1A1/G1A2 | 5,708.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Subs | | | Teacher Substitutes SPSA# G1A1/G1A2/G4A1 | 11,710.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors SPSA# G1A1/G1A2/G5A1 | 4,000.00 |
| G1A1 | LCFF: EL | Instruction | Ins Aide-Sup | | | Classified Supplemental Contracts SPSA# G1A1/G1A2/G2A1/G3A1/G3A2/G5A1 | 4,264.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Materials & Supplies Warehouse, PO's for Office Depot, Save Mart, GW, School Specialty, Scholastic, etc. SPSA# G1A1/G1A2/G2A1/G2A2/G3A2 | 5,011.00 |
| G1A1 | LCFF: EL | Instruction | Nc-Equipment | | | Technology Monitors, laptops, doc cameras, radios, accessories, etc. SPSA# G1A1/G1A2/G3A2 | 5,000.00 |
| G1A1 | One-Time School | Instruction | Mat & Supp | | | Materials & Supplies Warehouse, PO's for Office Depot, Save Mart, GW, School Specialty, Scholastic, etc. SPSA# G1A1/G1A2/G2A1/G2A2/G3A2 | 23,948.00 |
| G1A1 | One-Time School | Instruction | Nc-Equipment | | | Technology Monitors, laptops, doc cameras, radios, accessories, etc. SPSA# G1A1/G1A2/G3A2 | 10,000.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Supp | | | Teacher Supplemental Contracts SPSA# G1A2/G4A1 | 17,960.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Food | | | Food Services Student incentives, celebration & participation, etc. SPSA# G1A2 | 500.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Supp | | | Teacher Supplemental Contracts SPSA# G1A2/G4A1 | 5,988.00 |
| G1A2 | LCFF: EL | Parent Participation | Direct-Food | | | Food Services Parent Participation SPSA# G1A2 | 500.00 |

\$466,610.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.**Needs Assessment****School Quality Review****School Level Dashboard**

| Goal 2 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|--------|-----------|--------|
| Student-centered real world learning experience - Site Defined | | 0 % | 2020-2021 | 100 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Student-centered real world learning experience - Site Defined

According to the 2019-20 ATLAS Engagements Report, there had been 100% participation rate of Storey TK-6 grade students. Student centered experiences include:

- Teams Sports (football, volleyball, cross country, cheer, basketball, softball)
- Storey 6 week Power Clubs (offered 2 times a year)
- 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 support
- Recycling Team
- Special Olympics Club
- Kids Day Club
- Awards Assemblies Recognition- Academic, athletic and club
- Grade Level Performances
- School-wide Special assemblies
- 5th grade Night at the Museum
- 6th grade Kid's Invent
- Science Night
- Family Fun Night (Fall and Spring)

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

Student-centered real world learning experience - Site Defined

Inequities for the 2020-21, school year were due to Distance Learning and not being able to provide all students opportunities for engagement or availability to offer.

- Weekly Class Meetings
- School family dances
- Carnival

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.

The major differences between the intended and actual implementation of the actions and budget expenditures were due to the pandemic and distance learning, the majority of the identified engagement opportunities could not be provided in a distance learning environment.

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 2021-2022 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. Also providing insights for new opportunities and students needs in a post distance learning return.

Step 4: Stakeholder 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 needs of students

- Planning time for Teachers
- Certificated Tutors (2) for RTI
- Continued funding for additional time for Psychologist
- Teaching Fellow for RTI
- Extra pay contracts for Tutoring
- Technology
- Home School Liaison
- Resource Aid
- SEL resources and supports
- Multicultural learning

2 ELAC:

Feedback stated to continue with current services as ELAC stakeholders are happy with current program

- Home School Liaison
- Certificated Intervention Tutors
- ELPAC Assessors
- Babysitting for Parent ELD, Parent University and English classes
- Refreshments for parent training
- Homework/tutoring support
- Social Emotional supports for students
- Materials and supplies for classes
- EL Awards recognition

3 Staff:

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

- RTI (.375) 2 Certificated Tutors
- BOY Planning Day
- Supplemental Contracts for tutoring
- Technology
- iReady Tool Kit
- Subscriptions
- Nearpod library license
- Teaching Fellow to support Tier 2 intervention
- Continue to fund 1 additional day for School Psychologist
- SEL- resources and site student support
- HSL (.438) for parent outreach and interpreting
- Counseling for at-risk students or social skill training
- Sub release for teacher observation
- Sub release for teacher planning day
- Additional grade level planning hours
- Professional Learning Conferences

