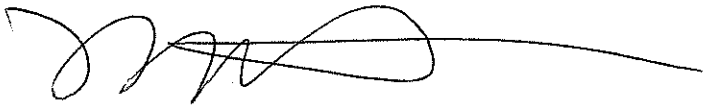
Wolters Elementary

10621666006068

Principal's Name: May Her

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents

Topic	Details
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum*

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal - May Her	**X**				
2. Chairperson - Liliana Gonzalez			**X**		
3. Nabor Uribe		**X**			
4. Melissa McPherson		**X**			
5. Johnny Aghoian		**X**			
6. Tania Jacobo				**X**	
7. Maria Izquierdo				**X**	
8. Miriam Guzman				**X**	
9. Diana Perez				**X**	
10. Virginia Campos				**X**	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

Required Signatures

School Name: Wolters 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	**May Her**		5/1/24
SSC Chairperson	**Liliana Gonzalez**		5/1/24

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

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

FY 2024/25

Wolters - 0500

ON-SITE ALLOCATION

3010	Title I	$54,540	*
7090	LCFF Supplemental & Concentration	$169,695	
7091	LCFF for English Learners	$26,784	

TOTAL 2024/25 ON-SITE ALLOCATION **$251,019**

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$1,616
	Remaining Title I funds are at the discretion of the School Site Council	$52,924
	Total Title I Allocation	$54,540

Wolters Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-43 pts	-63.6 pts	2023-2024	-48 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-103.5 pts	2023-2024	-82 pts
SBAC ELA - percentage of students met/exceeded standard	✔	29.42 %	21.9 %	2023-2024	26.9 %
SBAC Math - Average distance from standard	✔	-65 pts	-68.7 pts	2023-2024	-53 pts
SBAC Math - percentage of students met/exceeded standard	✔	22.05 %	16.1 %	2023-2024	21.1 %

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

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

On ELA iReady Diagnostic 2, 29.5% of students in grades K-6 were on or above grade level standards. On Math iReady Diagnostic 2, 17.4% of students in grades K-6 were on or above grade level. Key factors for growth are due to the following:

1. K-6 implementation of GVC and its technological resources; Wonders, Assessments, and iReady student and family reports.

2. Quarterly planning and Assessment Calendars in designated days, PLC time provided once a week for 1.5 hours.

3. Intervention block - strategic grouping of students and intentional reteaching.

4. PLC and ILT collaboration, analysis of SBAC and CFAs, reteaching of standards, progress monitoring, and targeted students.

5. Professional Learning based on site needs and walkthrough data.

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

SBAC ELA: The students with disabilities group has 11.62% less students meeting or exceeding standards than schoolwide. This includes 4 out of 39 students. The African American student group has 11.37% less students meeting or exceeding standards than schoolwide. This includes 4 out of 38 students. The White student group has 7.7% more students meeting or exceeding standards than schoolwide. This includes 8 of 27 students. The Hispanic student group has 2.2% more students meeting or exceeding standards than schoolwide. This includes 32 out of 133 students.

Overall, 21.9% of students met/exceeded standards in ELA.

ELA iReady Diagnostic 2 data - % of students on grade level or above

Student groups:

EL 16.9

6. RTI in grades 1-3 provided daily by a certificated tutor focused on gaps in reading literacy skills

7. MLD Training and implementation 1-6

RFEP.....66.6

SWD.....16.66

AA.....17.55

Asian.....45.5

His.....28.88

Two or more.....38.71

White.....38.1

SBAC Math: The students with disabilities group has 3.28% less students meeting or exceeding standards than schoolwide. This includes 5 out of 39 students. The African American student group has 5.57% less students meeting or exceeding standards than schoolwide. This includes 4 out of 38 students. The White student group has 9.8% more students meeting or exceeding standards than schoolwide. This includes 7 out of 27 students. The Hispanic student group has .1% less students meeting or exceeding standards than schoolwide. This includes 31 out of 133 students.

Overall, 16.1% of students met or exceeded standards in Math.

Math iReady Diagnostic 2 Data - % of students on grade level or above

Student Groups:

EL 13.12

RFEP.....58.33

SWD.....6.67

AA.....8.77

Asian.....35.48

His.....16.81

Two or more.....13.33

White.....21.42

Factors that contributed to the disproportionality of low performing student groups:

*Chronic Absenteeism is higher for SWD than for All Students. Chronic absenteeism contributes to loss of learning that would therefore disproportionately affect SWD.

*Inconsistency of SPED para staffing negatively impact SWD's ability to meet goals and approach grade level achievement on SBAC.

*Family Foundations Counseling - 3 days a week

*RTI is currently only available for grades 1-3 therefore 3rd grade students are the only students taking the SBAC that receive these services. This could be negatively impacting our scores for grades 4-6 for SWD and for all students.

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

Unfulfilled tutorial supplemental contracts

Sub release time for Professional Learning

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Continue:

Targeted professional learning to close achievement gaps.

.4375 (3.5 hours per day) Certificated Tutor to provide RTI to identified students in grades 1-3

Teaching Fellows to support tier 1 and 2 instruction in our regional literacy plan.

TSA provide math push-in support for grades 4-6 targeted to assessed student needs.

HSL to continue to provide support and communication to targeted student group families in regards to parent engagement activities.

MLD implementation and training in grades 1-6

Time will be provided in class weekly for students to use district iReady and district approved software to support growth in student targeted areas.

Site Academic Coach providing Professional learning and in class coaching support.

Cycle of Continuous Improvement within our PLC groups using assessments to intentionally group students for interventions.

Instructional supplies will be purchased to support instruction in the classroom.

Start:

School Social Worker no more than 3 day per week.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Continue to focus on reading to provide students with reading skills, fund CT, and teaching fellows.

2 ELAC:

Certificated tutor for interventions and development

Teaching Fellows to assist students.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Continue RTI deployment, materials for classroom instruction, supplemental contract for tutorials, incorporate SWUN/MLD structure.

