

**Wolters Elementary**

10621666006597

Principal's Name: May Her

Principal's Signature:

A handwritten signature in black ink, appearing to read 'M Her', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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>

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

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

**Consolidated Program Assurances**



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

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - May Her	X				
2. Chairperson - Nabor Uribe		X			
3. Liliana Gonzalez			X		
4. Melissa McPherson		X			
5. Johnny Aghoian		X			
6. Tania Jacobo				X	
7. Maria Camacho				X	
8. Deisi Garcia				X	
9. Jaymi Easterling				X	
10. Lucille McDonald				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> 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		3/7/25
SSC Chairperson	Nabor Uribe		3/7/25

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

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

FY 2025/26

Wolters - 0500

**ON-SITE ALLOCATION**

3010	Title I	\$52,302 *
7090	LCFF Supplemental & Concentration	\$162,306
7091	LCFF for English Learners	\$24,948

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$239,556</b>
---	------------------

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,516
Program Budget	\$50,786
Total Title I Allocation	\$52,302

**ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)**

## Wolters Elementary 2025-2026 - SPSA Draft Edits

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

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

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		39.1 %	2023-2024	40.2 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			58.5 %	2024-2025	63 %
i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth			62.8 %	2024-2025	66 %
SBAC ELA - Average distance from standard	✓	-48 pts	-49.5 pts	2023-2024	-34.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	26.9 %	26.7 %	2023-2024	31.7 %
SBAC Math - Average distance from standard	✓	-53 pts	-54.4 pts	2023-2024	-39.4 pts
SBAC Math - percentage of students met/exceeded standard	✓	21.1 %	24.5 %	2023-2024	29.5 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students are unable to read on grade level due to lack of foundational skills.

Students lack critical thinking skills.

Students struggle with intrinsic motivation.

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

Lack of pre-1st grade school experiences.

Lack of time for teachers to plan and practice foundational skills instruction targeted to specific students and student groups.

Lack of **OPTIONAL** professional development opportunities for teachers with gaps in foundational instruction strategies.

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

Time for teachers to have independent time for preparation and practice in foundational instruction.

Optional training for teachers on ELPAC, Ellevations, and gaps in knowledge for foundational instruction.

Online applications/teaching tools designed to help students reach goals (eg Reflex, Frax, Brain Pop, Lexia, etc.).

Programs designed to promote critical thinking and problem solving (eg THINK program) for all grade levels.

Variety of text appropriate to student needs (eg Scholastic News).

Certificated tutor for response to intervention.

Teaching Fellows for early literacy support.

Funds for outreach to community for volunteer support.

Teacher on Special Assignment to support with math foundational skills.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Reading by 3rd Grade

Partially Implemented

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. (partially implemented)
2. K-3 teachers will design/refine Common Formative Assessments to monitor student mastery of Reading Foundation Standards. CFA outcomes will provide teachers with the information/data needed to provide Tier one interventions. (partially implemented)
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). (fully implemented)
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. (not implemented)
5. Schoolwide goal setting utilizing iReady for grades K-3 (fully implemented)
  6. TK class goal setting/grade level goals set based on DRDP data. (partially implemented)

## Action 2: ELA 4-6

Partially Implemented

1. SBAC and I-Ready results will be utilized to establish school wide and grade level goals. ILT will review disaggregated data by student groups as data is available (I-Ready, CSA, CFA).(fully implemented)
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. (partially implemented not all teachers and not all CFAs)
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. (partially implemented not all teachers and not all CFAs)
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. (partially implemented not all teachers and not all CFAs)
5. 3-6th grade PLCs will work in conjunction with TSA and academic coach to identify interventions/supports after ELA common summative assessments/IABs. (not all grade levels worked consistently with TSA on literacy, but Academic coach was highly involved at all grade levels.)
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. (not implemented)
7. PLCs will integrate the science curriculum with ELA (not implemented)

## Action 3: Mathematics K-6th

Partially Implemented

1. SBAC and I-Ready Math will be utilized to monitor progress towards meeting grade level goals. ILT will review disaggregated data by student groups as data is available (I-Ready, CSA, CFA). (while progress was monitored with the named data sources time for data analysis for math was minimized due to focus on ELA and PLC+ structures.)
2. A minimum of three grade-level common formative assessments will be developed/refined based on alignment analysis and I-Ready Math data outcome. (this was not done consistently across all classrooms and grade levels.)
3. CFA will be designed and/or refined to monitor student mastery of standards prior to I-Ready 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. (this was not done consistently across all classrooms and grade levels.)
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. (this was not done consistently across all classrooms and grade levels.)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