- Materials/supplies
- Professional Reading/Growth- book studies
- Clubs Supplemental Contracts- Certificated and classified
- Full time TSA for integrated intervention RTI (4th-6th), and technology instruction (TK-3rd)
- ELPAC assessors
- Graphics
- Food for testing
- Student Awards/Incentives
- Professional Learning Training
- Multicultural Events/monthly

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 stakeholders. 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 stakeholders 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
- 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
- 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
- Monthly review with MTSS Tier 1, 2 and 3 data for identified needs/targeted supports

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
- 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
- 2X10 outreach quarterly (teachers and NTA's)
- Development 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)
- 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

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), 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
- 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)
- Continue PL with Book Study for SEL awareness (Culturally Responsive Teaching & the Brain and Culturally Proficient Instruction)
 - Continue ongoing PL with whole staff with Cultural Proficiency Training for site lived actions and work
 - Development 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. 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: ☒ 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

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

- **Transition Kindergarten-**
 - Chaffee Zoo
- **Kindergarten-**
 - Chaffee Zoo
- **1st Grade-**
 - Chaffee Zoo- Penguins Live
- **2nd Grade-**
 - Fossil Discovery
- **3rd Grade (Goal 2)**
 - Chaffee Zoo
 - Fossils Center
 - River Center
 - Bricks for Kids - Goal 2 (2 times per year) No participation due to Distance Learning
- **4th Grade**
 - Chaffee Zoo
 - Monterey Bay Aquarium- Goal 2 (2 times per year) No participation due to Distance Learning
 - Friant Water Authority -Goal 2 (2 times per year) No participation due to Distance Learning
 - 4th grade Link up Concert- Not offered due to distance learning
 - Philharmonic Performance- Not offered due to distance learning
- **6th Grade**
 - 6th grade Virtual Camp -Goal 2
 - Terronez/Sunnyside Music Concert- No participation due to Distance Learning
 - Fresno City College or Reedley College- Not offered due to distance learning
- **English Learners**
 - Re-designation field trip

Additional Site Funded Field Trip opportunities, assemblies, and guest speakers to enhance student learning and engagement were not provided to initial expectations due to distance learning

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

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

Owner(s):

- Grade Level Teachers
- Vice Principal

Timeline:

- Throughout school year

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.

2021-2022 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 |
|--------|------------|-------------------|--------------|-----------|-----|---|--------|
| G2A2 | Sup & Conc | Instruction | Direct Trans | | | : Transportation Incentive trips, EL celebration, etc. SPSA# G2A2 | 600.00 |

\$600.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.**Needs Assessment****School Quality Review****School Level Dashboard**

| Goal 3 Metrics | Current Target | Actual | As Of | Target |
|-------------------------------------|----------------|---------|-----------|---------|
| Chronic Absenteeism | | 12.15 % | 2020-2021 | 10.15 % |
| Suspensions students with 1 or more | | 0 % | 2020-2021 | 0 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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 and distance learning, the chronic absenteeism of Storey was below the district average. Key factors that continue to support the absentee rate in 2019-20 and even during distance learning 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 (virtually)
- College/Career Readiness
- A2A meetings with Principal
- Awards Assemblies School Wide Engagements
- 2 by 10 Opportunities for student/staff connections

Suspensions students with 1 or more

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

- Weekly class meetings school wide
- Restorative practice circles
- RP Counselor supports
- Additional School Psychologist counseling support
- Clubs
- Positive incentives

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

Data pulled from Power BI during Distance learning showed the following % for significant subgroups:

- Hispanic/Latino (enrollment 571) - 9.3% chronically absent/ decrease 1.20%
- English Learners (enrollment 191) - 9.95% chronically absent/ increase 3.25%
- African American (Enrollment 47)- 8.51% chronically absent/ decrease 3.99%
- Students with Disabilities (enrollment 107) - 6.25% chronically absent/ decrease 13.78%
- Asian (enrollment 322) -4.35% chronically absent/ increase.82%
- Foster Youth (enrollment 7) - 0% chronically absent/ decrease 6.30%
- Whole School (enrollment 925) - 7.03 chronically absent/ decrease .79%

Key factors that contributed with the chronic absenteeism was the reliability of the internet connections, technology issues, and/or adult supervision for monitoring of staying online during distance learning

Suspensions students with 1 or more

No suspensions in 2020-21

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.

