

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 3, 2026

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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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
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 rewritten during the second semester of each school year for annual approval by the Board of Education.

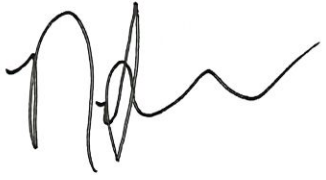
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Gia Picchi-Shirley	X				
2. Chairperson - Noel Terriquez				X	
3. Gerard Johnson				X	
4. Sunnie Riojas				X	
5. Damaris Villanueva-Vasquez				X	
6. James Wendt				X	
7. Laura Avakian		X			
8. Kelley Paul		X			
9. Enedina Viveros		X			
10. Yajaira Corona			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date: 12-5-25.

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		3/19/26
SSC Chairperson	Noel Terriquez		3/19/26

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

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

FY 2026/27

Storey - 0430

ON-SITE ALLOCATION

3010	Title I	\$63,480 *
7090	LCFF Supplemental & Concentration	\$178,560
7091	LCFF for English Learners	\$36,800

TOTAL 2026/27 ON-SITE ALLOCATION

\$278,840

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,840
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Program Budget	\$61,640
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Total Title I Allocation	\$63,480
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Storey Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review					
School Level Dashboard					
Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		10.8 %	2024-2025	11.9 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		50.8 %	2024-2025	51.9 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		47.1 %	2025-2026	48.2 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	55.2 %	45.8 %	2025-2026	46.9 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		53.1 %	2025-2026	54.2 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.8 %	2025-2026	61.9 % 
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		47.6 %	2025-2026	48.7 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		45.6 %	2025-2026	46.7 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)	52.3 %	44.2 %	2025-2026	45.3 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		60.9 %	2025-2026	62 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62 %	2025-2026	63.1 % 
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		33 %	2025-2026	34.1 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	22.4 pts	9.8 pts	2024-2025	24.8 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		59.9 %	2024-2025	64.9 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	-1.9 pts	-10.4 pts	2024-2025	4.6 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		49.8 %	2024-2025	54.8 % 
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		41.3 %	2024-2025	40.7 % 

Goal 2	Chronic Absenteeism (ALL) Semester 1	25.6 %	14 %	2025-2026	13.4 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	98.5 %	99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	98.9 %	98 %	2025-2026	99.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		94 %	2025-2026	96 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	1.17 %	1.3 %	2025-2026	0.97 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Academics ELA/Math

Action 1- Not all students are reading and writing on grade level as identified on SBAC and iReady Diagnostics. Overall, Storey is in Yellow classification. There are no subgroups in the Red classification per California Dashboard report. However, the lowest performing student groups in the Yellow classification are: Students with Disabilities, English Learners, and Hispanic.

Action 2- Not all students are performing on grade level in math as identified on SBAC and iReady Diagnostic. Overall, Storey is in the Green classification. There are no subgroups in the Red classification per California Dashboard report. However, the lowest performing student groups in the Orange classification are: Students with Disabilities and Hispanic.

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

- Action 1-
- 1. Students are entering current grade levels with different skillsets
 - 2. Not all students are entering on grade level
 - 3. The need for continued development and refinement in foundational skills instruction for staff
 - 4. The need for developing and continued Professional Learning and coaching cycles with the writing process
 - 5. PLCs have not used IAB/FIABs or CFAs for data analysis to the fullest extent to drive instructional decisions due to time limitations with designated planning time
- Action 2-
- 1. Not all students have mastered conceptual math skills
 - 2. Not all students have mastered math fluency
 - 3. PLCs have not used CFAs, IAB/FIABs for data analysis to the fullest extent to drive instructional decisions due to time limitations with designated planning time

4. The need for continued development and refinement in math teaching (conceptual, procedural, and fluency) strategies

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

Action 1-

- 1. Tutoring/Intervention for identified students not on grade level
- 2. Professional learning opportunities at site level targeted through instructional writing strategies, differentiated instruction, data analysis and good first teaching strategies. Along with Regional/District Professional Learning (PL) for all staff to continue to develop and refine PLC+ and Curriculum Guidance for CIPL
- 3. Consistently utilizing learning intentions, success criteria, checking for understanding, wait time, and teacher clarity
- 4. Implementation of PLC+ and use of FIAB/IAB's, CFA's, and formative assessments
- 5. Parent engagement; opportunities to participate in parent trainings for academic and SEL

Action 2-

- 1. Professional learning opportunities at site level targeted through math protocols, number sense, fluency development, data analysis and good first teaching strategies. Along with District Professional Learning (PL) for all staff to continue to develop and refine PLC+
- 2. Consistently utilizing learning intentions, success criteria, checking for understanding, wait time, and teacher clarity
- 3. Implementation of MLD lesson delivery for student clarity and ownership including reflection of IAB/FIABs, CFAs and formative assessments to drive instructional decisions and supports
- 4. Tutoring/Intervention for identified students not on grade level
- 5. Parent engagement; opportunities to participate in parent trainings for academic and SEL

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA

Partially Implemented

The actions were partially implemented. Tiered levels of support were implemented however, Professional Learning focus with Write Tools involves a multi-year implementation plan for learning. Continued PL to support teacher ownership and understanding of writing process is an area of focus. PLC and CFA cycles are continuing to be developed and refined due to limited PLC and PL scheduled time. Limited time within PLC calendars has been an area of concern when working to support teachers with additional teacher collaboration, planning and data analysis.

Math

Partially Implemented

The Tier 2 Math Intervention was partially implemented, with 5th and 6th grades receiving support mid-year. However, not all grades were included in the initial rollout. Professional Learning (PL) efforts have primarily focused on literacy, particularly with Write Tools, leaving limited time for math-specific professional development. However, site designated release PL time has allowed for district math coaches to provide initial grade level PL around math fluency. Due to constraints on PL and PLC time, the development and refinement of PLC cycles and Common Formative Assessments (CFAs) are ongoing. Additionally, the inability to secure substitute coverage has hindered opportunities for additional teacher collaboration, planning, and data analysis.

Culture of Kindness, Field Trips & Goal 2 Experiences

Fully Implemented

The actions were fully implemented. However we continue to focus on developing additional activities/engagements to provide students with opportunities to connect with site and staff. Continued parent meetings and communications to support understanding of the importance of field trips and real life experience opportunities.

Student Engagement through SEL and Behavior Supports

Partially Implemented

The actions were partially implemented.

1. Clubs- There was a participation rate of 84.2% in onsite club opportunities and culture of kindness. This year kindergarten participation was included in ATLAS tracking system. A focus will be on tracking TK and SPED in the upcoming year.

2. This year, Storey was able to provide Tier 2 and supports with the Tier II Specialist and RPC (Restorative Practice Coach) to support students social and emotional needs through small group, restorative circles, Girl Power sessions and Peace Club. Site SEL team also provide monthly focus activities around Social Emotional Needs and student confidence for 1st- 6th grade.

3. Spartan Clubhouse provides a safe space for students to participate in small setting with supervised activities during morning and lunch recess.

These programs in place support structures for student attendance, student behaviors, and connections to school

Connections through Engagement & Attendance

Partially Implemented

The actions were partially implemented. This year, Climate and Culture Team focused on attendance with multiple engagement opportunities. There was a need to relaunch attendance strategies at the beginning of year to increase student attendance. These opportunities included: classroom incentives, additional recess, student led poster contest, and various other ongoing activities and incentives.

Recruitment and Retention of Staff

Fully Implemented

Based on Fall Climate/Culture and Investment Survey, 99% of staff responded favorably in the Staff Culture Domain. Retention at Storey is strong as teacher are only leaving Storey due to retirement or bumping process.

Inclusive Opportunities for Family Engagement

Fully Implemented

Based on Fall Climate/Culture and Investment Survey, 99% of families responded favorably in the School Environment and Family Engagement domains.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA

Partially Effective

The actions were partially effective- Data pulled for SBAC shows overall 59.9 % students Meets or Exceeds Standards, 9.8 points above standard (increase of 2.4 points from prior year). California Dashboard did not identify any Red student groups, however, the site focus groups continue to be our Students with Disabilities and English Learners. Students with Disabilities were 63.6 points below standard, increasing 6.4 points from prior year. English Learners were 1.1 points below standard, maintaining 2.4 points below from prior year.