## Action 1: Reading by 3rd Grade

Partially Effective

While we have not yet reached our goals for I-ready achievement, student progress has been an improvement over last year. Comparing diagnostic 2 to diagnostic 2. 24/25 the blue band is 15.34%, the green is at 18.9%, the yellow at 38.9%, the orange at 14.79%, and the red at 12.05%. This compares favorably with the data from diagnostic 2 last year where blue was 12.69%, green 16.58%, yellow 41.71%, orange 16.06%, and red 12.95%. This represents a positive movement of almost 5% in students on or above grade level year over year. That 5 percent growth represents an almost 17% increase. When we focus in on grades k-2 i-ready growth from D1 to D2 this year we see an expansion of students on or above grade level and a decline in the number of students below grade level. On or above went from 14.28% to 34.97%, this represents a 144% increase in on at least grade level performance. Students performing below grade level fell from 85.71% to 65.03% at the same time representing a decrease of 24.2%.

Action 2: ELA 4-6

Partially Effective

While we have not yet reached our goals for I-ready or SBAC achievement, overall student progress has been an improvement over last year. Comparing I-ready ELA diagnostic 2 for 23/24 to diagnostic 2 for 24/25. 24/25 the blue band is 15.34%, the green is at 18.9%, the yellow at 38.9%, the orange at 14.79%, and the red at 12.05%. This compares favorably with the data from diagnostic 2 last year where blue was 12.69%, green 16.58%, yellow 41.71%, orange 16.06%, and red 12.95%. This represents a positive movement of almost 5% in students on or above grade level year over year. That 5 percent growth represents an almost 17% increase. Distance from standard shrank by 14.1 on ELA SBAC. We are still struggling to reach some student groups particularly our Black/African American Students who had 10% (3 of 30) of students meet standards for ELA SBAC last year and our SWD who had 14.3% (4 of 48) meet standards for SBAC ELA. While our populations of these students is not high enough to trigger state reporting, we must be mindful of them as we craft our plans for next year.

Action 3: Mathematics K-6th

Partially Effective

While we have not yet reached our goals for I-ready or SBAC achievement, overall student progress has been an improvement over last year. Comparing I-ready ELA diagnostic 2 for 23/24 to diagnostic 2 for 24/25. 24/25 the blue band is 11.17%, the green is at 12.57%, the yellow at 51.68%, the orange at 15.92%, and the red at 8.66%. This compares favorably with the data from diagnostic 2 last year where blue was 7.03%, green 10.16%, yellow 56.77%, orange 16.93%, and red 9.11%. This represents a positive movement of 6.55 percentage points in students on or above grade level year over year. That 6.55 percent growth represents a 38%% increase. Distance from standard shrank by 14.3 on Math SBAC. We are still struggling to reach some student groups particularly our Black/African American Students who had 6.7% (2 of 30) of students meet standards for ELA SBAC last year and our SWD who had 14.3% (4 of 48) meet standards for SBAC ELA. While our populations of these students is not high enough to trigger state reporting, we must be mindful of them as we craft our plans for next year.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

While we will not be making any major changes based on our progress last year, we plan to continue to focus on writing through emphasis on specific strategies, approaches, and programs (eg. The LitSix, Close Reading, Heggerty) In math we continue to develop our MLD implementation and proficiency. We will continue to use assessed student needs to plan instruction and will use our support staff (Academic Coach, TSA, district support) to reach students at their level and decrease learning/equity gaps and increase positive outcomes for students.

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

SSC:

SSC suggestions were to continue supporting the early literacy initiative, writing focus and language development strategies.

ELAC:

The ELAC discussed the actions taken last year and the results of those actions. At this time the ELAC supports continuing the actions from last year and the steps planned to address areas for growth..

Staff:

The staff indicated that we should continue much of the work we had listed and suggested minor wording changes and to delete the items that were not implemented last year.

## Action 1 :

### Literacy Tk-6

#### Action Details:

Wolters will provide a three-tiered approach to literacy support for TK-6th grade students. Tier one will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy practices (Close Reading, The LitSix Hoover Region Early Literacy Initiative, 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.