With instruction being through distance learning, field trips had to be adjusted to virtual, student engagement assemblies were limited to online engagements. Student incentives were not provided to the expected extent due to distance learning. Climate and Culture Team and Teacher teams continued to provide Themed week engagements virtually, however did not need the financial backing for site. Climate/Culture team developing student engagement opportunities for 2021-22 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 2021-2022 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 programs supports for targeted student success. A Site Home School Liaison will provide parents with the ability to communicate needs and questions thereby providing parent the opportunity to connect with school, staff and students. With coordination of 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 supports and needs for students. Also developing to support the SEL needs of students returning from a year of distance learning will be the development of Storey Clubhouse for student alternatives and Activities.

Step 4: Stakeholder 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 needs of students

- Planning time for Teachers
- Certificated Tutors (2) for RTI
- Continued funding for additional time for Psychologist
- Teaching Fellow for RTI
- Extra pay contracts for Tutoring
- Technology
- Home School Liaison
- Resource Aid
- SEL resources and supports
- Multicultural learning

2 ELAC:

Feedback stated to continue with current services as ELAC stakeholders are happy with current program

- Home School Liaison
- Certificated Intervention Tutors
- ELPAC Assessors
- Babysitting for Parent ELD, Parent University and English classes
- Refreshments for parent training
- Homework/tutoring support
- Social Emotional supports for students
- Materials and supplies for classes
- EL Awards recognition

3 Staff:

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

- RTI (.375) 2 Certificated Tutors
- BOY Planning Day
- Supplemental Contracts for tutoring
- Technology
- iReady Tool Kit
- Subscriptions
- Nearpod library license
- Teaching Fellow to support Tier 2 intervention
- Continue to fund 1 additional day for School Psychologist
- SEL- resources and site student support
- HSL (.438) for parent outreach and interpreting
- Counseling for at-risk students or social skill training
- Sub release for teacher observation
- Sub release for teacher planning day
- Additional grade level planning hours
- Professional Learning Conferences

- Materials/supplies
- Professional Reading/Growth- book studies
- Clubs Supplemental Contracts- Certificated and classified
- Full time TSA for integrated intervention RTI (4th-6th),and technology instruction (TK-3rd)
- ELPAC assessors
- Graphics
- Food for testing
- Student Awards/Incentives
- Professional Learning Training

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 ,Storey 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/F's, 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 support to Storey 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
VPs/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
- 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 Storey Clubhouse
- Classified and non-classified supplemental contracts to support Storey 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, Restorative 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 provide 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 with Book Study 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
- Storey 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, 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.
- 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):

VPs, ILT

Office Assistant/VPs, 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/VPs, 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.

2021-2022 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 |
|--------|---------------|----------------------------------|--------------|------------------------------|--------|---|-----------|
| G3A1 | Title 1 Basic | Psychological Services | Crt Pupl-Reg | Psychologist, School | 0.1000 | 1022575 School Psychologist 1 extra day SPSA# G3A1 | 16,284.00 |
| G3A2 | Title 1 Basic | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.4375 | Home School Liaison SPSA# G2A1/G2A2/G3A2/G5A1 Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.) | 15,437.00 |

\$31,721.00

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 | Current Target | Actual | As Of | Target |
|---|----------------|---------|-----------|---------|
| Student Survey - Included | | 64.64 % | 2019-2020 | 71.64 % |
| Student Survey - Caring adult | | 73.35 % | 2019-2020 | 80.35 % |
| Staff Survey – Overall Positive in Belonging Domain | | 88.26 % | 2019-2020 | 88.26 % |

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Staff Goal - Site Defined

The Staff Goal does not "align" to the indicators due to 2021-22 being a transition year from previous district goals to the new district goals.

Staff Survey – Overall Positive in Belonging Domain

The Staff Survey (Overall Positive in Belonging Domain) does not "align" to the indicators due to 2021-22 being a transition year from previous district goals to the new district goals.

- Current data was extracted from Panorama based on the Staff Survey during the 2020-21 distance learning instructional year. (___ % of staff feel as overall positivity in belonging)

Student Survey - Caring adult

The Student Goal does not "align" to the indicators due to 2021-22 being a transition year from previous district goals to the new district goals.

