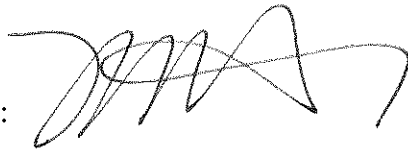


**Wolters Elementary**

10621666006597

Principal's Name: May Her

Principal's Signature:

A handwritten signature in black ink, appearing to be 'May Her', written over a series of horizontal lines.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

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

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

**Consolidated Program Assurances**

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

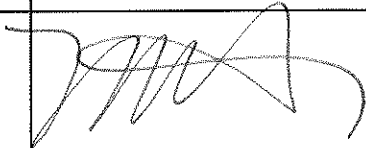

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal - May Her	X				
2. Chairperson – Liliana A Gonzalez			X		
3. Nabor Uribe		X			
4. Melissa McPherson		X			
5. Johnny Aghoian		X			
6. Valerie Rivera				X	
7. Miriam Guzman				X	
8. Diana Perez				X	
9. Guadalupe Castaneda				X	
10. Maria Izquierdo				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

<b>School Name:</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	May Her		04/28/23
<b>SSC Chairperson</b>	Liliana A Gonzalez		04/28/23

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 2023/24

Wolters - 0500

**ON-SITE ALLOCATION**

3010	Title I	\$52,920 *
7090	LCFF Supplemental & Concentration	\$167,181
7091	LCFF for English Learners	\$24,192
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$16,359</u>
<b>TOTAL 2023/24 ON-SITE ALLOCATION</b>		<b>\$260,652</b>

\* 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	\$1,568
Remaining Title I funds are at the discretion of the School Site Council	<u>\$51,352</u>
Total Title I Allocation	<u>\$52,920</u>

Wolters Elementary 2023-2024 - 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	✓		-53 pts	2021-2022	-43 pts
SBAC ELA - percentage of students met/exceeded standard	✓		26.32 %	2021-2022	29.42 %
SBAC Math - Average distance from standard	✓		-75 pts	2021-2022	-65 pts
SBAC Math - percentage of students met/exceeded standard	✓		18.95 %	2021-2022	22.05 %

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, **26.5%** of students in K-6 grades were on or above grade level standards. On Math iReady Diagnostic 2, **17.5%** of students in K-6 grades were on or above grade level. Key factors for growth are due to the following actions:

1. K-6 implementation of GVC and its technology resources; Wonders, Student Workspace, Assessments and Reports.
2. Focus on planning ELA Quarterly Planners and Assessment Calendars, PLC time provided, once a week for an hour and forty five minutes.
3. PLC and ILT collaboration, analysis of SBAC, grade level CFAs, reteaching of standards, progress monitoring, and targeted students.
4. Professional learning sessions provided 2x a month based on site needs and walkthrough data.
5. RTI in grades 1-3 provided daily by a certificated tutor and Teaching Fellows focused on gaps in reading literacy skills.

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 disability group has less 10.72% less students meeting or exceeding standards than schoolwide. This student group includes 7 out of 45 students. The black student group has 3.02% less student meeting or exceeding standards than schoolwide. This group includes 6 out of 26 students. The white student group has 4.12% less students meeting or exceeding standards than schoolwide. This group includes 6 out of 27 students. The Hispanic student group % of meeting/exceeding standards is equivalent to that of schoolwide. This includes 31 out of 118 students.

Overall, **26.3%** of students met/exceeded standards in ELA

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

Student Groups:

EL.....13.7%

RFEP .....50%

6. MLD training and implementation in grade 3-6

SWD.....17.5%  
African American.....27%  
Asian.....27.3%  
Hispanic.....23.7%  
Two or more races.....40.9%  
White.....33.3%

**SBAC Math:** The students with disability group has 7.85% less students meeting or exceeding standards than schoolwide. This student group includes 5 out of 45 students. The black student group has 3.55% less student meeting or exceeding standards than schoolwide. This group includes 4 out of 26 students. The white student group has 3.25% more students meeting or exceeding standards than schoolwide. This group includes 6 out of 27 students. Hispanic student group has 1.7% less students meeting or exceeding standards than schoolwide. This includes 21 out of 118 students.