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

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 Paras will push in support throughout the school day for ELA and Math to support Tier one instruction.
2. ELs and SWD needing Tier 1 intervention will be provided additional small group instruction to practice foundational reading standards based on teacher formative assessments.
3. Teaching Fellows and/or other support people to support foundational instruction in literacy based on assessed student need.
4. ELs and SWD needing Tier 2 intervention will be provided additional time in targeted small group instruction.
5. Sub release time for trainings, Professional Learning opportunities
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.
7. Certificated tutor for targeted small group instruction.

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

- Hardware: tools and technology to utilize Lexia or other online platform for language acquisition.
- Parent academic engagement workshops.
- Graphics: utilize more visuals
- Materials and Supplies: graphic organizers, visuals, manipulatives, and etc.
- Supplemental contracts: EL tutoring during lunch or after school

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

### Student Groups

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

**Students with Disabilities (SWD): Purchase of materials and supplies to support students in meeting their academic goals in relation to their IEPs**

**Foster Youth (FY): Purchase of materials and supplies to support students in meeting their academic goals**

**African American (AA): Purchase of materials and supplies to support growth in this student group by connecting students with the core curriculum and focus on decreasing any present equity gaps.**

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

**Students with Disabilities (SWD):** Purchase of supplies and materials to support students in attaining their goals in relation to their IEP

**Foster Youth (FY):** purchase of materials, supplies, trainings, or funding personnel to increase attendance and connectivity/engagement with the school

**African American (AA):** purchase of materials, supplies, trainings, or funding personnel to increase positive relationships with school and to support positive student outcomes.

**English Learner (EL):** Purchase of material, supplies, trainings, and supplemental contracts for EL Tutorials to increase EL students' ELPI levels.

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

**Students with Disabilities (SWD):** We will utilize materials and supplies to create positive outcomes for students in their academic progress and to help them reach their IEP goals.

**Foster Youth (FY):** We will utilize materials and supplies to address the specific issues of our foster youth students. Because this is a small population at our site, it will be more effective to target individual student needs as opposed to making a blanket plans for all Foster Youth students.

**African American (AA):** We will utilize materials and supports to understand root causes of equity gaps and address the assessed needs of our African American/Black students. Because this group at our site does not trigger state reporting for testing, we will monitor our testing results and address assessed needs of our students to drive positive outcomes.

**English Learner (EL):** We will utilize our materials and supplies to help students achieve growth in their ELPI.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Classroom observations, PLC+ procedures, professional development, and feedback will occur. PLC groups will utilize quarterly writing samples and rubrics to determine areas of focus. All of these processes will be used to drive positive student outcomes. This will be measured by teachers in PLC work groups and administrators using data from I-ready, PowerBI, and other data such as common formative assessments.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Teachers will be able to use classroom data such as CFA, IAB, FIAB, and I-ready data to assess student needs and collectively implement solutions to equity gaps, knowledge gaps, or other issues barring students from positive outcomes. This will be monitored by teachers and administrators using data from formal and informal assessments and both qualitative and quantitative data.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Students will decrease distance from standard by at least 15 points on SBAC.</p> <ul style="list-style-type: none"> <li>• Measured by achievement data on SBAC</li> <li>• Monitored by admin and teachers</li> </ul> <p>Students will achieve their I-ready stretch goals.</p> <ul style="list-style-type: none"> <li>• measured by I-Ready achievement data</li> <li>• monitored by teachers and admin</li> </ul>

**Action 2 :**

**Mathematics TK-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.

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

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, dryerase 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 students based on assessed needs.

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

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

- Hardware: tools and technology to utilize Lexia or other online platform for language acquisition.
  - *parent academic engagement workshops.*
  - *Graphics: utilize more visuals*
  - *Materials and Supplies: graphic organizers*
  - *Supplemental contracts: EL tutoring during lunch or after school*
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 including online programs focused on EL reading, speaking, and listening standards.
  4. **Extra-pay or supplemental contracts** will be offered 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.
  8. Math Lesson Design (MLD) **training** and implementation

## Student Groups

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

**Students with Disabilities (SWD):** Purchase of materials and supplies to support students in meeting their academic goals in relation to their IEPs

**Foster Youth (FY):** Purchase of materials and supplies to support students in meeting their academic goals

**African American (AA):** Purchase of materials and supplies to support growth in this student group by connecting students with the core curriculum and focus on decreasing any present equity gaps.