- Current data was extracted from Panorama based on the Student Survey during the 2020-21 distance learning instructional year. (63% of students feel as though they have a caring adult on campus/ above district average of 58%)

Student Survey - Included

The Student Goal does not "align" to the indicators due to 2021-22 being a transition year from previous district goals to the new district goals.

- Current data was extracted from Panorama based on the Student Survey during the 2020-21 distance learning instructional year. (72% of students feel as though they a sense of belonging within the

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

Staff Goal - Site Defined

Due to this being a new district goal for 2021-22, there are no prior inequities exist.

Staff Survey – Overall Positive in Belonging Domain

Due to this being a new district goal for 2021-22, no prior inequities exist as related to the 2020-21 SPSA

- Survey data reflects distance learning during the 2020-21 school year.

Student Survey - Caring adult

Due to this being a new district goal for 2021-22, no prior inequities exist as related to the 2020-21 SPSA

- Survey data reflects distance learning during the 2020-21 school year.

Student Survey - Included

Due to this being a new district goal for 2021-22, are no prior inequities exist as related to the 2020-21 SPSA

- Survey data reflects distance learning during the 2020-21 school year.

school/ above district average of 68%)

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.

Not applicable. As this is a new goal for 2021-22

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 2021-2022 SPSA.

Not applicable. As this is a new goal for 2021-22

Step 4: Stakeholder 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.

| | | |
|--|--|--|
| <div>1 SSC:</div> <div><ul style="list-style-type: none">Continue to seek staff members who show a connectedness to students and community</div> | <div>2 ELAC:</div> <div><ul style="list-style-type: none">ELAC input did not address this goal</div> | <div>3 Staff:</div> <div><ul style="list-style-type: none">Continue to seek diversity in staffOpportunities for staff celebrations for connectednessOpportunities to share individual diversityPursue hiring of candidates and student teachers who are connected to the Storey community</div> |
|--|--|--|

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. there fore 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:

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 pursuing 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

School Quality Review

| Goal 5 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|---------|-----------|--------|
| Parent Survey - Respected and welcomed | | 98.54 % | 2019-2020 | 100 % |
| Parent Survey - Safe and secure | | 99.58 % | 2019-2020 | 100 % |

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.

As we resume in person instruction, goals and actions from the 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 input through SST/ IEP's
 - Super Sons/Darling Daughters Evening Events
 - Monthly Events- Character Counts month, Multicultural Focus months
- Open Communication through:
 - HSL availability
 - Admin accessibility
 - Restorative Practice Coach supports
 - Storey Website, Peach Jar, Storey Facebook, Twitter, School Messenger and Smores newsletter

As we resume in person instruction, goals and actions from the 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 input through SST/ IEP's

Family Goal - Site Defined

There was no disproportionality within subgroups as our 2019-20 parent survey showed 98.54% positivity.

Parent Survey - Respected and welcomed

There was no disproportionality within subgroups as our 2019-20 parent survey showed 98.54% positivity.

Parent Survey - Safe and secure

There was no disproportionality within subgroups as our 2019-20 parent survey showed 99.58% positivity.

- Super Sons/Darling Daughters Evening Events
- Monthly Events- Character Counts month, Multicultural Focus months
- Open Communication through:
 - HSL availability
 - Admin accessibility
 - Restorative Practice Coach supports
 - Storey Website, Peach Jar, Storey Facebook, Twitter, School Messenger and Smores newsletter

Parent Survey - Safe and secure

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement. Opportunities will include:

- Family/Community connectedness opportunities through: Fall/Spring Family Fun Nights
 - Back to School Night/ Open House
 - Parent/Teacher conferences
 - Parent input through SST/ IEP's
 - Super Sons/Darling Daughters Evening Events
 - Monthly Events- Character Counts month, Multicultural Focus months
- Open Communication through:
 - HSL availability
 - Admin accessibility
 - Restorative Practice Coach supports
 - Storey Website, Peach Jar, Storey Facebook, Twitter, School Messenger and Smores newsletter

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.

Although this is a new goal for 2021-2022, numerous actions and opportunities have been previously implemented within the SPSA in other areas to engage and connect with families. The majority of actions were not able to be carried out due to distance learning during the 2020-2021 school year.