Overall, **18.9%**of students met/exceeded standards in Math.

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

Student Groups:

EL.....14%  
RFEP.....50%  
SWD.....14%  
African American.....12.7%  
Asian.....27.3%  
Hispanic.....18.4%  
Two or more races.....22.7%  
White.....13.7%

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

- \*RTI focuses only on grades 1-3
- \*Chronic absenteeism
- \*Family Foundations Counseling-2 days a week

**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).



TSA-provide math differentiation for 5 and 6 grade student groups, was not implemented

Site Instructional coach providing Professional Learning, planning and coaching support to teachers inconsistent due to absence of a full admin team.

**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 2023/24 SPSA.

TSApush in to math blocks in grades 5-6 to support with MLD and small group reteach lessons

Professional Learning provide to teachers on engagement strategies, provide coaching support to K-6 teachers

Continue:

FamilyFoundations Counselor increase to 3 days per week

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

3 Teaching Fellows to support Tier 1 and 2 instruction

HSL to continue providing support and communication to parents in regards to parent engagement activities

MLD implementation and training in grades 3-6, training for grades 1-2 will begin in the fall of 2023

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

Instructional supplies will be purchased to support instruction in the classroom

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

1 SSC:

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

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

2 ELAC:

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

3 Staff:

Continue RTI deployment, SEL groups, monitoring progress, purchase technology to support instruction.

Action 1

Title: Reading by 3rd Grade

Action Details:

Wolters will provide a three-tiered approach to literacy support for 1st-3rd grade students. Tier one will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives (Guided Reading, Interactive Read Aloud, Implementation of Wonders Curriculum). Tier two will be made up of opportunities for strategic grouping, guided reading, supplemental materials (leveled readers, Reading Mastery), technology resources and programs. Tier three will include tutoring services, 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 BAS results into homogeneous groups. Students progress will be monitored through the use of running records and anecdotal notes.
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 will review disaggregated data by student groups as data is available (iReady, CSA, CFA)
4. 1st-3rd grade students will be screened and identified utilizing DIBELS, BAS, and ELD levels to determine placement in Tier 3 intensive literacy intervention. Students will be monitored every two weeks utilizing the appropriate DIBELS progress monitoring tool by certificated tutor.

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

Timeline:

1. BAS students 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

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. **Dibbles.**
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:

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:

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

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

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.

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/After school **tutorial** will be offered to selected students to support mastery of standards.

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

**Supplemental** contracts for teachers and staff.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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. TSA will 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.
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.

Specify enhanced services for EL students:

- 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:

- 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 and 2.

## 2023-2024 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-Subs			BAS testing ** No IEPs **	4,200.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Academic support for grades 1-3	43,715.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.2500	CT, 1-3rd Grade academic support	25,660.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource	0.1875	CT, 1-3rd Grade academic support	19,245.00
G1A1	One-time School	Instruction	Bks & Ref			: Dibles	150.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Inclusion team data analysis, goals, actions, academic support planning **No IEPs **	1,500.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Instructional support materials for classrooms	1,600.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			EL tutorials, EL academy, EL goal setting	4,947.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Tutorial	3,213.00

**\$104,230.00**

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	✓	90 %	82.72 %	2022-2023	86 %

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 implemented this year in all grades

Events and club opportunities were limited due to lack of club advisors

Weekly classroom music and performance groups (Choir, Strings, and Band) were provided

After school sports opportunities were provided

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

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

According to student survey data, 82% of students responded favorably to "My school prepares me for life with real-world experiences" as compared to districtwide elementary average of 81%

2

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

Music performances were not scheduled and performed in the fall semester

Career exploration activities not implemented

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

Clubs limited due to lack of recruitment of staff willing to host clubs during lunch and/or afterschool

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 limited due to lack of recruitment of staff willing to host clubs during lunch and/or afterschool

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 2023/24 SPSA.