Math

Partially Effective

The actions were partially effective- Data pulled for SBAC shows overall 49.8% students were Meets or Exceeds Standards, 10.4 points below standard (increase 6.5 points from prior year). California Dashboard did not identify any Red student groups, however, site focus groups continue to be our Students with Disabilities and Hispanic. Students with Disabilities were 82.6 points below standard, declining 3.9 points from prior year. Hispanic subgroup were 25.6 points below standard, maintaining 0.5 points from prior year.

Culture of Kindness, Field Trips & Goal 2 Experiences

Effective

The actions implemented throughout the school year proved effective. Engagement opportunities and student activities continued to increase, with all grade levels participating in Goal 2 field trip experiences as well as additional site-funded opportunities. To support the ongoing schoolwide focus on positive character development, Character Counts remained a monthly emphasis, accompanied by student recognition and related activities. A schoolwide rally further reinforced the importance of demonstrating strong character. The continued attention given to the 6 Character Pillars was reflected in improved student behavior and interactions across the campus.

Student Engagement through SEL and Behavior Supports

Effective

The actions implemented throughout the school year proved effective. Results from the Climate, Culture, and Investment Survey—particularly within the Health and Wellness Guardrail—show that 92% of students feel safe and welcome at Storey. Schoolwide initiatives, including student clubs, the Spartan Clubhouse, the Student Council Welcome Committee, and ongoing Character Counts activities, contributed to a strong sense of inclusion and a positive campus culture. District data further reflects this progress, indicating a 1.8% suspension rate, demonstrating that established structures and systems continue to support a safe and positive learning environment.

Connections through Engagement & Attendance

Partially Effective

The actions implemented were partially effective. Post-COVID impacts on attendance, combined with concerns related to the current political climate, continue to influence student attendance. According to district data from Everyday Labs, as of February 2026 the average attendance rate is 94.3%, an increase of 1.5% from the prior year. The chronic absenteeism rate has decreased to 18.6%, reflecting a 6.1% improvement. Contributing factors to this growth include a range of schoolwide initiatives such as student clubs, the Spartan Clubhouse, Character Counts, monthly SEL activities, attendance incentives, sports programs, Tier 2 supports, RPC services, and behavior assemblies designed to establish and reinforce schoolwide expectations.

Recruitment and Retention of Staff

Effective

The actions implemented have proved effective. Staff retention remains strong, with retirement continuing to be the primary reason for departures from Storey. Additionally, staff members who were displaced due to downsizing consistently express interest in returning when positions become available, reflecting the positive work environment and strong sense of community at Storey.

Inclusive Opportunities for Family Engagement

Effective

The actions implemented have proven effective in increasing family engagement. Families were provided with a wide variety of opportunities to participate in their students' education and become active members of the school community. Parent involvement activities included Back to School Night, Open House, Family Fun Nights, Quarterly Awards Assemblies, Sports Assemblies, Kindergarten Promotion, 6th Grade Promotion, field trips, Winter and Spring music performances, the 5th/6th Grade Wax Museum, Family Nights, and Super Sons/Darling Daughter events.

Additional initiatives launched this year further expanded engagement opportunities, such as Family Success-to-Read events, parent coffee hours with the HSL and Assistant Principal, and multicultural events.

Communication systems—including weekly ParentSquare messages schoolwide, Class Dojo, the school marquee, flyers, and social media—were consistently utilized to support parent involvement, participation, and ongoing connection with the school.

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

Based on the analysis of our current SPSA and data reflection, Storey will continue to implement the effective structures already in place. These structures include strong Tier I instruction and continued RTI for identified Tier II students. Supports for grades K–4 will focus on strengthening foundational reading skills, while Tier II academic supports for intermediate grades will be adjusted to better meet the needs of identified students and those with the highest levels of need.

Storey will also prioritize the continued development and refinement of math intervention for intermediate grades, as well as targeted intervention for English Learners performing at ELPI levels 1 and 2.

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

SSC:

Feedback from SSC stated to continue with instructional plan and services.

Additional Suggestions included:

- Parenting training opportunities to provide supports with grade level curriculum and teaching strategies
- Math/Academic Parent/Family events
- Continue with Tier 2 supports with Intervention teacher and Teaching Fellows
- SEL resources for families
- Continued Clubhouse with Teaching Fellow support for student success
- ASP
- Student Incentives: Attendance, Academics, Sports, iReady growth recognition, etc.
- Teacher planning days
- Student devices for classrooms
- Materials and supplies for teachers
- Continue with structures and programs in place

ELAC:

Feedback from English Learner Family Needs Survey from site ELAC stated to continue with instructional plan and services.

Additional Suggestions included:

- Increase bilingual instructional aides, interpreters and translators
- Support for newcomer students with limited English
- Increase extra curricular and enrichment activities such as sports for grades 4th and below.
- Continued need for HSL
- Movement of Fresno FAX bus stop in front of school site

Staff:

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

Suggestions for 2026-27 included:

- Sub release for grade level planning days
- Grade Level planning day (prior to beginning of school and quarterly)
- Sub release for Peer observations
- Sub release of SST/IEPs
- Supplemental contracts for after school tutoring
- Supplemental contracts for additional student engagement opportunities (i.e. Peach Blossom, Spelling Bee, yearbook, talent show, Student Council, etc.)
- Supplemental contracts for Goal 2
- Teaching Fellows for Tier 2 intervention and SEL support in Spartan Clubhouse
- Site Licenses/Subscriptions (grade level specific)
- Academic Instructional Coach (currently district funded)
- RTI Instructional Coach (currently Early Literacy Regional Grant funded)
- Home School Liaison
- Technology (classroom upgrades as needed)
- Professional Learning Materials and training resources
- SEL resources
- Clubs supplemental contracts
- Materials/supplies
- ELPAC assessors
- Graphics
- Snacks for PL
- Snacks for Testing
- Student awards/incentives
- Professional Learning training opportunities
- Multicultural events/learning
- Counseling services
- Continue with programs and structures in place



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Arts Instructional Plan TK-6th

Action Details

Early Literacy

ELA-Storey Tiered System of Supports:

The tiered system of supports for ELA will continue, guided by rigorous, complex texts aligned with the Instructional Practice Guide (IPG), District Curriculum Guidance, California State Standards, and responsive intervention through the MTSS framework.

- **Tier 1:**
Intervention strategies are integrated into the close reading approach, using the GVC, Write Tools, and PLC-developed instructional materials, which are implemented daily in all classrooms. Enrichment in digital literacy will be extended to all students (K-6), incorporating complex text, and research practices online. TK through 1st grade will focus on foundational skills using Heggerty, teacher developed supplemental material, and core curriculum. The Instructional Coach will provide coaching cycles, side-by-side teaching, and PLC support for planning and backwards mapping.
- **Tier 2:**
Struggling learners, identified through assessments like iReady, BPST, BAS, CFAs, IABs, FIABs, FSA, Dibels, teacher judgment and district identified students, will receive targeted support. In grades TK/K, this will be in-class support, while some kindergarten students will receive priority for after-school intervention. Grades 1-6 will have 8-week intervention sessions with the TSA/RTI Reading Intervention Teacher, based on common assessments, district matrix identification, Dibels, iReady diagnostics, and learning profiles.
- **Tier 3:**
Students not showing progress after two sessions of intervention will be referred to the SST process to determine if formal assessment is needed. Orton Gillingham instruction will be provided to kinder through 2nd grade students identified for additional instructional support.

Goal: By June 2027, Storey Elementary will increase distance from standards in ELA from +11.77 to +26.77 as measured by the Smarter Balanced Summative Assessment (SBAC).

Direct Instructional Services

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

Professional Learning Communities- Storey PLC teams will continue their work around clarifying the essential learning for each unit, gaining deeper understanding 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 through learning intentions and success criteria. PLC teams will collaborate to develop a series of common assignments and assessments—using IABs/FIABs, GVC, Standards Mastery (i-Ready), and teacher-created assessments—that measure student proficiency on the targeted standards. Each team will use these formative assignments/assessments to analyze, improve and provide vital information to fuel teacher instruction and systems of intervention through RTI and enrichment. Academic Instructional Coach and TSA/RTI Reading Intervention Teacher will work collaboratively with PLCs to support instruction aligned to grade level California State Standards and Curriculum Guidance.