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 2021-2022 SPSA.

As we resume in person instruction, goals and actions from the 2020-21 SPSA will be fully implemented to support family collaboration and engagement.

Step 4: Stakeholder 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 stated to continue with current services as SSC stakeholders are happy with current programs to support needs of students

- Planning time for Teachers
- Certificated Tutors (2) for RTI
- Continued funding for additional time for Psychologist
- Teaching Fellow for RTI
- Extra pay contracts for Tutoring
- Technology
- Home School Liaison
- Resource Aid
- SEL resources and supports
- Multicultural learning

Feedback stated to continue with current services as ELAC stakeholders are happy with current program

- Home School Liaison
- Certificated Intervention Tutors
- ELPAC Assessors
- Babysitting for Parent ELD, Parent University and English classes
- Refreshments for parent training
- Homework/tutoring support
- Social Emotional supports for students
- Materials and supplies for classes
- EL Awards recognition

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

- RTI (.375) 2 Certificated Tutors
- BOY Planning Day
- Supplemental Contracts for tutoring
- Technology
- iReady Tool Kit
- Subscriptions
- Nearpod library license
- Teaching Fellow to support Tier 2 intervention
- Continue to fund 1 additional day for School Psychologist
- SEL- resources and site student support
- HSL (.438) for parent outreach and interpreting
- Counseling for at-risk students or social skill training
- Sub release for teacher observation
- Sub release for teacher planning day
- Additional grade level planning hours
- Professional Learning Conferences
- Materials/supplies
- Professional Reading/Growth- book studies
- Clubs Supplemental Contracts- Certificated and classified
- Full time TSA for integrated intervention RTI (4th-6th), and technology instruction (TK-3rd)
- ELPAC assessors
- Graphics
- Food for testing
- Student Awards/Incentives
- Professional Learning Training
- Multicultural Events/monthly

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

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, 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 2020-21 distance learning, no current data on low-performing sub-groups disproportionality. Will continue with Family engagement structures and outreaches as planned prior to COMD distance learning.

2021-2022 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 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials & Supplies for Parent Participation Warehouse orders, PO's for GW, Party City, Grocery supplies, etc. SPSA# G5A1 - No food or incentives | 1,854.00 |
| G5A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Other Classified Supplemental Contracts Babysitting, supervision coverage, etc. SPSA# G5A1/G3A1 | 4,477.00 |

\$6,331.00

2021-2022 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# G1A1/G1A2/G2A1/G3A1/G3A2/G5A1 | 4,463.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | : Technology: Monitors, Laptops, doc cameras, accessories, etc. SPSA# G1A1, G1A2, G3A2 | 15,045.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows SPSA# G1A1/G1A2/G2A1/G3A1/G3A2 | 37,882.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher Substitutes SPSA# G1A1/G1A2/G4A1 | 23,419.00 |
| G1A1 | Sup & Conc | Instruction | Ins Aide-Sup | | | Classified Supplemental Contracts SPSA# G1A1/G1A2/G2A1/G3A1/G3A2/G5A1 | 7,608.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Licenses, subscriptions, books, etc. SPSA# G1A1/G1A2/G2A1/G3A1/G4A1 | 6,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Materials & Supplies Warehouse, PO's for Office Depot, Save Mart, GW, School Specialty, Scholastic, etc. SPSA# G1A1/G1A2/G2A1/G2A2/G3A2 | 49,419.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Technology Monitors, laptops, doc cameras, radios, accessories, etc. SPSA# G1A1/G1A2/G3A2 | 14,955.00 |
| G1A1 | Sup & Conc | Instruction | Travel | | | Conferences, registrations, travel expenses, etc. SPSA# G1A1/G1A2 | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology & Equipment Maintenance, etc. SPSA#G1A1 | 500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics SPSA # G1A2/G3A2 | 400.00 |
| G1A1 | Sup & Conc | Instructional Supervision & Admin | Crt Supr-Sub | | | Admin Substitute coverage SPSA# G1A1/G1A2 | 3,515.00 |
| G1A1 | Sup & Conc | Other Instructional Resources | Cl&Tech-Reg | Paraprof, Resource Lab | 0.4375 | Resource Lab Classified Assistant SPSA# G1A1 | 15,045.00 |
| G1A1 | Sup & Conc | Attendance & Social Work Services | Local Mileage | | | Mileage, travel, etc. SPSA# G1A1/G5A1 | 300.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Teacher, Elementary | 0.8000 | TSA SPSA# G1A1 | 106,935.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3000 | Certificated Tutor Intervention Services SPSA# G1A1/G1A2 | 25,577.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.3000 | Certificated Tutor Intervention Services SPSA# G1A1/G1A2 | 22,831.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Teacher, Elementary | 0.2000 | TSA SPSA# G1A1 | 26,733.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.0750 | Certificated Tutor Intervention Services SPSA# G1A1/G1A2 | 6,394.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.0750 | Certificated Tutor Intervention Services SPSA# G1A1/G1A2 | 5,708.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Subs | | | Teacher Substitutes | 11,710.00 |