Establish student leadership group

Provide for after school and lunch clubs and activities led by teachers, staff, and community partners focused on art, dance, theater, ethnic/racial affinity groups, SEL development, and STEM

Encourage 100% of students to participate in district provided study trips and school wide events

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

<div>1 SSC:</div> <div>Parents want to continue monthly events for families to attend such as music performances, family education nights, family bingo, sports.</div>	<div>2 ELAC:</div> <div>Continue actions as funds allow.</div>	<div>3 Staff:</div> <div>Continue to fund student awards and certificates</div>
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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 consents to participate in the student survey, <ul style="list-style-type: none"><li>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.</li></ul>	3. Teachers, Climate and Culture Team	3. August 2023 and May 2024
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. <ul style="list-style-type: none"><li>Arts: talent show, Peach Blossom...</li><li>Activities: drone club, board game club, book club, garden club...</li><li>Athletic: football, volleyball, cheer, cross country, basketball, wrestling, track and baseball.</li></ul>		
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:	Specify enhanced services for low-performing student groups:	
1. Home School Liaison will reach out to EL parents and students to encourage student participation in arts, activities and athletics.	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. Home School Liaison will facilitate parent coffee hours and parent learning around the importance of students being engaged in arts, activities and athletics.	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.	

## 2023-2024 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	Sup & Conc	Instruction	Direct Trans			Study trips, engagement activities	800.00
G2A1	One-time School	Instruction	Teacher-Supp			school connectiveness activities, campus culture activities	5,000.00
G2A1	One-time School	Instruction	Oth Cls-Supp			Noon time activities, extra recess, babysitting, family events	5,000.00
G2A1	One-time School	Instruction	Mat & Supp			Materials and supplies for student engagement, character and competencies, student connectiveness activities **No food or incentives**	6,209.00

**\$17,009.00**

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	✓	35 %	45.84 %	2022-2023	33.24 %
Suspension Rate - Semester 1	✓	3.75 %	5.58 %	2022-2023	3 %

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 communication, SSC, and ELA

Office Assistant/HSL completed attendance calls for absent students

Conference held for Chronically absent students

Weekly schoowide reward for students with perfect attendance

Suspension:

Behavior expectations assembly presented to all students in the fall semester

Guidelines for Success revised and posted in all classrooms

RCA and IS provided Tier 2 social emotional support through CICO, small group instruction targeting SEL skills

Implementation of Positivity Project and 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 more than 10% improvement for all for Chronic Absenteeism and for all student groups. The Hispanic and White student groups are disproportionately higher than the AI students.

2021-22

AI: 60.8%

EL: 41.3%

Soc.: 61.5%

SWD: 64.6%

AA: 61.4%

His: 63%

White: 60%

2 or more Races: 70.6%

As of March 2023:

AI: 39.9%

EL: 25%

Soc.: %

SWD: 35%

AA: 40%

His: 44%

White: 42%  
2 or more Races: 27%

**Suspensions:** Suspension rates are trending higher compared to 2021-22 for AI and all student groups. In 2021-22, data shows that 25 students were suspended from a total of 476 students enrolled. Currently, there have been 39 students suspended, out of 416 total students enrolled TK-6, which is an increase from last year.

**2021-22**

AI: 5.3%  
EL: 0%  
Soc.: 5.5%  
SWD: 14.5%  
AA: 9.4%  
Hisp: 4.3%  
White: 5.8%

**As of March 2023:**

AI: 9.4%  
EL: 0%  
Soc.: %  
SWD: 15%  
AA: 21%  
Hisp: 7.2%  
White: 6%

**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 (IS) staff was not provided by DPI until late fall semester
- Family Foundations services provided therapy and social skills to individual students 2 days per week
- RCA provided small group SEL skills instruction during RTI
- All 4 Youth counselor provided therapy and one on one counseling-limited to specific student qualifications

Library 1 hour services for students and parents afterschool-inconsistent implementation

**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 2023/24 SPSA.

Libraryextra 1 hour afterschool will not be funded.  
Increase Family Foundations services from 2 days a week to 3 days per week.