- **1. Targeted Tutoring/Intervention for Identified Students Not on Grade Level**

- TSA/RTI Reading Intervention Teacher oversee and provide Tier 2 intervention program with Teaching Fellows (funding sources: Sunnyside Regional Early Literacy Grant or site funding)
- 2 Teaching Fellows to support Tier 2 intervention up to 16 hours per week for RTI pull-out
- Site developed data monitoring report for District Literacy Identified Intervention Students grades 3rd-6th (Literacy Intervention LI2)
- After-school tutoring for K-6 students significantly below grade level in foundational skills and literacy strategies (voluntary certificated/classified contracts)
- ELA and Math data chats using SBAC and iReady Diagnostic (D1/D2) results to identify student performance levels, determine individual and class instructional needs, and establish targeted student achievement goals
- EL Data Chats to set expectations and commitments for student linguistic and academic achievement
- Provide EL students with additional opportunities to engage in ELPAC "bootcamp" intervention sessions appropriate to their proficiency levels
- Kindergarten after school tutoring for identified students in need

- 2. Professional Learning Opportunities at Site Level and Regional/District PL**

- Professional learning on foundational skills, curriculum and equity for adult growth provided through District CIPL
- Continued integrated instruction through Write Tools for writing TK-6. Onboarding new staff members with additional PL
- Academic Instructional Coach to provide ongoing PL, coaching cycles, and PLC support
- Professional learning opportunities in culturally responsive teaching (Equity & Literacy)
- Professional Learning Conferences/Travel opportunities supported by FUSD or site
- Professional Consulting through CIPL for additional professional learning opportunities
- Teacher substitutes and supplemental contracts for grade level planning and professional learning
- Materials and supplies to support literacy
- Incentives, rewards, and/or field trips for students for achievement in literacy
- Purchase subscriptions and site licenses to digital text sources to extend use of complex text. Subscriptions to be site and grade level determined
- Mileage for home visits, travel to conferences, etc.

- 3. Consistently Utilizing Effective Instructional Strategies**

- Continue schoolwide integrated literacy instructional program to include: Close Reading, text annotation, complex text, GVC, collaborative conversations, and standards-aligned writing through Write Tools
- Classroom foundational instruction to include Heggerty, Orton Gillingham and good first teaching strategies
- Continue schoolwide focus for Learning Intentions and Student Success Criteria
- Continue implementation of iReady-aligned online instruction to target individual student learning
- Continued use and calendaring of FIABs, IABs and teacher developed CFA/CSA to provide information to support instructional decisions and support student learning
- Continue SBAC-aligned assessments to support standards-based instruction using online tools, site-based refinement, and common assignments
- Designated ELD instruction with structured opportunities for daily practice aligned with EL standards

- 4. Implementation of PLC+ Foundations and Use of Formative Assessments**

- Administrative Team Continuous Cycle of Review around Problem of Practice (PLC+ and Grounding Questions)
- Administrative Team Instructional Walks utilizing IPG Data collection for feedback
- District ILT to provide additional professional learning around PLC+, district curriculum guidance and district identified areas of focus for lead teachers

- Data Chats scheduled after iReady Diagnostics to review student data, progress monitor, and adjust classroom instruction (individual teachers and grade level)
- TSA/RTI Instructional Coach to support PLCs in data analysis and instructional alignment
- Academic Instructional Coach to support PLC work and instructional strategies in the classroom

5. Parent Engagement: Training for Academic and SEL Support

- Kindergarten Outreach and Assessment Day before school starts for FSA testing and parent engagement
- Incentives for students achieving literacy growth
- Incentives and award recognition for EL students with reclassification and ELPI level growth
- Parent training with ELA focus
- Mileage for home visits and parent engagement outreach

6. Infrastructure and Resource Support

- Purchase replacement technology (tablets, laptops, projectors) for digital literacy and integrated technology use as needed
- Purchase site licenses and subscriptions for digital text sources to extend access to complex texts
- Extra salaries for classified and certificated staff for intervention and student support
- Graphics to support instruction (anchor charts, reusable organizers, literacy visuals)
- Testing administrations supported by district snack program to ensure student focus

Aligned with Fresno Unified’s Goals and Guardrails for Literacy, Storey will strengthen ELA instruction in TK–6 by deepening both adult and student knowledge, skills, and understanding through ongoing professional learning. Our work will support the whole child by fostering an equitable, culturally proficient learning environment that delivers rigorous, high-quality, developmentally appropriate first best instruction, supported by research-based interventions when needed.

English Learner Students

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

Per the California Dashboard, the English Learner student group is not identified in Red. However, continued supports will be provided for English Learner student group because this is a site identified area of focus. With Title I funds we plan to support English Learners and all students through the writing process with Write Tools to build vocabulary, sentence structure, and foundational skills and good first teaching instructional strategies, along with:

- 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
- Instructional practices to include sentence frames for scaffolding of learning and speaking
- Contracts available 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
- LTEL targeted reading opportunities
- Materials and supplies provided to support EL program
- Public awards and incentives presented to EL students as they re-designate (Medals at EOY Awards Assembly)
- Use ELPAC data in Ellevation to monitor and identify EL academic progress and needs
- Newcomer's support
- ELPAC Camp through use of Interim ELPAC assessment prior to summative administration

- Ongoing monitoring of RFEP students to ensure academic success
- Translation services for parents of English Learners
- Promote the use and build parents' capacity to use Parent Square

Student Groups

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

Planned expenses to support target groups will include:

- Foundational skills instructional materials for small group/individual instruction
- Intervention materials
- Teacher planning sub release and/or supplemental contracts
- Not required to speak to this section for Prop 28

Students with Disabilities (SWD):

English Learner (EL):

Hispanic (HI):

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

Planned expenses to support target subgroups will include:

- Subscriptions (Supplemental academic learning)
- Intervention material
- Foundational skills instructional materials for small group/individual instruction
- Student incentives
- Teacher planning sub release and/or supplemental contracts
- After school tutoring contracts offered for students (available upon teacher request)

Students with Disabilities (SWD):

English Learner (EL):

Hispanic (HI):

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

Planned actions to support targeted student groups will include:

- Individual student conversations for ownership and understanding for learning goals aligned with iReady diagnostics
- Small group instruction
- Scaffolding
- Digital literacy
- Tutoring
- Professional learning for paraprofessionals in both SPED and primary GE classrooms

Students with Disabilities (SWD):

English Learner (EL):

Hispanic (HI):

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement opportunities are provided through:

- School wide events: Back to School Night, Parent Teacher Conferences, Open House, Family Scholastic Book Night, Family Success to Read events, Read Across America, Academic Awards Assemblies
- Ongoing communication is supported through: Sunday weekly Parent Square message, Schoolwide class dojo, teacher class dojo, social media, marquee, bulletin boards, school wide flyers
- Parent meetings offered to support with usage and navigation of Parent Portal (ATLAS) and class dojo
- HSL/Vice Principal provide parent sessions regarding school areas of focus, such as: attendance, grades, homework support, communication, and events
- Parents are invited to participate as critical partners in moving student achievement through SSC, ELAC, DELAC, LCAP, and Parent Faculty Club (PFC)
- Promote the use and build parents' capacity to use Parent Square and Parent Portal

Professional Learning

Describe Professional Learning related to this action.

Professional Learning will be provided through:

- Professional learning on foundational skills, curriculum and equity for adult growth provided through District CIPL
- Continued integrated instruction through Write Tools for writing TK-6. Onboarding new staff members with additional PL
- Academic Instructional Coach to provide ongoing PL, coaching cycles, and PLC support
 - 2 additional Professional Learning release days to provide support in ELA goals
- Professional learning opportunities in culturally responsive teaching (Equity & Literacy)
- Professional learning opportunities around Universal Design for Learning and Multi-Tiered System of Supports

- Professional Learning Conferences/Travel opportunities supported by FUSD or site
- Professional Consulting through CIPL for additional professional learning opportunities
- Teacher substitutes and supplemental contracts for grade level planning

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback for admin alignment/calibration and ensure weekly visits for all classes

Outcomes measured by walkthrough data focused on IPG and PL school focus areas of teacher clarity, student discourse, good first teaching, learning intentions, and success criteria

Outcomes monitored by Principal, VP, and teachers. Classroom visitation findings to be shared and reflected on with ILT for next steps

Outcomes measured by walkthrough data will show that every classroom will be visited and will receive feedback by an administrator at least once per week

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments, PLC developed CFA, IEP goals/growth.