Continue to host parent engagement workshops to provide parents with trainings on how to support students at home.

Action 1

Title: Reading by 3rd Grade

Action Details:

Wolters will provide a three-tiered approach to literacy support for TK-3rd grade students. Tier one will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy practices (Guided Reading, The Lit 6, Interactive Read Aloud, Implementation of Wonders Curriculum). Tier two will be made up of opportunities for strategic grouping, deployment, guided reading, supplemental materials (leveled readers, Reading Mastery), tutoring, technology resources and programs. Tier three will include tutoring services, push in/pull out support from RSP, technology resources, and deployment.

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

Explain the Progress Monitoring and data used for this Action

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

1. K-2nd grade students will be provided guided reading instruction to build reading fluency. Students will be grouped utilizing iReady results into homogeneous groups. Students progress will be monitored through the use of running records, CFAs, FSA, iReady, and DIBLES.

2. K-3 teachers will design/refine Common Formative Assessments to monitor student mastery of Reading Foundation Standards. CFA outcomes will provide teachers the information/data needed to provide Tier one interventions.

3. iReady 1 and iReady 2 will be analyzed to support the development of Tier two interventions for Reading Foundation Standards. ILT and PLCs will review disaggregated data by student groups as data is available (iReady, CSA, FSA, CFA)

4. 1st-3rd grade students will be screened and identified utilizing DIBELS and ELD levels to determine placement in Tier 2 and 3 intensive literacy intervention. Students will be monitored every two weeks utilizing the appropriate DIBELS progress monitoring tool by certificated tutor.

5. Schoolwide goal setting utilizing iReady for grades K-3

6. TK class goal setting/grade level goals set based on DRDP data.

Owner(s):

1. K-2 PLCs and Administration
2. K-3 PLCs and Administration
3. K-3 PLCs and Administration, ILT
4. 1-3rd grade PLCs and Administration, CT
5. K-3 Teachers
6. TK Teachers

Timeline:

1. Utilize assessments every quarter using running records as needed to support flexible grouping.
2. Grade levels administer 3 CFAs per quarter
3. 2X per year
4. End of year for K students, Aug and Jan for grades 1-3 students
5. 3x per year (beginning of year, after iReady 1, and after iReady 2)
6. 2x per year

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

1. K-2 students will be provided guided reading instruction with the support of Wonders, supplemental leveled readers as Tier 1 and 2 intervention. Kindergarten Aides will push in support throughout the school day for ELA and Math to support Tier one instruction, as well as afterschool.

2. 1-3rd grade students identified in need of intensive support with decoding and fluency instruction will be provided daily small group instruction for 30-45 minutes by certificated tutor and/or Teaching Fellows.

3. ELs and SWD needing Tier 1 intervention will be provided additional small group instruction to practice foundational reading standards based on teacher formative assessments.

4. ELs and SWD needing Tier 2 intervention will be provided additional time in targeted small group instruction.

5. Sub release time for trainings, PL

6. Supplemental contracts for teachers and support staff to review analyze data, set goals, progress monitor and create action plans for targeted groups of students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is performing at the lowest level in no areas identified by the CA State Dashboard. EL students are performing below the levels achieved by all students in iReady reading and Math as identified by the SPSA PowerBI tool.

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

With Title I funds Wolters plans to provide the following services to EL students

- *Hardware: tools and technology to utilize Lexia*
- *Parent academic engagement workshops.*
- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: EL tutoring during lunch or after school*

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

EL Services provided PL for the school. Topics including ELLevations, goal setting, integrated/designated EL instruction, etc.

K-2 English Learner students will be selected to attend lunch/after school tutoring to support language development and reading foundation skills/standards.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

According to CA State Dashboard for the academic year 2022-2023,

The SWD student population is performing at the lowest level in areas of ELA and suspensions.

The Black/African American student population is performing at the lowest level in the area of suspensions.

The Asian student population is performing at the lowest level in the area of suspensions.

The Hispanic student population is performing at the lowest level in the area of suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of suspensions.

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

With Title I funds we plan to support SWD by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Black/African American students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Asian students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Hispanic students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*

- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Socioeconomically disadvantaged students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

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

With 7090 or 7091 funds we plan to support (Specific student group) by... providing a certificated Tutor to implement small group instruction focused on language development skills, goal setting and progress monitoring.

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

Students with Disabilities, Speech and Language IEPs will be provided intensive reading intervention in small groups with goals targeting their assessed needs.

Action 2

Title: ELA 4-6

Action Details:

Wolters PLCs will continue to collaborate to provide students a guaranteed and viable curriculum (standard aligned curriculum) and using on-going assessment process that includes frequent, team developed CFAs in the content area of English Language Arts. PLCs will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. PLCs will dis-aggregate CFA outcomes by the following student groups: African American, SWD, ELs, Hispanics. PLCs will continue to develop student digital literacy in the context of ELA by designing online tasks and assessments.

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

Explain the Progress Monitoring and data used for this Action

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

1. SBAC and iReady results will be utilized to establish school wide and grade level goals. ILT will review disaggregated data by student groups as data is available (iReady, CSA, CFA)

2. Scope and Sequence will be utilized to determine Common Formative Assessments aligned to assessed standards. CFAs will be refined based on the alignment analysis for grades 3-6.

3. CAASPP IAB outcomes and CAASPP item specifications will be utilized to determine CFA alignment/rigor to assessed standards. CFAs will be refined based on the alignment analysis for grades 3-6th.

4. CFAs will be designed and/or refined to monitor student mastery of standards prior to SBAC. PLCs will develop calendars which indicate instructional windows for each CFA; administration of CFA; and analysis, reflection, and development of an instructional response plan for each CFA. PLCs will plan for re-engagement and/or enrichment for target groups of students.