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

<div>1 SSC:</div> <div>Continue to recognize good attendance and positive behaviors</div>	<div>2 ELAC:</div> <div>Continue to fund incentives for attendance and good positive behavior</div>	<div>3 Staff:</div> <div>Continue providing incentives for perfect attendance and student recognition for positive behaviors</div>
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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. <ul style="list-style-type: none"><li>HSL, IS will connect with students and provide support and incentives to improve student attendance.</li><li>VP, IS will collect data on student attendance and identify students at risk of chronic attendance and chronic attendance.</li><li>VP, IS will engage students in attendance conferences and discuss the importance of attendance.</li><li>Students and parents not responding to the support will be recommended for SARB.</li></ul>	2. VP, IS, Home School Liaison	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.
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 Family Foundations will provide counseling support for targeted students based on social-emotional needs to increase attendance.

Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
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.	Asian, White and EL students have the highest ADA Attendance rate. Students with Disabilities/SPED and African American Students continue to have the lowest ADA Attendance rate and receive priority in the following services:
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.	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.
3. Each teacher will specifically review positive behavior rewards, attendance rewards and activities during back to school night and fall parent conferences.	2. RCA, IS and Family Foundations will provide support for targeted students based on social emotional needs to increase attendance.
4. Monthly Newsletter and ParentSquare will be sent home to keep parents informed with upcoming positive behavior rewards, awards and perfect attendance rewards.	

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 Family Foundations Counseling 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, Family Foundations Counselor, 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. <ul style="list-style-type: none"><li>• Office Referrals (Levels of Behavior)</li><li>• Office referral rate by teacher analysis.</li><li>• Monthly data collection on suspension.</li></ul>	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. **Family Foundations** will provide counseling support for targeted students based on social-emotional needs 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:

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- 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 specifically review positive behavior rewards and activities during back to school night and fall parent conferences.
- 4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

Specify enhanced services for low-performing student groups:

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- 1. Family Foundations will provide counseling support for targeted students based on social emotional needs 3 days per week.
- 2. The Wildcat Den 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, 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).



## 2023-2024 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	Sup & Conc	Instruction	Mat & Supp			Awards and Incentives to recognize improved attendance and positive behaviors	27,155.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: HSL mileage	200.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations counseling	50,160.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA, SE support	58,393.00

**\$135,908.00**

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	✓	95 %	84.07 %	2022-2023	85.17 %

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.

Cultural Proficiency training not implemented

Data chats not implemented

Walk classes focusing on Tenet 1 of the IPG inconsistent

Write Tools training did not continue

PL on building positive relationships, positive interactions delivered to all staff

Implementation of Positivity Project schoolwide

2

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

Teaching Staff years of experience

Less than 5 years: 5

6-10 years: 6

11 or more years: 18

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).

WriteTools PL did not continue

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 2023/24 SPSA.

WriteTools and Positivity Project will not be funded.

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

<div>1 SSC:</div> <div>Increase parent communication through ParentSquare and other modes of communication</div>	<div>2 ELAC:</div> <div>Increase parent participation through parent engagement activities</div>	<div>3 Staff:</div> <div>Continue as funds allow</div>
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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

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

<div>Specify enhanced services for Staff in support of EL students:</div> <div>1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies</div>	<div>Specify enhanced services for Staff to support low-performing student groups:</div>
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- 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.

1. Administration and teachers will reach out to targeted students: EL, foster youth, African American SPED, and SPED/ED students to encourage student participation in building character and competencies for workplace success.
2. RCA, IS, HLS, and Family Foundations will provide support for targeted students based on social-emotional needs to build character and competencies for workplace success.