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. Students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.

Outcomes monitored by teachers, grade level PLCs, administrator and data chat analysis (D1, D2 and D3)

Monitoring:

-K-2nd: FSA+ and Progress Monitoring Sheets Benchmarks

-3rd-6th: IABs and FIABs and iReady Diagnostic

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

SBAC Results: Increase the distance from meeting standards in ELA from +11 to +26

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, Academic Instructional Coach, RTI Instructional Coach, ILT, and teachers

Math Instructional Plan for TK-6

Action Details

Equitable Access

Math- Storey will continue a tiered system of support based on rigorous and complex mathematical instruction and strategies aligned to the IPG 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, IReady, GoMath resources, and FIAB/IABs including consistent demonstration of the Mathematical Practices daily. Continued professional learning and implementation of MLD protocols
- **Tier 2-** Levels of support for struggling learners (identified through iReady, CFAs, FIAB/IABs and teacher judgement) will be addressed through a combination of in class targeted supports in grades K-6th and through analysis of 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 formal assessments are needed

Goal: By June 2027, Storey Elementary will decrease distance from standard in math from -8.29 to +6.71 as measured by the Smarter Balance Summative Assessment.

Direct Instructional Services

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

Professional Learning Communities- Storey PLC teams will continue their work round identifying the essential learning for each unit of instruction, and gaining clarity regarding the knowledge and skills students must acquire. PLC's are 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 success criteria 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. Each team will use these formative assessments to provide vital information to target instructional decisions.

Instructional Practices:

- Continue school-wide use of the Mathematical Practices (conceptual and procedural) and focused reteaching
- Continued implementation of MLD structures for lesson delivery
- Continued development of targeted POD lessons to align with data analysis of reteaching for student mastery
- Continued development and use of anchor charts to support instruction and student understanding of concepts
- Implement integrated SBAC-aligned assessments that support and inform standards-based instruction through use of online tools, formative assessments, and common assignments

Professional Development:

- Administrative Team continues cycle of review around Problem of Practice (Professional Learning Communities- Grounding Questions)
- Administrative Team calibration around Instructional Practice Guide (IPG) walks
- Opportunities for Professional Learning Conference/Travel as identified by FUSD and site
- Professional Learning resources for ILT and staff

Student Support and Interventions:

- Tiered Levels of Support
- TSA/RTI Instructional Coach to provide Tier 2 intervention
- Tier 2 Intervention to utilize adopted program online component which is responsive to students' individual needs
- Instructional Coach to provide coaching cycles, PLC support, PL delivery, and instructional support as needed
- Extra salaries for Certificated and Classified staff to offer after-school tutoring in math in grades K-6
- Incentives for students for achievement in math

Instructional Resources:

- Graphics to support instruction through anchor charts, reusable graphic organizers, and other related math charts
- Materials and supplies for hands on learning
- Testing administrations supported with district snack program
- Technology to support math instruction

Coaching and Collaboration:

- Academic Instructional Coach to work alongside PLC's with implementation of MLD strategies, PLC lesson planning and provide side-by-side teaching opportunities
- TSA/RTI and Instructional Coach to participate and support PLC's for instructional planning, backward mapping, and Essential Standard development
- TSA/RTI and Instructional Coach support with development and monitoring of grade-level Math Fluency practice structure to target progress for grades 1st-6th grade

English Learner Students

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

Per the California Dashboard, the English Learner student group is not identified in Red. However, continued supports will be provided for English Learner student group because this is a site identified area of focus. With Title I funds, we plan to support English Learners and all students through Math Lesson Design structure for lesson delivery. These skills will support student understanding for procedural and conceptual application to mathematical word problems. Classroom instruction will also include:

- Use ELPI data in Ellevation, to monitor and identify EL academic progress and needs along with data analysis from iReady Diagnostics and SBAC
- Digital resources
- Tier 2 math intervention opportunities
- Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year or who are not showing progress in math
- ELPAC administration assessors and substitutes
- Materials and supplies provided to support EL program
- Awards and incentives presented to EL students as they reach reclassification
- Newcomer Support

Student Groups

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

Planned expenses to support target subgroups will include:

- Subscriptions (Supplemental academic learning)
- Intervention material
- Teacher planning with substitute release time and/or supplemental contracts

English Learner (EL):

Students with Disabilities (SWD):

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

Planned expenses to support target subgroups will include:

- Subscriptions (Supplemental academic learning)
- Intervention material
- Foundational skills instructional material for individual and small group material
- Student incentives
- Teacher planning with substitute release time and/or supplemental contracts

Students with Disabilities (SWD):

English Learner (EL):

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

Planned expenses to support target subgroups will include:

- Engage student conversations to promote individual ownership of learning through goal setting aligned to iReady Diagnostic data and ELPAC results
- Small group instruction
- Scaffolding
- Digital literacy
- Tutoring
- Professional learning for paraprofessionals in both SPED and primary GE classrooms

Students with Disabilities (SWD):

English Learner (EL):

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Family engagement opportunities are provided through:

- School wide events: Back to School Night, Parent Teacher Conferences, Open House, Family Scholastic Book Night, Family Success to Ready events, Read Across America, Academic Awards Assemblies
- Ongoing communication is supported through: Sunday weekly Parent Square Message, Schoolwide class dojo, social media, marquee, bulleting boards, school wide flyers
- Parent meetings offered to support usage and navigation of Parent Portal (ATLAS) and class dojo
- HSL/Vice Principal provide parent sessions regarding school areas of focus. Such as: attendance, grades, homework support communication and school events
- Parents are invited to participate as critical partners in moving student achievement through SSC, ELAC, DELAC, LCAP, and Parent Faculty Club (PFC)
- Promote the use and building parents' capacity to use Parent Square and Parent Portal on ATLAS

Professional Learning

Describe Professional Learning related to this action.

Professional Learning will be provided through:

- Professional learning on foundational skills, curriculum and equity for adult growth provided by site and District CIPL
- Continued integrated instruction through fluency and math strategies for TK-6. Onboarding new staff members with additional PL
- Academic Instructional Coach to provide ongoing PL, coaching cycles, and PLC support
 - 2 additional Professional Learning release days to provide support in ELA goals
- Professional learning opportunities in culturally responsive teaching (Equity & Literacy)
- Professional learning opportunities around Universal Design for Learning and Multi-Tiered System of Supports
- Professional Learning Conferences/Travel opportunities supported by FUSD or site
- Professional Consulting through CIPL for additional professional learning opportunities

- Teacher substitutes and supplemental contracts for grade level planning

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback for admin alignment/calibration and ensure weekly visits for all classes

Outcomes measured by walkthrough data focused on IPG and PL school focus areas of teacher clarity, student discourse, good first teaching, criteria for success

Outcomes monitored by Principal, VP, and teachers. Classroom visitation findings to be shared and reflected on with ILT for next steps

Outcomes measured by walkthrough data will show that every classroom will be visited and will receive feedback by an administration at least once per week

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments, PLC developed CFA, IEP goals/growth.

Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. Students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's.

Outcomes monitored by teachers, grade level PLCs, administrator and data chat analysis (D1, D2 and D3)

Monitoring:

-K-2nd: FSA+ and progress monitoring sheets benchmarks

-3rd-6th: IAB/FIABs and iReady Diagnostics

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

SBAC Results: Increase the distance from meeting standards in Math from -8.29 to +6.71

Outcomes measured by growth from distance from standard.