5. 3-6th grade PLCs will work in conjunction with TSA and academic coach to identify interventions/supports after ELA common summative assessments/IABs.

6. 4-6th grade PLCs will work in conjunction with RSP and TSA to identify students who are in need of tier 3 intensive support with decoding and fluency skills.

7. PLCs will integrate the science curriculum with ELA.

Owner(s):

1. ILT and PLCs

2. ILT and PLCs

3. ILT and PLCs

4. ILT, PLCs

5. PLCs, TSA, Academic Coach

6. PLCs, RSP, TSA

7. ILT, PLCs, Admin, Academic Coach

Timeline:

1. Beginning of the school year

2. After iReady 1 and iReady 2

3. Once per quarter. PLCs will develop at least one CFA prior to the quarter IAB

4. PLCs will develop CFA/CSA one time per quarter and as needed throughout the quarter. Teams will engage in a minimum of 1-3 cycles of inquiry per quarter (minimum of 3 CFA/CSAs per quarter)

5. After each ELA CSA/IAB in quarters 1-3

6. At the beginning and middle of the school year. New students will be screened to determine the student's need of tier 3 intensive reading intervention services.

7. 2x per year during planning time.

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

Students in need of tier 1 and 2 interventions will be provided small group and re-teaching opportunities after PLC developed CFA/CSAs.

4-6th grade students in need of Tier 3 intensive intervention will receive small group instruction targeted to their assessed needs provided by RSP teacher and/or RSP support staff.

Lunch/Afterschool tutorial will be offered to selected students to support mastery of standards utilizing supplemental contracts..

Instructional materials and supplies will be provided to support classroom instruction including equipment lease.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is performing at the lowest level in no areas identified by the CA State Dashboard. EL students are performing below the levels achieved by all students in iReady reading and Math as identified by the SPSA PowerBI tool.

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

With Title I funds Wolters plans to provide the following services to EL students

- *Hardware: tools and technology to utilize Lexia*
- *parent academic engagement workshops.*
- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: EL tutoring during lunch or after school*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

According to CA State Dashboard for the academic year 2022-2023,

The SWD student population is performing at the lowest level in areas of ELA and suspensions.

The Black/African American student population is performing at the lowest level in the area of suspensions.

The Asian student population is performing at the lowest level in the area of suspensions.

The Hispanic student population is performing at the lowest level in the area of suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of suspensions.

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

1. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or after-school intervention using computer-based programs for targeted EL students.

2. Integrated EL strategies will be used to support students in all content areas.

3.Targeted (long-term/at risk) EL students in grades K-6 will receive intervention services focused on EL reading, speaking and listening standards provided by TSA.

4. Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.

5. Provide ongoing data chats with our EL students to identify gaps in meeting Re-designation criteria.

6. Assessors will be hired to administer the ELPAC assessments as needed.

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

With Title I funds we plan to support SWD by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Black/African American students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Asian students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Hispanic students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Socioeconomically disadvantaged students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

1. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide lunchtime/after-school tutoring/intervention.

- Identification for targeted students will be based on data collected from ATLAS or Power BI targeting student groups such as EL, African American, foster youth and SWD.

Action 3

Title: Mathematics K-6th

Action Details:

Wolters will implement a school-wide comprehensive math program focused on the shifts required by the CCSS for mathematics:

- Focus: The lesson focuses on the grade-level cluster(s) and/or standard(s) at the appropriate level of depth.
- Coherence: The lesson intentionally connects content to appropriate mathematical concepts within and across grades.
- Rigor: The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill, and fluency, application) called for by the standard(s) being addressed.

Teacher learning will continue to focus on high quality instruction, the eight mathematical practices and making connections to content. Student learning/support will be based on whole group instruction utilizing MLD, cooperative/collaborative learning groups, and targeted small group instruction to improve mastery of grade level standards.

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

Explain the Progress Monitoring and data used for this Action

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

1. SBAC and iReady Math will be utilized to monitor progress towards meeting grade level goals. ILT will review disaggregated data by student groups as data is available (iReady, CSA, CFA)

2. A minimum of three grade-level common formative assessments will be developed/refined based on alignment analysis and iReady Math data outcome.

3. CFA will be designed and/or refined to monitor student mastery of standards prior to iReady 2 and SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will develop online assessments and tasks to build on digital literacy skills that parallel CFAs and SBAC. PLCs will create calendars which indicate instructional windows for each CFA/CSA administration, analysis, reflection, and development of an instructional response plan for each CFA.

4. 3-6th Grade PLCs will utilize IABs as Interim/Summative Assessments for key domain areas. PLCs will develop action plans and targeted instruction based on IAB results.

Owner(s):

1. ILT/PLCs
2. ILT/PLCs
3. ILT/PLCs
4. 3-6th Grade PLC members

Timeline:

1. Beginning of the school year
2. After iReady 1 and iReady 2
3. PLCs will develop CFA/CSA one time per quarter and as needed throughout the quarter. Teams will engage in a minimum of 3 cycles of inquiry per quarter (min of 3 CFA/CSAs per quarter)
4. 3-6th grade PLCs will determine the administration window of mathematics IABs

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

TK-6th grade students will have daily access to tablets in order to learn, practice and apply mathematics content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to, paper, pencils, notebooks, journals, copier, dry erase pens etc. will be provided as needed.

Maintenance to site and technology will be provided as needed based on site and technology needs.

Tier 1 support will be provided in the form of small group instruction based on CFA outcomes for SWD, ELs, and AA.

Supplemental contracts for tutoring at lunch and after school for targeted students based on assessed needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is performing at the lowest level in no areas identified by the CA State Dashboard. EL students are performing below the levels achieved by all students in iReady reading and Math as identified by the SPSA PowerBI tool.

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

With Title I funds we plan to support EL students by...