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	✓	90 %	80.92 %	2022-2023	82.02 %

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:

Monthly family events-Bingo Night, Harvest Fest, Back to School, Donuts w/Dad, Muffins w/Mom, Santa Shop/pictures w/Santa, Music performances, sports/games afterschool on campus, SSC Meetings, ELAC Meetings, Parent engagement workshops, monthly coffee hour, quarterly awards assemblies.

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 and be given the opportunity to see the activities that their children are involved in and participate in family events. However, not all parents choose to participate.

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).

None.

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 2023/24 SPSA.

HSL will administer a parent survey for ideas and interest topics for Parent Engagement activities throughout the year.

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

<div>1 SSC:</div> <div>Parents shared that they were happy with the events that were put on for families.</div>	<div>2 ELAC:</div> <div>Continue events as funds allow.</div>	<div>3 Staff:</div> <div>Continue to provide incentives for parents to increase participation.</div>
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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

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.
- 2. Phone calls home specifically for behavior rewards and attendance rewards.
- 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.
- 4. IS and HSL reach out to parents through home visits and provide incentives to encourage attendance and improve attendance.
- 5. Extra Pay contracts for talent shows, clubs, and athletics offer to parents.
- 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.

Owner(s):

- 1. HSL, Principal and Vice-Principal
- 2. Office Manager and HSL
- 3. Office Assistant and HSL
- 4. Teachers
- 5. CWAS and HSL
- 6. Vice-Principal
- 7. SSC and Vice-Principal

Timeline:

- 1. On-going
- 2. On-going
- 3. Weekly and Monthly
- 4. October 2023
- 5. Daily
- 6. At specific times of year
- 7. On-going

Describe Direct Services to Families in support of 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 translators

Specify enhanced services for Families of EL students:

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- 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 parent messengers 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 Families of low-performing student groups:

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- 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 such as but not limited to, back to school night, SSC Meetings, coffee hours.
- 2.RCA, All 4 Youth counseling, and Family Foundations counselors will provide support for targeted students based on social-emotional needs to increase engagement in arts, activities, and athletic.

## 2023-2024 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			Materials and supplies for parent engagement/workshops, **No food or incentives**	3,505.00

**\$3,505.00**



# 2023-2024 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-Subs			BAS testing ** No IEPs **	4,200.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Academic support for grades 1-3	43,715.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.2500	CT, 1-3rd Grade academic support	25,660.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource	0.1875	CT, 1-3rd Grade academic support	19,245.00
G1A1	One-time School	Instruction	Bks & Ref			: Dibbles	150.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Inclusion team data analysis, goals, actions, academic support planning **No IEPs **	1,500.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Instructional support materials for classrooms	1,600.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			EL tutorials, EL academy, EL goal setting	4,947.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Tutorial	3,213.00
G2A1	Sup & Conc	Instruction	Direct Trans			Study trips, engagement activities	800.00
G2A1	One-time School	Instruction	Teacher-Supp			school connectiveness activities, campus culture activities	5,000.00
G2A1	One-time School	Instruction	Oth Cls-Supp			Noon time activities, extra recess, babysitting, family events	5,000.00
G2A1	One-time School	Instruction	Mat & Supp			Materials and supplies for student engagement, character and competencies, student connectiveness activities **No food or incentives**	6,209.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Awards and Incentives to recognize improved attendance and positive behaviors	27,155.00
G3A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			: HSL mileage	200.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations counseling	50,160.00
G3A2	Sup & Conc	Attendance & Social Work Services	Clas Sup-Reg	Assistant, Resrcr Cnslg	0.7500	RCA, SE support	58,393.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent engagement/workshops, **No food or incentives**	3,505.00

\$260,652.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,920.00
Sup & Conc	7090	\$167,181.00
LCFF: EL	7091	\$24,192.00
One-time School	7099	\$16,359.00
<b>Grand Total</b>		<b>\$260,652.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$104,230.00
G2 - Expand student-centered and real-world learning experiences	\$17,009.00
G3 - Increase student engagement in their school and community	\$135,908.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,505.00
<b>Grand Total</b>	<b>\$260,652.00</b>