Outcomes monitored by Principal, Academic Instructional Coach, RTI Instructional Coach, ILT, and teachers

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1A2. Teacher Subs for Planning *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	7,162.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			G1A2. Supplemental contracts for planning. *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	3,067.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			G1A2. Technology: monitors, laptops, doc cameras, accessories	1,075.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows	48,609.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning **Budget lines for personnel include salaries and related benefits	40,034.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			G1A2. Supplemental contracts **Budget lines for personnel include salaries and related benefits	10,129.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			G1A2. Classified supplemental contracts **Budget lines for personnel include salaries and related benefits	2,554.00
G1A1	Sup & Conc	Instruction	Bks & Ref			G1A2. Licenses and subscriptions	38,715.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G2A1, G2A2, G2A3. Materials and supplies, warehouse orders, incentives, etc.	43,908.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A2. Technology	5,000.00
G1A1	Sup & Conc	Instruction	Travel			G1A2. Teacher conferences	8,300.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			G1A2. Office equipment lease. RICOH	10,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			G1A2. Transportation: incentive trips and celebrations	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2. Technology and equipment maintenance	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Food			G1A2, G2A1, G2A3. Food services: student incentives, celebrations, staff meetings	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			G1A2. Admin subs for PL, ILT, CCT, Data Chats, Grade Level Planning **Budget lines for personnel include salaries and related benefits	2,036.00
G1A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			G1A2. G2A2. Mileage and travel	400.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			G1A2. Teacher subs for ELD planning and instructional rounds **Budget lines for personnel include salaries and related benefits	9,544.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors **Budget lines for	5,276.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Teacher-Supp			personnel include salaries and related benefits	5,276.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified supplemental contracts **Budget lines for personnel include salaries and related benefits	1,301.00
G1A1	LCFF: EL	Instruction	Bks & Ref			G1A2. Licenses and subscriptions	7,025.00
G1A1	LCFF: EL	Instruction	Mat & Supp			G1A2. Materials and supplies, warehouse orders, etc.	4,835.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			G1A2. Technology	2,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			G1A2, G3A2, G4A1. Food services: student incentives, celebrations, and participation	5,000.00

\$266,470.00

Storey Elementary 2026-2027 - SPSA Draft Edits



Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement through SEL and Behavior Supports

Action Details

Life Skills

The school will continue research-based programs to support positive behavior, social skills, safety, and bullying prevention. We feel these strategies and structures are the reason Storey has a low suspension rate of 1.8%. A tiered system will provide social skills training, Tier II, RP Coach support, increased School Psychologist time, and targeted interventions for high-risk students. Growth Mindset and Restorative Practices training will focus on emotional intelligence, while Positive Discipline learning will continue. High-risk students with poor grades, low attendance, or behavioral issues will engage in meaningful jobs and receive Tier II and RP Coach support. These efforts aim to improve student engagement, behaviors, and school climate.

Direct Instructional Services

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

- Instructional supports and services to students will include: Social-Emotional Learning & Support Programs
- Second Step (TK-6): School-wide implementation to teach social skills, self-monitoring, and non-cognitive skills (minimum of 10 lessons per semester).
 - Class Meetings (TK-6): School-wide implementation to support conversations around students and class identified needs
 - Dessa Administration to identify at risk students
 - August and March administration- students identified in August to receive full Dessa
 - Restorative Practices (RP):
 - RP Coach for Tier 3 students
 - Restorative Circles for Tier 2 students to enhance communication and social skills
 - Tier II and/or RP Coach supports for students needing social/emotional and problem-solving skills
 - Behavior Support Plans and informal plans for at-risk students
 - Tier II Intervention Specialist to provide individual and small group support
 - TST to meet monthly to review student outcomes and monitor progress

- Spartan Clubhouse:
 - Social skills development for students with Tier 1 and 2 needs
 - Teaching Fellow and classified staff support

Behavior and Climate Support

- Class Meetings: Weekly for all classrooms (grades TK-6) to foster positive behavior
- School-wide Culture & Climate Procedures: Implemented in all classrooms and common areas
- Behavior Incentives (Grades K-6): Quarterly incentives and recognition for positive behavior
- Incentives:
 - Quarterly celebration/recognition for classroom/grade level attendance
 - Classroom incentives for attendance and academic performance
 - Ongoing attendance recognition through individual, classroom, and grade-level targets

Tiered Support Systems

- Tier 1 & 2 Support:
 - Spartan Clubhouse for social skills development
 - Counseling and targeted support for at-risk (red zone) students by the School Psychologist
 - Meaningful jobs through Kindness Club with RPC to build school connections
 - Strategic check-ins/check-outs with Tier 2 students including admin, TST and staff
 - Monitoring of students identified through Dessa
- Tier 3 Support:
 - RP Coach support for high-risk students (as available)
 - School Psychologist to meet with high-risk students and hold groups for social skills development

Staffing & Resources

- Teaching Fellow: To support Spartan Clubhouse
- Classified Staff & Supplemental Contracts: Support Spartan Clubhouse and student needs
- HSL (Home-School Liaison): Support communication and family involvement
- Climate and Culture Specialist (District-funded): Support site initiatives and RP Coach programs

Materials & Supplies

- Instructional Materials:
 - Continue to use district supports and supplies to support Second Step, Restorative Practices, Emotional Intelligence, Growth Mindset, and Olweus Anti-Bullying curriculum
 - Materials to support Spartan Clubhouse, SEL, and Growth Mindset initiatives

English Learner Students

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

As a site identified subgroup, EL students will be supported as needed through Data Chat identification, ATLAS behavioral monitoring and teacher/staff identified students in need. Supports will include RPC support, Tier II Intervention Specialist, and additional identified staff connections.

- Use of HSL for parent communication with parents of English Learners
- Designated ELD for targeted instructional support
- One on one conferences with EL students not reaching reclassification to target and support individual needs

Student Groups

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

There were no specific groups identified for suspensions. California Dashboard shows all student groups in green. Current programs in place will support student behavior needs through RPC sessions, Tier II Intervention Specialist, Spartan Clubhouse, and targeted admin check ins per identified need of individual students. We will use funds to support individual and group counseling focused on building social emotional competencies and coping strategies.

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

There were no specific groups identified for suspensions. California Dashboard shows all student groups in green. Current programs in place will support student behavior needs through RPC sessions, Tier II Intervention Specialist, Spartan Clubhouse, and targeted admin check ins per identified need of individual students. We will use funds to support individual and group counseling focused on building social emotional competencies and coping strategies. HSL to support family communications in all student groups. We also plan to use 7090 funds for supplies to promote parent engagement, promote acknowledgement and understanding of student progress, and growth through award recognition.

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

Storey will continue to provide structures currently utilized. Such as

- Provide restorative practice structures with restorative circle, re-entry meetings and student success team meetings
- Parent meetings will be offered to support parent understanding of expectations for student success
- Use of HSL for parent communication with parents of English Learners
- Designated ELD for targeted instructional support
- One on one conferences with EL students not reaching reclassification to target and support individual needs
- Individual data chats for academic and behavioral success

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Partners for Student Achievement

1. Student Academics & Family Engagement

- Parent/Teacher Conferences
- Student Success Team (SST) Meetings & Individualized Education Program (IEP) Meetings
- Parent Meetings & Learning Opportunities
- Study Trips (Chaperones)
- Back-to-School Night/Open House
- Academic Assemblies
- Sports/Extra Curricular Activities Assemblies
- School Assemblies (Character Counts, Multicultural Assemblies, monthly focus assemblies)
- PFC (Parent Faculty Club)
- Spartan of the Month & Weekly Spartan with Right Attitude Recognition
- Evening "Love of Reading" events (Scholastic Book Fair, Success to Reading)

2. Staff Support for Community Engagement

- Supplemental contracts for certificated and classified staff to support event preparation and organization
- Substitutes provided for monthly SST and IEP meetings

3. Family Engagement Resources

- Materials and supplies, including office supplies, books, technology, for services, flyers, and incentives
- Independent contract agreements for services that enhance family engagement
- District supports and family training opportunities

4. Title 1 Meetings & Parent Communication

- Title 1 meetings will inform stakeholders about:
 - Goals and funding allocations
 - Parent involvement and rights under Title 1
- Title 1 information to be shared via:
 - A PowerPoint presentation at the start of the school year meeting (Back to School Night)
 - The Storey website for reference
- Translators will be provided as needed
- Babysitting provided to encourage parent involvement

5. Communication Channels

- Parent Emails, phone calls, Class Dojo (school wide/individual teachers), social media (district/site platforms), school marquee, flyers and Parent Square
- Communications will be available in English and Spanish and other languages as needed

6. ELAC Meetings (English Learner Advisory Committee)

- Stakeholders will receive guidance on:
 - Initial and summative ELPAC (English Language Proficiency Assessments for California) scores
 - Interpreting ELPAC summative results
 - Strategies to support English Learners in reading, writing, listening, and speaking
 - Babysitting provided to encourage parent involvement

7. Stakeholder Engagement & Program Improvement

◦ Student academic performance, social-emotional needs, and site program improvements will be evaluated collaboratively with stakeholders

◦ School Site Council (SSC) meeting will be scheduled at times that best accommodate families
8. Home Visits & Outreach

◦ Milage reimbursement for home visits to support student and family needs

Professional Learning

Describe Professional Learning related to this action.