- *Hardware: tools and technology to utilize Lexia*
- *parent academic engagement workshops.*
- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: EL tutoring during lunch or after school*

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

1. EL students will be provided with designated ELD instruction during differentiated instructional time.

2. Integrated EL strategies will be used to support students in all content areas.

3. Targeted (long-term/at risk) EL students in grades K-6 will receive intervention services focused on EL reading, speaking, and listening standards.

4. **Extra-pay or supplemental contracts** will be provided to certificated/classified staff to provide a lunch/or after-school intervention.

5. Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.

6. Teachers will provide ongoing data chats with our EL students to discuss ELPAC results and identify gaps in meeting Re-designation criteria.

7. **Assessors** will be hired to administer the ELPAC assessment.

8. Math Lesson Design (MLD) **training** and implementation in grades 1 and 2.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

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

According to CA State Dashboard for the academic year 2022-2023,

The SWD student population is performing at the lowest level in areas of ELA and suspensions.

The Black/African American student population is performing at the lowest level in the area of suspensions.

The Asian student population is performing at the lowest level in the area of suspensions.

The Hispanic student population is performing at the lowest level in the area of suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of suspensions.

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

With Title I funds we plan to support SWD by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Black/African American students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Asian students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Hispanic students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Socioeconomically disadvantaged students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*

- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

1. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide lunch/after-school tutoring/intervention using adaptive computer-based programs.

- Identification for targeted students will be based on data collected from ATLAS or Power BI targeting student groups such as EL, African American, foster youth and SWD.

2. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds.

3. Math Lesson Design (MLD) training and implementation in grades 1 -6

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Resource	0.4375	Grades 1-3 Academic support	51,114.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Instructional materials and supplies **No food or incentives**	1,310.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Instructional materials and supplies.	51,739.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Instructional support and materials for classrooms	1,600.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional materials and supplies.	19,284.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release for SSTs and/or PL.	1,934.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for PLC planning time to support instruction. 12 hrs.	10,890.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Instructional materials and supplies.	27,965.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Laptops and computer equipment to support instruction	10,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			: Graphics & visual aids	1,500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Tutorial	4,999.00

$182,335.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	86 %	88.6 %	2023-2024	89.7 %

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

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

Field trips were utilized by all grade levels this year.

Events and club activities were limited due to lack of club advisors.

Weekly classroom music and performance groups (band, strings, choir) were provided.

After school sports opportunities were provided.

Student of the Month and Wildcat of the Week were announced in classrooms, with opportunities to have their picture taken and displayed in the cafeteria.

Technology was implemented in K-6 to prepare students for workplace competencies.

According to survey data, 88% of students responded favorably to "My school prepares me for life with real-world experiences" as compared to districtwide elementary average of 85%

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

Elementary athletics limited to grades 3-6 per district policy.

Supplemental contracts for clubs and activities were not utilized.

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

Clubs were limited due to contracts for afterschool activities being unfulfilled.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Recruit leaders for activities and clubs afterschool and at lunch.

Encourage 100% participation in study trips and schoolwide events.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Parents want a continuation of monthly events for families to attend such as music performances, family education nights, family bingo, and sports.	Field trips and assemblies. Social/Emotional support.	Continue student awards and certificates.

Action 1

Title: Student Engagement

Action Details:

Wolters will implement a comprehensive student communication and outreach program to promote positive identification with school, sense of belonging, communications, and norms to develop higher participation and engagement in arts, activities and athletics. Wolters will increase the number and percentage of students who are engaged in any Goal 2 activities.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. ATLAS will be utilized to monitor progress towards promoting a positive identification with the school, sense of belonging, communications, and norms to develop higher participation and engagement in arts, activities, and athletics.	1. Principal and Vice Principal	1. Quarterly
2. Certificated/classified staff providing the engagement in enrichment, arts, activities, and athletics will provide participation rosters and enter students' attendance/participation into the ATLAS.	2. Certificated/Classified Staff and Vice Principal	2. Quarterly
3. Teachers in grades 3-6 will administer the Climate and Culture Student Survey to all students with consent to participate in the student survey, • Results of the Climate and Culture Student Survey will be reviewed and analyzed to provide data for planning and professional development by Culture and Climate Team and district CCT coach.	3. Teachers, Climate and Culture Team	3. August 2024 and May 2025
4. CCT will take student surveys to see which clubs or student activities they would like to have on campus.	4. CCT Team	4. Quarterly

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

1. Staff will be provided with extra pay contracts to facilitate Goal 2 activities lunch/after school. Materials will be provided as funds are available.

- Arts: talent show, Peach Blossom...
- Activities: drone club, board game club, book club, garden club...
- Athletic: football, volleyball, cheer, cross country, basketball, wrestling, track and baseball.

2. Rewards, incentives and materials will be purchased to encourage leadership, participation, good character, attendance and foster school spirit and support instruction.

3. Student Leadership Team will encourage student participation in the development of school spirit and activities: Red Ribbon Week, Spring Activities, Read and Feed etc.

4. Incentives will be purchased for students such as but not limited to Student of the Week, Student of the Month, attendance recognition.

5. Supplemental contracts will be provided for certificated/classified staff to provide lunch recess sports, activities, arts and crafts and cross-age tutoring.

6. Transportation and admission cost will be provided with categorical and ASB funds as funds become available for grade level field trips.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is performing at the lowest level in no areas identified by the CA State Dashboard. EL students are performing below the levels achieved by all students in iReady reading and Math as identified by the SPSA PowerBI tool.

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

With Title I funds we plan to support EL students by...

- *Hardware: tools and technology to utilize Lexia*
- *parent academic engagement workshops.*
- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: EL tutoring during lunch or after school*

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

1. Home School Liaison will reach out to EL parents and students to encourage student participation in arts, activities and athletics.