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

**Students with Disabilities (SWD):** Purchase of supplies and materials to support students in attaining their goals in relation to their IEP

**Foster Youth (FY):** purchase of materials, supplies, trainings, or funding personnel to increase attendance and connectivity/engagement with the school

**African American (AA):** purchase of materials, supplies, trainings, or funding personnel to increase positive relationships with school and to support positive student outcomes.

**English Learner (EL):** Purchase of material, supplies, trainings, and supplemental contracts for EL Tutorials to increase EL students' ELPI levels.

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

**Students with Disabilities (SWD):** We will utilize materials and supplies to create positive outcomes for students in their academic progress and to help them reach their IEP goals.

**Foster Youth (FY):** We will utilize materials and supplies to address the specific issues of our foster youth students. Because this is a small population at our site, it will be more effective to target individual student needs as opposed to making a blanket plans for all Foster Youth students.

**African American (AA):** We will utilize materials and supports to understand root causes of equity gaps and address the assessed needs of our African American/Black students. Because this group at our site does not trigger state reporting for testing, we will monitor our testing results and address assessed needs of our students to drive positive outcomes.

**English Learner (EL):** We will utilize our materials and supplies to help students achieve growth in their ELPI.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

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

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

Classroom observations, PLC+ procedures, professional development, and feedback will occur. All of these processes will be used to drive positive student outcomes. This will be measured by teachers in PLC work groups and administrators using data from I-ready, PowerBI, and other data such as common formative assessments.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

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

Teachers will be able to use classroom data such as CFA, IAB, FIAB, and I-ready data to assess student needs and collectively implement solutions to equity gaps, knowledge gaps, or other issues barring students from positive outcomes. This will be monitored by teachers and administrators using data from formal and informal assessments and both qualitative and quantitative data.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

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

Students will decrease distance from standard by at least 15 points on SBAC.

- Measured by achievement data on SBAC
- Monitored by admin and teachers

Students will achieve their I-ready stretch goals.

- measured by I-Ready achievement data
- monitored by teachers and admin

# 2025-2026 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			Sub release (SST, Data Chats, Planning). G1A2, G5A1. *NO IEPs*	17,891.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			ELA/Math Tutorial-supplemental contracts. G1A1,2 *No IEPs*	12,354.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			instructional materials and supplies for ELA and Math G1A1.A2. *No Food or Incentives*	5,546.00
G1A1	Title 1 Basic	In-House Instructional Staff Devel	Travel			: Conferences for teachers and admin staff. G1A1, A2	10,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Required parent engagement/materials and supplies. *No Food or Incentives*	1,512.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.4375		53,800.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies	31,304.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Student loaner computers. G1A1,2	5,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease. G1A1,2	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA and Math instruction. G1A1,2	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL Tutorial supplemental contracts	3,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: ELD online language instructional program/license	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL-Materials and supplies for classroom instruction	11,948.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex/Frax-math fluency program online	4,000.00

**\$164,355.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	89.7 %	85.3 %	2024-2025	86.4 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

31% of students feel that lessons are not taught in a way that connects with their lives.

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

1. African American students feel disproportionately that lessons are not taught in a way that connects with their lives.
2. Teachers may lack skills for connecting lessons to student lives.
3. Lack of materials/resources that connect to daily lives of current students.

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

1. Multicultural presenters, assemblies, and mentors brought in to school.
2. Materials, resources, trips, and professional learning on connections to student lives.
3. Books and other resources that speak directly to our current students lived experiences and needs.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Partially Implemented

- Field trips were utilized by all grade levels this year. (fully implemented)
- Events and club activities were available (partially implemented - we had a newspaper club.)
- Weekly classroom music and performance groups (band, strings, choir) were provided. (fully implemented)
- After school sports opportunities were provided. (fully implemented)
- 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. (not implemented)
- Technology was implemented in K-6 to prepare students for workplace competencies. (fully implemented)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Partially Effective

- Grade level trips were fully implemented and have been effective as a way to connect students to real world and school.
- Clubs and activities were not fully effective due to limited choices and opportunities.
- Sports and music were fully implemented and helped students to connect to school in meaningful ways.
- Student of the month and Wildcat of the Week were not effective due to lack of consistent implementation.
- Technology is in use in every classroom, but there is a lack of evidence that it contributes to students' sense of connection to curriculum.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will continue:

- Grade level Field Trips
- Music and Sports
- Clubs and activities
- We will refine Wildcat of the Week and Student of the Month procedures.