- Additional professional learning on Restorative Practices implementation from site and optional district iAchieve
- Additional Dessa Training provided as needed

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Decrease in suspensions compared to last year. (Continue on with less than 1.5% suspension rate)

Outcomes measured by monthly meetings to review/analysis suspension data by school, grade level, teacher, and area of incidents through weekly attendance and suspension report provided by district

Outcomes monitored by admin team, TST, and Climate and Culture Team

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Decrease in suspensions compared to last year. (Continue on with less than 1.5% suspension rate)

Outcomes measured by monthly meetings to review/analysis suspension data by school, grade level, teacher, and area of incidents

Outcomes measures through ATLAS reports

Outcomes monitored by admin team, TST, and Climate and Culture Team

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Decrease in suspensions compared to last year. (Continue on with less than 1.5% suspension rate)

Outcomes measured by monthly meetings to review/analysis suspension data by school, grade level, teacher, and area of incidents

Outcomes monitored by admin team, TST, and Climate and Culture Team

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Culture of Kindness, Field Trips & Goal 2 Experiences

Action Details

Life Skills

Storey is committed to providing students with meaningful learning experiences through field trips, assemblies, and presentations that expose them to real-world careers and diverse educational opportunities. These experiences may include in-person visits, virtual tours, field trips, and interactive assemblies designed to expand students' career awareness and understanding of the world around them.

In addition, Storey will continue to promote multicultural awareness and appreciation by offering assemblies, community presentations, guest speakers, and cultural events. Through these opportunities, students will develop a deeper understanding of different cultures and backgrounds.

Fostering a *Culture of Kindness* remains a core commitment at Storey, emphasizing understanding, responsible citizenship, and positive character development. Students in grades TK-6 have access to various onsite activities, clubs, athletics, and school-connected programs coordinated by staff to support their social and emotional growth.

The *Character Counts* initiative, alongside Storey's yearly theme, strengthens a positive school climate, ensuring a safe and supportive learning environment. Through school-wide activities, students will embrace the *Six Pillars of Character* on a daily, monthly, and yearly basis.

Furthermore, our *Climate and Culture* team will continue to highlight and celebrate cultural diversity by recognizing different cultures each month. These ongoing experiences will enhance students' social-emotional well-being, promote academic success, and instill essential character traits that empower them to engage positively with others and grow into responsible, compassionate individuals.

Direct Instructional Services

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

Storey will continue to implement the following to ensure student engagement and provide real world experiences.

- Character Development, Growth Mindset & Bullying Prevention
- Teacher Launch: Introduction of the school-wide theme to promote character traits, growth mindset, and bullying prevention
 - Restorative Practices Professional Learning: Staff training to support positive behavior interventions
 - Weekly Class Meetings: Discussions focused on character, social-emotional learning, and community building
 - Second Step Program: Ten structured lessons per semester to support social-emotional growth
 - Character Counts Week Rally: Dedicated activities emphasizing the *Six Pillars of Character*
 - Monthly Character Counts Pillar Recognition: School-wide focus on a character pillar with student recognition
 - Monthly SEL Lunch engagement: Activities to foster kindness and inclusion

- Red Ribbon Week: Promoting healthy, drug-free lifestyles
- Read Across America Week: Encouraging a love for reading and literacy

Student Recognition & Incentives

- Student of the Month & Spartan Lunch with Administration
- Spartan with the Right Attitude Weekly Recognition
- Student Attendance classroom incentives
 - Quarterly individual student recognition at awards assemblies
- Awards Assembly- Academic, Athletic, Merit, Attendance, Extra Curricular

Student Engagement & Leadership

- Kind Kids Club, Peace Club, & Mindfulness Club with RPC
- Student Council
- Girl Power
- SEL Monthly Activities
- Spelling Bee & Peach Blossom Festival Participation
- Disability Awareness Week
- Reclassification Recognition
- Career Readiness Field Trips & Assemblies (Provided by FUSD)
- Goal 2 Field Trips (Supporting College & Career Readiness)
- Site funded Field Trips/Real World experiences

Social-Emotional Learning & Restorative Practices

- Assemblies Focused on Social-Emotional Learning & Cultural Awareness
- Restorative Circles (Tier 1 & Tier 2)
- RPC Sessions for Identified Tier 2 & Tier 3 Students
- 2X10 Outreach (Quarterly Teacher & NTA Check-ins for At-Risk Students)
- Continuation of Spartan Clubhouse for Tier 1 SEL Supports & Student Engagement
 - One Teaching Fellow to Support Spartan Clubhouse

Cultural Awareness & Inclusion

- Calendar of Monthly Multicultural Experiences, including but not limited to:
 - Black History Month
 - Arab Heritage Month
 - Hmong Cultural Awareness
 - Kindness Week
 - Hispanic Heritage Month
 - Women's History Month
 - Inclusion Awareness
- Student Incentives & Cultural Focus Activities

Resources & Support

- Professional Learning Books for Staff (Supporting Character Development & SEL)

- Materials & Supplies for Student Incentives, Student Recognition, Character Pillars, SEL, Spartan Clubhouse, and Cultural Activities

English Learner Students

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

Per the California Dashboard, there are no student groups identified in Red. However, continued supports will be provided for English Learner student group because this is a site identified area of focus. Storey will continue to focus on site identified student groups through ongoing assessment data.

- Use of HSL for parent outreach and communication with parents of English Learners
- Outreach through school and HSL to increase participation
- No specified student group identified: all students will engage in development of ideals of understanding to be responsible citizenship with 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
- Climate Culture Specialist to provide training in alignment with site needs around SEL

Student Groups

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

Planned expenses to support target groups will include:

- Foundational skills instructional materials for small group/individual instruction
- Intervention material
- Teacher planning sub release and/or supplemental contracts

Students with Disabilities (SWD):

English Learner (EL):

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

Planned expenses to support target groups will include:

- Foundational skills instructional materials for small group/individual instruction
- Intervention material
- Student incentives
- Site funding assemblies and field trip opportunities

- Teacher planning sub release and/or supplemental contracts, such as Goal 2 teacher release activities/field trips

Students with Disabilities (SWD):

English Learner (EL):

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

- Girl Power/Peace Club groups
- Positive Behavior Incentives/Events/Field Trips

Students with Disabilities (SWD):

English Learner (EL):

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Partners for Student Achievement

1. Student Academics & Family Engagement
 - Parent/Teacher Conferences
 - Student Success Team (SST) Meetings & Individualized Education Program (IEP) Meetings
 - Parent Meetings & Learning Opportunities
 - Study Trips (Chaperones)
 - Back-to-School Night/Open House
 - Academic Assemblies
 - School Assemblies (Character Counts, Multicultural Assemblies, monthly focus assemblies)
 - PFC (Parent Faculty Club)
 - Spartan of the Month & Weekly Spartan with Right Attitude Recognition
 - Evening “Love of Reading” events (Scholastic Book Fair, Success to Reading)
2. Staff Support for Community Engagement
 - Supplemental contracts for certificated and classified staff to support event preparation and organization
 - Substitutes provided for monthly SST and IEP meetings

- 3. Family Engagement Resources
 - Materials and supplies, including office supplies, books, technology and services, flyers, and incentives
 - Independent contract agreements for services that enhance family engagement
 - District supports and family training opportunities
- 4. Title 1 Meetings & Parent Communication
 - Title 1 meetings will inform stakeholders about:
 - Goals and funding allocations
 - Parent involvement and rights under Title 1
 - Title 1 information to be shared via:
 - A PowerPoint presentation at the start of the school year meeting (Back to School Night)
 - The Storey website for reference
 - Translators will be provided as needed
- 5. Communication Channels
 - Parent Emails, phone calls, Class Dojo (school wide/individual teachers), social media (district/site platforms), school marquee, flyers and Parent Square
 - Communications will be available in English and Spanish and other languages as needed
- 6. ELAC Meetings (English Learner Advisory Committee)
 - Stakeholders will receive guidance on:
 - Initial and summative ELPAC (English Language Proficiency Assessments for California) scores
 - Interpreting ELPAC summative results
 - Strategies to support English Learners in reading, writing, listening, and speaking
- 7. Stakeholder Engagement & Program Improvement
 - Student academic performance, social-emotional needs, and site program improvements will be evaluated collaboratively with stakeholders
 - School Site Council (SSC) meeting will be scheduled at times that best accommodate families
- 8. Home Visits & Outreach
 - Mileage reimbursement for home visits to support student and family needs

Professional Learning

Describe Professional Learning related to this action.