2. Home School Liaison will facilitate parent coffee hours and parent learning around the importance of students being engaged in arts, activities and athletics.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

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

According to CA State Dashboard for the academic year 2022-2023,

The SWD student population is performing at the lowest level in areas of ELA and suspensions.

The Black/African American student population is performing at the lowest level in the area of suspensions.

The Asian student population is performing at the lowest level in the area of suspensions.

The Hispanic student population is performing at the lowest level in the area of suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of suspensions.

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

With Title I funds we plan to support SWD by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Black/African American students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Asian students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*

- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Hispanic students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Socioeconomically disadvantaged students by...

- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: tutoring during lunch or after school*
- *Engagement opportunities with clubs, activities and sports*

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

1. Administration and teachers will reach out to targeted students: EL, foster youth, African American, SWD student groups to encourage student participation in arts, activities and athletics during school activities: back to school night, SSC Meetings, coffee hours and parent messengers.

2. RCA, IS and Family Foundations counselor will provide support for targeted students based on social emotional needs to increase engagement in arts, activities and athletic.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			Noon time activities, extra recess, babysitting, family events.	500.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for campus culture activities, school beautification, school connectiveness	2,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation - Wild Waters	800.00

$3,300.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		32.3 %	2023-2024	31.7 %
Suspension Rate - Semester 1	✔	3 %	3.4 %	2023-2024	3.07 %
Suspension Rate - Semester 1 (African American)	✔		5.7 %	2023-2024	5.37 %
Suspension Rate - Semester 1 (Asian)	✔		0 %	2023-2024	0 %
Suspension Rate - Semester 1 (Hispanic)	✔		3 %	2023-2024	2.67 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✔		3.5 %	2023-2024	3.17 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✔		7.6 %	2023-2024	7.27 %

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

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

Attendance:

Communication of importance of school attendance via school messenger, class dojo, teacher communications, SSC, and ELAC.

Office Assistant/HSL completed attendance phone calls for absent students

Weekly schoolwide reward for students with perfect attendance

Suspension:

Behavior assembly presented to all students in the fall and spring semesters.

Guidelines for success posted in all classrooms

Wildcat Promise (a list of aspirational statements) created and posted in every classroom.

RCA provided tier 2 social and emotional support through CICO and small group instruction targeting SEL skills

Implementation of Second Step Lessons.

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

Attendance: Wolters made a 4.6% improvement for schoolwide Chronic Absenteeism. The students with disabilities, African American, and Hispanic student groups are disproportionately higher than all students.

2022-2023:

Total Chronic Absenteeism - 40.1%

EL: 25%

SWD: 35%

AA: 40%

HIS: 44%

WHT: 42%

2orM: 27%

As of March 2024:

Total Chronic Absenteeism - 35.5%

EL: 20.64%

SWD: 44.44%

AA: 40.98%

HIS: 38.03%

Asian: 20%

WHT: 30.19%

2orM: 28.2%

Suspensions: Suspension rates are lower compared to 2022-2023 for all and student groups. In 2022-23, data shows that 55 students were suspended from a total of 416 students enrolled for a total of 13.2% of the student body. Currently there have been 25 students suspended from a total of 486 students enrolled for a total of 5.1% of the student body. This is a 61% decrease.

2022-23 Totals

All: 13.2%

EL: 7.1%

SWD: 23.4%

AA: 29.2%

Hisp: 10.5%

White: 5.8%

Asian: 0.8%

2 or More: 15.6%

2023-2024 YTD

All: 5.1%

EL: 3.2%

SWD: 16.67%

AA: 7%

Hisp: 6.2%

White: 7.1%

Asian: 0%

2 or more: 9.7%

Root cause analysis: Students with disabilities and African American/Black students have the highest rates of both Chronic Absenteeism and Suspension. These factors create a negative feedback loop where students that are disengaged from the school community find themselves being denied the ability to make connections and suspended days out of school count toward chronic absenteeism. Students may be

suspended at a higher rate when they feel less connection to or engagement with the school. This year our resources were spread thin. We had no Intervention Specialist, our Family Foundations therapist had a full case load with a waiting list, we did not have a consistent system for PBIS at the school wide level, and we did not provide regular incentives for attendance. There is also a disconnect between the school and the community where we provide opportunities to connect and strengthen bonds, but the community has yet to become as actively engaged as we would like to see. Parent Coffee Hour, Family Engagement Hours, and committees like ELAC and SSC are not consistently engaged with outside a small group who is highly engaged and involved in multiple ways at the school. The school must do a better job of connecting to the community and finding ways to engage students in our identified groups to reduce both suspensions and chronic absenteeism.

This year we did continue the "My Brother's Keeper" mentoring group for African American/Black boys and we started a similar group for girls.

In the 22/23 school year African American/Black students were suspended at a rate (29.2%) more than double that of all students (13.1%). In the 23/24 school year they were (as of this writing) suspended only 1% more than all students (8.3% compared to 7.3%). While this is still an equity gap, the plans we have implemented in the 23/24 school year have resulted in a significant reduction in the suspensions of African American/Black students and a reduction in the rate at which they are suspended compared to all students..

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

Intervention Specialist was lost to another position. Position was never filled by DPI.

Family Foundations provided services 3 days per week and we had a waiting list.

RCA did not provide small group SEL skills instruction during RTI. RCA provided conflict resolutions, one-on-one SEL goal setting/progress monitoring, and crisis response.

All 4 Youth counselor provided therapy services limited to specific student qualifications.

Caught being good/positivity tickets not implemented.

Weekly and monthly incentives for attendance were inconsistent.

Assemblies and presenters to provide real world experiences not consistently provided.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Provide funding for a maximum of 3 day per week for mental health services through a School Social Worker.

Increase funding for visual and performing arts materials and/or services.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Continue to recognize good attendance and positive behaviors.	Continue Social emotional support services.	Continue to recognize good attendance and positive behaviors. Bringing in motivational assemblies and presenters.