| | | | | | | | |
|------|-----------------|-----------------------------------|--------------|------------------------------|--------|---|-----------|
| G1A1 | | Instruction | Teacher-Subs | | | SPSA# G1A1/G1A2/G4A1 | 11,710.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors SPSA# G1A1/G1A2/G5A1 | 4,000.00 |
| G1A1 | LCFF: EL | Instruction | Ins Aide-Sup | | | Classified Supplemental Contracts SPSA# G1A1/G1A2/G2A1/G3A1/G3A2/G5A1 | 4,264.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Materials & Supplies Warehouse, PO's for Office Depot, Save Mart, GW, School Specialty, Scholastic, etc. SPSA# G1A1/G1A2/G2A1/G2A2/G3A2 | 5,011.00 |
| G1A1 | LCFF: EL | Instruction | Nc-Equipment | | | Technology Monitors, laptops, doc cameras, radios, accessories, etc. SPSA# G1A1/G1A2/G3A2 | 5,000.00 |
| G1A1 | One-Time School | Instruction | Mat & Supp | | | Materials & Supplies Warehouse, PO's for Office Depot, Save Mart, GW, School Specialty, Scholastic, etc. SPSA# G1A1/G1A2/G2A1/G2A2/G3A2 | 23,948.00 |
| G1A1 | One-Time School | Instruction | Nc-Equipment | | | Technology Monitors, laptops, doc cameras, radios, accessories, etc. SPSA# G1A1/G1A2/G3A2 | 10,000.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Supp | | | Teacher Supplemental Contracts SPSA# G1A2/G4A1 | 17,960.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Food | | | Food Services Student incentives, celebration & participation, etc. SPSA# G1A2 | 500.00 |
| G1A2 | LCFF: EL | Instruction | Teacher-Supp | | | Teacher Supplemental Contracts SPSA# G1A2/G4A1 | 5,988.00 |
| G1A2 | LCFF: EL | Parent Participation | Direct-Food | | | Food Services Parent Participation SPSA# G1A2 | 500.00 |
| G2A2 | Sup & Conc | Instruction | Direct Trans | | | : Transportation Incentive trips, EL celebration, etc. SPSA# G2A2 | 600.00 |
| G3A1 | Title 1 Basic | Psychological Services | Crt Pupl-Reg | Psychologist, School | 0.1000 | 1022575 School Psychologist 1 extra day SPSA# G3A1 | 16,284.00 |
| G3A2 | Title 1 Basic | Attendance & Social Work Services | Cls Sup-Reg | Liaison, Home/School Spanish | 0.4375 | Home School Liaison SPSA# G2A1/G2A2/G3A2/G5A1 Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.) | 15,437.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials & Supplies for Parent Participation Warehouse orders, PO's for GW, Party City, Grocery supplies, etc. SPSA# G5A1 - No food or incentives | 1,854.00 |
| G5A1 | LCFF: EL | Parent Participation | Oth Cls-Supp | | | Other Classified Supplemental Contracts Babysitting, supervision coverage, etc. SPSA# G5A1/G3A1 | 4,477.00 |

\$505,262.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$90,965.00 |
| Sup & Conc | 7090 | \$300,564.00 |
| LCFF: EL | 7091 | \$79,785.00 |
| One-Time School | 7099 | \$33,948.00 |
| Grand Total | | \$505,262.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - Improve academic performance at challenging levels | \$466,610.00 |
| G2 - Expand student-centered and real-world learning experiences | \$600.00 |
| G3 - Increase student engagement in their school and community | \$31,721.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$6,331.00 |
| Grand Total | \$505,262.00 |