There is no Professional Learning tied to this area, however Climate and Culture Survey data to be reviewed with CCT and ILT to ensure student connections and engagement

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Outcomes will show an increase on field trip attendance per ATLAS attendance report

Student engagement outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Outcomes will be measured by an increase in percentage with student participation in activities/arts/athletics per ATLAS Engagement Summary Report.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Outcomes will be measured by an increase in percentage on the panorama survey with comparison of Fall to Fall survey results

Enhanced School Culture and Climate

- Storey fosters a positive, inclusive, environment where the arts are valued and students feel a strong sense of belonging and pride
- Measured by school climate surveys, student attendance, and family engagement data
- Monitored by site administrators

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Connections through Engagement & Attendance

Action Details

Equitable Access

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 improve 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.

Direct Instructional Services

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

Student Clubs and Engagement Initiatives

- 1. Storey Clubs (Grades TK-6)
 - Focus Areas: STEAM+ (Science, Technology, Engineering, Arts, and Music), Athletics, Leadership, and Cross-cultural elements
 - Objective: Provide diverse, non-academic settings for students to build strong relationships with positive adult role models while engaging fully in school life
- 2. Spartan Clubhouse
 - Purpose: Support student Social-Emotional Learning (SEL) needs and overall engagement
- 3. Extracurricular and Enrichment Programs
 - Academic & Creative Clubs:
 - Animation, Coding Club, Gardening Club, Lego Clubs, Robotics, Drawing and Arts Clubs, Hands-on Science Club, Mazes and Math Clubs
 - Performance & Competition:
 - Peach Blossom, Spelling Bee, Drama Club, Band, Strings, Choir, 4th Grade Recorders, Talent Show
 - Leadership & Community:
 - Kind Kids Club, Student Council, Student Leadership, Recycling Teams
 - After-School Engagements:
 - Programs in partnership with the California Teaching Fellows Foundation
 - Annual events: Back to School, Open House, Grade-Level Performances (TK-4), Wax Museum (5th/6th), Awards Assemblies (academic/sports/extracurricular)

Athletics and Physical Education

- 1. Inclusive Sports Programs:
 - Grades 5-6: Football, Basketball, Volleyball, Cheer, Softball
 - Grades 3-6: Cross Country
- 2. Additional Support:
 - Coaching in athletics for grades 4-6 within district-organized sports programs
 - Facility and Equipment Support:
 - Materials and supplies, maintenance for playgrounds and fields, and technology availability to support STEAM+ topics in clubs

Cultural, Multicultural, and Character Development

- 1. Monthly Events:
 - Calendared activities centered around Cultural Proficiency, Multiculturalism, SEL, and Character Traits
 - Assemblies, guest speakers, and community involvement initiatives to celebrate diversity and build character

Attendance Monitoring, Incentives, and Support

- 1. Monitoring & Interventions
 - Attendance Tracking:
 - Ongoing monitoring with targeted interventions for students with poor attendance
 - School Site Attendance meeting (SART)
 - Intervention Strategies:
 - Connecting students with peer attendance buddies
 - Tiered support including teacher outreach, Home School Liaison (HSL) involvement, Restorative Practice Counselor outreach, and principal-led attendance meetings
 - Communication Channels:
 - Teacher outreach via Class Dojo, phone calls, conferences, and notes home
 - School-wide parent communications through Class Dojo, Parent Square, marquee updates, and the Storey Facebook page
- 2. Incentives & Recognition
 - For Students:
 - Classroom and individual attendance incentives, meaningful student jobs for at-risk individuals, and quarterly Perfect Attendance recognition
 - For Clubs/Activities:
 - Graphics and materials to support and advertise engagement activities, as well as incentives and awards for active participation
 - Goal-Setting:
 - Provision of materials and supplies to help students set goals and monitor their own attendance

Parent and Community Engagement

- 1.Outreach Channels:

- Multiple communication methods (Class Dojo, phone calls, Parent Square, newsletters, and social media) to keep parents informed

2. Engagement Opportunities:

- Parent involvement through committees and clubs such as SSC (School Site Council), ELAC (English Learner Advisory Committee), PFC (Parent Faculty Club), SST, IEP meetings, and Parent Coffee Hour

3.Support Materials:

- Graphics and handbook notifications to promote Goal 2 activities and maintain consistent communication

Resource and Staff Support

1. Materials and Supplies:

- Provision for clubs, the Spartan Clubhouse, athletics, arts, and multicultural events

2. Technology:

- Availability of technological tools to support STEAM topics and club activities

3. Additional Staffing:

- Supplemental/extra pay contracts for classified employees to offer a wide array of engagement choices
- A dedicated Teaching Fellow to support the Spartan Clubhouse

4.Facility Maintenance:

- Ongoing maintenance for playgrounds, fields, and other activity areas

English Learner Students

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

Per the California Dashboard, there are no student groups identified in Red. However, continued supports will be provided for English Learner student group because this is a site identified area of focus.

With Title I funds, we plan to support English Learners and all students through engagement opportunities and family involvement.

- 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
 - Babysitting Services provided to encourage parent involvement
- Weekly attendance meetings with VP and Attendance Clerk

Student Groups

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

We will use funds to provide parent meetings to support understanding of the importance of attendance and provide teacher planning time to analyze individual student needs.

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

Asian (AS):

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

Planned expenses to support will include:

- Materials and supplies to promote parent engagement
- Promote acknowledgment of student growth and progress through award recognition efforts
- Utilize HSL to improve services and communicate to families of our students

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

Asian (AS):

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

Planned actions to support students will include:

- Tier II Intervention specialist to conduct attendance group meeting with students
- Administer Dessa during scheduled assessment window for student identification and targeted supports
- Conduct restorative circles and re-entry circles with RPC or Admin
- Attendance meeting with parents, VP and attendance clerk
- HSL/VP outreach to parents regarding attendance

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

English Learner (EL):

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Partners for Student Achievement

1. Student Academics & Family Engagement
 - Parent/Teacher Conferences
 - Student Success Team (SST) Meetings & Individualized Education Program (IEP) Meetings
 - Parent Meetings & Learning Opportunities
 - Study Trips (Chaperones)
 - Back-to-School Night/Open House
 - Academic Assemblies
 - School Assemblies (Character Counts, Multicultural Assemblies, monthly focus assemblies)
 - PFC (Parent Faculty Club)
 - Spartan of the Month & Weekly Spartan with Right Attitude Recognition
 - Evening "Love of Reading" events (Scholastic Book Fair, Success to Reading)
2. Staff Support for Community Engagement
 - Supplemental contracts for certificated and classified staff to support event preparation and organization
 - Substitutes provided for monthly SST and IEP meetings
3. Family Engagement Resources
 - Materials and supplies, including office supplies, books, technology, for services, flyers, and incentives
 - Independent contract agreements for services that enhance family engagement
 - District supports and family training opportunities
4. Title 1 Meetings & Parent Communication
 - Title 1 meetings will inform stakeholders about:
 - Goals and funding allocations
 - Parent involvement and rights under Title 1
 - Title 1 information to be shared via:
 - A PowerPoint presentation at the start of the school year meeting (Back to School Night)
 - The Storey website for reference
 - Translators will be provided as needed
5. Communication Channels
 - Parent Emails, phone calls, Class Dojo (school wide/individual teachers), social media (district/site platforms), school marquee, flyers and Parent Square
 - Communications will be available in English and Spanish and other languages as needed
 - Home School Liaison to support with translation as needed

6. ELAC Meetings (English Learner Advisory Committee)

◦ Stakeholders will receive guidance on:

■ Initial and summative ELPAC (English Language Proficiency Assessments for California) scores

■ Interpreting ELPAC summative results

■ Strategies to support English Learners in reading, writing, listening, and speaking

◦ Babysitting services provided for ELAC meetings to encourage parent involvement
7. Stakeholder Engagement & Program Improvement

◦ Student academic performance, social-emotional needs, and site program improvements will be evaluated collaboratively with stakeholders

◦ School Site Council (SSC) meeting will be scheduled at times that best accommodate families
8. Home Visits & Outreach

◦ Milage reimbursement for home visits to support student and family needs

Professional Learning

Describe Professional Learning related to this action.