Action 1

Title: Attendance

Action Details:

Wolters will implement a school wide incentive program to promote school wide attendance and support regional goal of 95% attendance. Attendance will be monitored through daily attendance phone calls, the SARB process, bimonthly attendance parent meetings and home visits. Monthly and quarterly incentives for students and parents either making progress toward or achieving 95% attendance rate will be provided.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. The office assistant will monitor daily student attendance and contact parents for daily absences.	1. Office Assistant	1. Daily
2. HSL will reach out to parents and students by making home visits to students at-risk of or have chronic attendance. • HSL, IS will connect with students and provide support and incentives to improve student attendance. • VP, IS will collect data on student attendance and identify students at risk of chronic attendance and chronic attendance. • VP, IS will engage students in attendance conferences and discuss the importance of attendance. • Students and parents not responding to the support will be recommended for SARB.	2. VP, IS, Home School Liasion	2. Weekly
3. Home School Liaison and VP will monitor students with chronic attendance. Site and district communication and outreach will provide support for families with chronic attendance. Data will be collected from chronic Attendance parent meetings.	3. VP and Home School Liaison	3. Weekly and Bi-weekly
4. VP will engage in TST Team meetings monthly to share attendance data, identify, discuss and plan support for identified students.	4. IS, Principal, RCA, HSL, VP	4. Bi-weekly

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

1. Office Assistant and HSL will facilitate student and parent outreach to encourage daily attendance. Local mileage as needed.

2. An incentive program will be established quarterly to reward students with improved and perfect attendance. Materials and supplies will be allocated to support this action.

3. Provide materials for quarterly sports awards and recognitions.

4. VP, IS and HSL will make home visits for those students who have chronic absenteeism.

6. Staff will be provided with extra pay contracts to facilitate Goal 2 activities during lunchtime or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.

7. RCA, IS and School Social Worker will provide counseling support for targeted students based on social-emotional needs to increase attendance.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is not in the red for either chronic absenteeism or suspension rates.

English Learner student population is performing at the lowest level in no areas identified by the CA State Dashboard. EL students are performing below the levels achieved by all students in iReady reading and Math as identified by the SPSA PowerBI tool.

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

With Title I funds Wolters plans to provide the following services to EL students

- *Hardware: tools and technology to utilize Lexia*
- *parent academic engagement workshops.*
- *Graphics: utilize more visuals*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The SPSA PowerBI tool shows that our SWD, Hispanic, and African American student groups are chronically absent more than than the all student group.

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

With Title I funds we plan to support SWD, Hispanic students, and African American students by...

- *Supplemental contracts: tutoring during lunch or after school*
- *Supplemental contracts: clubs and activities*
- *Incentives for achieving attendance goals each semester*

- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: EL tutoring during lunch or after school*
- *investing in parent engagement activities*
- *providing opportunities for parents to celebrate successes with their students*

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

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year (attendance awards, semester awards assemblies, R-FEP recognition) and absences.

2. Parents will be invited to ELAC meetings, parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events. The importance of attendance and consequences will be discussed with parents.

3. Each teacher will specifically review positive behavior rewards, attendance rewards and activities during back to school night and fall parent conferences.

4. Monthly Newsletter and ParentSquare will be sent home to keep parents informed with upcoming positive behavior rewards, awards and perfect attendance rewards.

- *Targeted parent workshops for students with chronic absenteeism.*

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

Asian, White and EL students have the highest ADA Attendance rate. Students with Disabilities/SPED and African American, and Hispanic Students continue to have the lowest ADA Attendance rate and receive priority in the following services:

1. Staff will be provided with extra pay contracts to facilitate Goal 2 activities lunch or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.

2. RCA, IS and Family Foundations will provide support for targeted students based on social emotional needs to increase attendance.

3. HSL will set goals with chronically absent students each semester.

Action 2

Title: Suspensions

Action Details:

Wolters will implement a Climate and Culture component and a tiered level system of social-emotional supports to decrease suspensions; keeping students in school on target to graduate. The site Culture & Climate Team will lead the work in building systems and processes to continuously improve the culture and climate of the school for all students, staff, and parents.

- All PK-6 grade teachers will implement behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, Olweus Bullying Prevention to promote personal responsibility and social skills to reduce office referrals, reduce suspension rates and enhance time in class. This would be considered a Tier I structure because it pertains to all students at Wolters.
- Identified students will have opportunities to participate in social-emotional and targeted positive behavior support systems through pull-out/push-in support provided by the RCA and CWAS. This would include Tier II students who are identified as needing these supports.
- Students needing ongoing intensive support will have the opportunity to participate in individual therapy provided by School Social Worker and/or All Four Youth Counseling. Students in crisis will be referred to the school psychologist. Tier III students.

A Targeted Support Team (TST) will identify and review Tier 1, Tier 2, and Tier 3 students to ensure necessary interventions, supports and monitoring occur using the Wolters TST form. TST Team will consist of but not be limited to Admin, School Psychologist, IS, RCA, School Social Worker, Nurse, RSP teacher, and speech therapist.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1, Data for office referrals will be collected and reviewed by the Culture and Climate Team quarterly. • Office Referrals (Levels of Behavior) • Office referral rate by teacher analysis. • Monthly data collection on suspension.	1. Climate and Culture Team, Teachers, Admin	1. Monthly
2. Climate and Culture Team will review, analyze and use staff, student and parent surveys to plan professional learning and determine opportunities to target key social-emotional constructs (growth mindset, self-efficacy, self-awareness, and self-management).	2.CCT, Admin, ILT	2. Monthly

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

1. Incentives for students reducing referral percentages

- Caught Being Good tickets will be given to students who practice the guidelines for success.
- School-wide Semester Assemblies will be held for students in grades 1-6 to review school-wide rules, routines, and procedures.

2. Teachers in PK-6 will teach school-wide rules and expectations using the pacing guide for lessons of the common areas and playground, Guidelines for Success, CHAMPS, Second Step, and Class Meetings in the first three weeks of school. Teachers will review school-wide rules and expectations of the common areas and playground at the beginning of each quarter in PK-6.

3. All K-6 grade classrooms will implement weekly Second Step lessons and class meetings during designated times.

4. Students in need of Tier 2 and Tier 3 social-emotional support will be identified through Targeted Support Team (TST) referral. SST meetings will be conducted after all classroom and school-wide interventions have been utilized. Individualized Educational Plans, 504 Plans, Interagency Child Empowerment Team (ICET), and behavior plans will be established for students as needed.

5. School Social Worker will provide counseling support for targeted students based on social-emotional needs up to 3 days per week.

6. Site-funded .75 FTE RCA will provide Tier 2 social skills for identified students throughout the day. Materials to support the social-emotional support program will be purchased as funds are available.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is not being suspended at the same rate as all students. At the end of fall semester 2023, no EL students have been suspended.

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

With Title I funds we plan to support (Specific student group) by...

- *Rewards and recognition for positive behaviors*
- *ELAC initiatives as decided by our ELAC team*
- *Hardware: tools and technology to utilize Lexia*
- *parent academic engagement workshops.*
- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: EL tutoring during lunch or after school*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

According to CA State Dashboard for the academic year 2022-2023,

The SWD student population is performing at the lowest level in areas of ELA and suspensions.

The Black/African American student population is performing at the lowest level in the area of suspensions.

The Asian student population is performing at the lowest level in the area of suspensions.

The Hispanic student population is performing at the lowest level in the area of suspensions.

The Socioeconomically Disadvantaged student population is performing at the lowest level in the area of suspensions.

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

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

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies/throughout the year. (WOW Student, semester awards assemblies, R-FEP recognition.)

2. Parents will be invited to ELAC meetings, parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.

3. Each teacher will review positive behavior rewards and activities during back-to-school night and fall parent conferences.

4. Monthly Newsletter and ParentSquare communications will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

With Title I funds we plan to support SWD by...

- *Supplemental contracts: tutoring during lunch or after school*
- *engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Black/African American students by...

- *Supplemental contracts: tutoring during lunch or after school*
- *engagement opportunities with clubs, activities and sports*
- *continue both boys and girls mentoring groups.*

With Title I funds we plan to support Asian students by...

- *Supplemental contracts: tutoring during lunch or after school*
- *engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Hispanic students by...

- *Supplemental contracts: tutoring during lunch or after school*
- *engagement opportunities with clubs, activities and sports*

With Title I funds we plan to support Socioeconomically disadvantaged students by...

- *Supplemental contracts: tutoring during lunch or after school*
- *engagement opportunities with clubs, activities and sports*

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

1. School Social Worker will provide counseling support for targeted students based on social emotional needs 3 days per week.

2. The Wildcat Den/RCA will provide a safe place for identified student members to have recess.

3. Alternatives such as suspension warnings, social skills class and community service will be used in lieu of suspensions whenever possible.

4. A variety of services such as: Student Leadership, Hoover's Men's Alliance/Boys to Men, Hoover Teacher Academy Tutors, and community outreach mentors will provide support to specific student groups as identified by ATLAS and Power BI data (Foster Youth, African American, and SWD).

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Instruction	Mat & Supp			: Classified supplies (HSL)	501.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA SE support	61,267.00

$61,768.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	85.17 %	88.8 %	2023-2024	89.9 %

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

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

Through the engagement field trips, CHAMPs implementation schoolwide, and SEL lessons through Olweus and 2nd Step curriculum contributed to the growth on almost every domain in our staff climate and culture survey.

Continue to provide resources and supplies in support of academic program implementation.

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

The following goals was met:

By Spring 2024, Wolters will increase positive responses on the Panorama Staff survey, Q8 (We have a culture that provides staff with the following: Recognition for the work we do) by 15% (65%-80%) as indicated by rubric element 1.6 Staff Engagement. Our fall data was 80%.

Further data analysis will determine our next steps in providing resources, materials, and professional learning for our staff in order to provide equitable services top our students. This will take place during our Spring CCT Summit on 4/9/24.

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

WoW not consistently implemented

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Mission, Vision, Collective Values, and Goals were collaboratively generated and adopted by the staff.

Wildcat staff of the Week recognition.

Staff shout-out box where staff can spotlight outstanding contributions of their co-workers.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
Keep student of the week/month Keep extra pay contracts for	Continue award assemblies	continue positive shout-out boxes/weekly recognition

Action 1

Title: Character and Competencies

Action Details:

Wolters will develop students' career awareness and experiences that promote character and workplace competencies through field trips, career fairs, speakers, and research presentations. School will continue to implement CHAMPS/MAC expectations, Second Step, Class Meetings, and Olweus Bullying Prevention to promote responsibility, planning ahead, respect for others, teamwork, and balance.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Monthly Wildcat of the Month student recognition	1. Teachers, Admin, HSL	1. Monthly
2. Caught being Good/Positivity Tickets	2. Teachers, Admin, classified staff	2. Weekly
3. Recognize and promote positive attendance through weekly and monthly incentives	3. HSL, Intervention Specialist (CWAS), RCA	3. Weekly, Monthly
4. Attendance percentage will be recognized at quarterly awards assembly	4. Teacher, Admin	4. Quarterly
5. Assemblies and presenters to provide real world experiences	5. Admin, TSA	5. 2x per year

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

Provide student incentives such as, but not limited to, certificates, prizes, refreshments.

Interventional Specialist (CWAS) will conduct weekly attendance chats, CICO, small group, and one on one instruction for students who are struggling with positive attendance and/or behaviors.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is performing at the lowest level in no areas identified by the CA State Dashboard. EL students are performing below the levels achieved by all students in iReady reading and Math as identified by the SPSA PowerBI tool.