- Additional professional learning on Restorative Practices
- Additional training as needed on Dessa

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Decrease in chronic absenteeism rate monthly compared to last year at 15.7%

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Decrease in chronic absenteeism rate by semester compared to last year 15.7%

Increase in attendance rate from prior year of 93.1%

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Decrease in chronic absenteeism rate from this year to last year 15.7%

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher

Monitoring of Everyday Labs by Climate Culture Team, Attendance Team and TST

Outcomes monitored by admin team, teachers, TST, attendance clerk, and SST

Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher

Monitoring of Everyday Labs by Climate Culture Team, Attendance Team and TST

Outcomes monitored by admin team, teachers, TST, attendance clerk, and SST

Monitoring of Everyday Labs by Climate Culture Team, Attendance Team and TST

Outcomes monitored by admin team, teachers, TST, attendance clerk, and SST

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Storey Elementary will continue to augment Music and Arts Education with an art program we have started. The art program will be aligned with grade level ELA instruction to enhance student learning for the whole-child development, reinforcing academics through creativity and critical thinking. Integrating art helps students learn better, think deeper and connect more meaningfully with what they study.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

Direct Instructional Service will include but not limited to:

- Funding of .5 FTE Art Teacher
- Classroom materials and supplies will be purchased to support music and art, such as: art material, musical instruments, etc.
- Upgrade on site material/needs for student engagement opportunities, assemblies and performances, such as: stage lighting, cafeteria stage sound system, cafeteria stage floor
- Guest presenters and assemblies
- Professional learning opportunities for art integration

English Learner Students

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

Not required to speak to in this section for Prop 28.

Student Groups

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

Not required to speak to in this section for Prop 28.

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

Not required to speak to in this section for Prop 28.

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

Not required to speak to in this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events like:

- Open House
- 5th/6th Wax Museum
- Hallway art/literature viewing
- Performances

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to in this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Increased Student Engagement:

- Students show enthusiasm, participation, and joy for art based learning
- Measured by: teacher observations, attendance, student surveys, and student enthusiasm
- Monitored by: art teacher, classroom teacher and admin

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions and manage energy levels appropriately
- Measured by: teacher observations, reduction in redirections or behavior incidents
- Monitored by: art teacher, classroom teacher and admin

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Enhanced School Culture and Climate:

- Storey fosters a positive, inclusive environment where the arts are valued and students feel a strong sense of belonging and pride
- Measured by: school climate surveys, students attendance, and family engagement data
- Monitored by: site admin

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0430 Storey Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : G2A3. Graphics Dept closing, moved from object 5725 to 5899.	2,000.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Sub			NTA overage **Budget lines for personnel include salaries and related benefits	4,984.00
G2A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials + supplies for parent participation *No Food or Incentives*	3,567.00
G2A3	LCFF: EL	Parent Participation	Oth Cls-Extr			Bilingual Stipend - Submit Personnel Req for OA - Blanca Ramirez ID# 1079903. Will move funds to correct salary object 2410 in August. **Budget lines for personnel include salaries and related benefits	518.00
G2A3	LCFF: EL	Parent Participation	Oth Cls-Supp			G1A1, G1A2. Classified supplemental contracts, babysitting, and supervision **Budget lines for personnel include salaries and related benefits	1,301.00

\$12,370.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0430 Storey Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0430	1110	1000	1120	Teacher-Subs					G1A1	G1A2. Teacher Subs for Planning *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	7,162.00
060	3010	0430	1110	1000	1160	Teacher-Supp					G1A1	G1A2. Supplemental contracts for planning. *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	3,067.00
060	3010	0430	1110	1000	4400	Nc-Equipment					G1A1	G1A2. Technology: monitors, laptops, doc cameras, accessories	1,075.00
060	3010	0430	1110	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : Teaching Fellows	48,609.00
060	3010	0430	1110	2495	4300	Mat & Supp					G2A3	Materials + supplies for parent participation *No Food or Incentives*	3,567.00
030	7090	0430	1110	1000	1120	Teacher-Subs					G1A1	Teacher subs for planning **Budget lines for personnel include salaries and related benefits	40,034.00
030	7090	0430	1110	1000	1160	Teacher-Supp					G1A1	G1A2. Supplemental contracts **Budget lines for personnel include salaries and related benefits	10,129.00
030	7090	0430	1110	1000	2160	Ins Aide-Sup					G1A1	G1A2. Classified supplemental contracts **Budget lines for personnel include salaries and related benefits	2,554.00
030	7090	0430	1110	1000	4200	Bks & Ref					G1A1	G1A2. Licenses and subscriptions	38,715.00
030	7090	0430	1110	1000	4300	Mat & Supp					G1A1	G1A2, G2A1, G2A2, G2A3. Materials and supplies, warehouse orders, incentives, etc.	43,908.00
030	7090	0430	1110	1000	4400	Nc-Equipment					G1A1	G1A2. Technology	5,000.00
030	7090	0430	1110	1000	5221	Travel					G1A1	G1A2. Teacher conferences	8,300.00
030	7090	0430	1110	1000	5631	Off Eq Lease					G1A1	G1A2. Office equipment lease. RICOH	10,000.00
030	7090	0430	1110	1000	5721	Direct Trans					G1A1	G1A2. Transportation: incentive trips and celebrations	3,000.00
030	7090	0430	1110	1000	5723	Direct-Maint					G1A1	G1A2. Technology and equipment maintenance	2,500.00
030	7090	0430	1110	1000	5767	Direct-Food					G1A1	G1A2, G2A1, G2A3. Food services: student incentives, celebrations, staff meetings	5,000.00
030	7090	0430	1110	1000	5899	Cons Svc/Oth					G2A1	TBD : G2A3. Graphics Dept closing, moved from object 5725 to 5899.	2,000.00
030	7090	0430	1110	2100	1320	Crt Supr-Sub					G1A1	G1A2. Admin subs for PL, ILT, CCT, Data Chats, Grade Level Planning **Budget lines for personnel include salaries and related benefits	2,036.00
030	7090	0430	1110	3130	5211	Local Mileag					G1A1	G1A2. G2A2. Mileage and travel	400.00
030	7090	0430	1110	3900	2920	Oth Cls-Sub					G2A1	NTA overage **Budget lines for personnel include salaries and related benefits	4,984.00
030	7091	0430	4760	1000	1120	Teacher-Subs					G1A1	G1A2. Teacher subs for ELD planning and instructional rounds **Budget lines for personnel include salaries and related benefits	9,544.00
030	7091	0430	4760	1000	1160	Teacher-Supp					G1A1	ELPAC assessors **Budget lines for personnel include salaries and related benefits	5,276.00
030	7091	0430	4760	1000	2160	Ins Aide-Sup					G1A1	Classified supplemental contracts **Budget lines for personnel include salaries and related benefits	1,301.00
030	7091	0430	4760	1000	4200	Bks & Ref					G1A1	G1A2. Licenses and subscriptions	7,025.00
030	7091	0430	4760	1000	4300	Mat & Supp					G1A1	G1A2. Materials and supplies, warehouse orders, etc.	4,835.00
030	7091	0430	4760	1000	4400	Nc-Equipment					G1A1	G1A2. Technology	2,000.00

030	7091	0430	4760	2495	2930	Oth Cls-Extr	G2A3	Bilingual Stipend - Submit Personnel Req for OA - Blanca Ramirez ID# 1079903. Will move funds to correct salary object 2410 in August. **Budget lines for personnel include salaries and related benefits	518.00
030	7091	0430	4760	2495	2960	Oth Cls-Supp	G2A3	G1A1, G1A2. Classified supplemental contracts, babysitting, and supervision **Budget lines for personnel include salaries and related benefits	1,301.00
030	7091	0430	4760	2495	5767	Direct-Food	G1A1	G1A2, G3A2, G4A1. Food services: student incentives, celebrations, and participation	5,000.00
									\$278,840.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$63,480.00
Sup & Conc	7090	\$178,560.00
LCFF: EL	7091	\$36,800.00
Grand Total		\$278,840.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$266,470.00
G2 - The Whole Child (SEL and Engagement)	\$12,370.00
Grand Total	\$278,840.00