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

With Title I funds we plan to support EL students by...

- *Hardware: tools and technology to utilize Lexia*
- *parent academic engagement workshops.*
- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: EL tutoring during lunch or after school*

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

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (WOM Student, semester awards assemblies, R-FEP recognition.)

2. Parents will be invited to parent coffee, back-to-school night, open house, music programs, achievement awards assemblies, and any other special events.

3. Each teacher will specifically review positive behavior rewards and activities during back-to-school night and fall parent conferences.

4. Monthly Newsletter and ParentSquare will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

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

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

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	82.02 %	87.1 %	2023-2024	88.2 %

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

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

Families participated in the following events:

Bingo Nights, Back to School, Donuts with Dad, Muffins with Mom, Santa Shop/pictures with Santa, music performances, sports/games after school, SSC meetings, ELAC meetings, Parent Engagement Hour meetings, monthly coffee hour, quarterly award assemblies, Parent-teacher conferences.

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

All families are welcomed on campus. They are given the opportunity to see their children's activities. Families are invited to participate in our school events. However, parent engagement levels remain lower than we hoped.

In the fall, HSL will make direct contact to parents of targeted student groups via phone, email, letter invites to attend special events/workshops.

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

At this time we are executing our vision for this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Our family climate and culture survey is improving in all metrics therefore we continue to implement the strategies and actions that are working for us.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
English Classes for parents through Cesar Chavez adult school on campus.	Continue events as funds allow.	Student of the month assemblies should include parents.

Action 1

Title: Increasing Inclusive Opportunities for Families

Action Details:

Wolters will continue to provide parent engagement opportunities to increase student engagement in school through activities such as but not limited to; SSC and ELAC meetings; Back-to-School and Open House nights, engagement workshops.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Funds will be provided to support in the following areas:		
1. Home School Liaison to assist with SSC, ELAC, parent coffee hour, back-to-school night, Open House and special school events.	1. HSL, Principal and Vice-Principal	1. On-going
2. Phone calls home specifically for behavior rewards and attendance rewards.	2. Office Assistant and HSL	2. On-going
3. Parent/Teacher conferences will be held at the end of the first quarter and the importance of attendance in correlation with academic performance will be discussed.	3. Teachers	3. Weekly and Monthly
4. IS and HSL reach out to parents through home visits and provide incentives to encourage attendance and improve attendance. HSL will collect yearly survey from parents of targeted student groups for engagement opportunities.	4. HSL	4. October 2023
5. Extra Pay contracts for talent shows, clubs, and athletics offer to parents.	5. Vice-Principal	5. At specific times of year
6. Funds will be provided for rewards, incentives and other materials to help students come to school and stay in school. Incentives such as, student of the month and character count skills.	6. SSC and Vice-Principal	6. On-going

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

1. Staff will be provided with extra pay contracts to facilitate parent engagement activities. Materials will be provided as funds are available.

2.Rewards, incentives and materials will be purchased to encourage leadership, participation, good character, attendance and foster school spirit.

3. Incentives and refreshments will be purchased to recognize parent volunteers throughout the year.

4. Encourage parent's to volunteer on school field trips and events.

5. Provide interpreters for parent events.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

English Learner student population is performing at the lowest level in no areas identified by the CA State Dashboard. EL students are performing below the levels achieved by all students in iReady reading and Math as identified by the SPSA PowerBI tool.

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

With Title I funds Wolters plans to provide the following services to EL students

- *Hardware: tools and technology to utilize Lexia*
- *parent academic engagement workshops.*
- *Graphics: utilize more visuals*
- *Materials and Supplies: graphic organizers*
- *Supplemental contracts: EL tutoring during lunch or after school*

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

1. Home School Liaison will reach out to EL parents and students to encourage student participation in arts, activities and athletics.

2. Home School Liaison will facilitate parent coffee hours and parent learning around the importance of students being engaged in arts, activities and athletics.

3. Parents will be contacted for student celebrations and invited for recognition assemblies throughout the year: Student of the Month, semester awards assemblies, R-FEP recognition.

4.Home School Liaison to provide parent translations for school activities, athletic activities, parent meetings, conferences and newsletters through ParetnSquare communication and flyers.

5.Home School Liaison will organize parent volunteers to participate in school activities. A volunteer luncheon will be provided for parent volunteers at the end of the school year.

6. Parents will have opportunities to coach after-school sports and be invited to provide after-school club activities.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

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

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

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Material and Supplies for parent engagement workshops **No food or incentives**	1,616.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent engagement	2,000.00

$3,616.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0500 Wolters Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Resource	0.4375	Grades 1-3 Academic support	51,114.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Instructional materials and supplies **No food or incentives**	1,310.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Instructional materials and supplies.	51,739.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Instructional support and materials for classrooms	1,600.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Instructional materials and supplies.	19,284.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Sub release for SSTs and/or PL.	1,934.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for PLC planning time to support instruction. 12 hrs.	10,890.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Instructional materials and supplies.	27,965.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Laptops and computer equipment to support instruction	10,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			: Graphics & visual aids	1,500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Tutorial	4,999.00
G2A1	Title 1 Basic	Other Pupil Services	Oth Cls-Supp			Noon time activities, extra recess, babysitting, family events.	500.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for campus culture activities, school beautification, school connectiveness	2,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation - Wild Waters	800.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Classified supplies (HSL)	501.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA SE support	61,267.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Material and Supplies for parent engagement workshops **No food or incentives**	1,616.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent engagement	2,000.00
							$251,019.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$54,540.00
Sup & Conc	7090	$169,695.00
LCFF: EL	7091	$26,784.00
Grand Total		**$251,019.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$182,335.00
G2 - Expand student-centered and real-world learning experiences	$3,300.00
G3 - Increase student engagement in their school and community	$61,768.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$3,616.00
Grand Total	**$251,019.00**