We will bring in:

1. Multicultural presenters, assemblies, and mentors brought in to school.
2. Materials, resources, trips, and professional learning on connections to student lives.
3. Books and other resources that speak directly to our current students lived experiences and needs.
4. Personnel, Materials, and supplies for the arts using Prop 28 funding.

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

**SSC:**

SSC suggestions were to continue supporting the engagements including field trips, clubs, music and sports.

**ELAC:**

The ELAC discussed the actions taken last year and the results of those actions. At this time the ELAC supports continuing the actions from last year and the steps planned to address areas for growth..

**Staff:**

The staff indicated that we should continue much of the work we had listed and suggested minor wording changes and to delete the items that were not implemented last year.

**Action 1 :**

## 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.

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

1. Staff will be offered supplemental 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.
7. Purchase of materials and supplies to upgrade and support arts at Wolters through use of Prop 28 funds.
8. Funding positions using Prop 28 to support students in the arts.

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

---

- Hardware: tools and technology to utilize Lexia or other online platform for language acquisition.
- parent academic engagement workshops.
- Material and supplies to utilize more visual aids for students
- *Supplemental contracts: EL tutoring during lunch or after school*
- Home School Liaison will reach out to EL parents and students to encourage student participation in arts, activities and athletics.
- Home School Liaison will facilitate parent coffee hours and parent learning around the importance of students being engaged in arts, activities and athletics.

## Student Groups

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

**Students with Disabilities (SWD):** Purchase of materials and supplies to support students in meeting their academic goals in relation to their IEPs

**Foster Youth (FY):** Purchase of materials and supplies to support students in meeting their academic goals

**African American (AA):** Purchase of materials and supplies to support growth in this student group by connecting students with the core curriculum and focus on decreasing any present equity gaps.

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

**African American (AA):** Presenters, assemblies, and materials that connect to students cultural identity

**English Learner (EL):** EL parent workshops

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

**English Learner (EL):** Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences

**African American (AA):** Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities and experiences

We will support all students by using Prop 28 money to fund positions and purchase materials and supplies for arts education.

## Progress Monitoring: Outcomes

**Reasoning for using this action**

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**

Expect to see

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

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

- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

**Medium-Term (Change in Behavior or Performance)**

Want to see

*Shape these behaviors...*

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

- Engagement participation will be analyzed at each semester for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

**Long-Term (Change in Condition)**

Hope to see

*And ultimately achieve these impacts.*

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

- Responses on the Climate and Culture Surveys will increase by 1.1% compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

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

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

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		36.9 %	2023-2024	36.3 %
Chronic Absenteeism - (Asian)	✓		23.1 %	2023-2024	22.5 %
Suspension Rate	✓	3.07 %	6.9 %	2023-2024	6.57 %
Suspension Rate - (White)	✓		9.4 %	2023-2024	9.07 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students are missing too many days of school and/or instructional minutes due to chronic absenteeism and exclusionary discipline.

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

Students social and emotional needs are not adequately being addressed by current interventions causing anxiety, fear, and disengagement with school.  
 Students lack foundational skills in emotional management, empathy, self awareness, and self regulation. This leads to escalating misbehaviors that trigger exclusionary discipline.  
 Students are not receiving adequate rewards and recognition when they are achieving progress or milestones in SEL.

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

We need to continue what SEL supports exist at our site (Intervention Specialist, Restorative Counseling Assistant, Family Foundations, All 4 Youth) and enhance them as funds allow (School Social Worker).

We need to continue to use Second Step and bring resources in to support our teachers and staff in teaching SEL lessons, this will require materials and supplies.

Teachers may need ongoing professional development in classroom management and materials and supplies to create posters for classroom expectations or other visual aides to assist classroom management.

Materials and supplies will be needed for student recognition of achievement and progress.

We need to continue to have a TSA that helps build positive connections to school.

We need to continue our extra NTA support to continue to decrease misbehaviors outside the classroom.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Attendance

Partially Implemented

#### Attendance:

- Communication of importance of school attendance via school messenger, class dojo, teacher communications, SSC, and ELAC. (fully implemented)
- Office Assistant/HSL completed attendance phone calls for absent students (fully implemented)
- Weekly schoolwide reward for students with perfect attendance (not implemented)

### Action 2: Suspensions

Fully Implemented

#### 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.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### Action 1: Attendance

Partially Effective

While average daily attendance has been increasing slowly since the pandemic, we are not yet at our goals. We have increased our attendance rate from 89.09% in school year 22-23 to 89.39% YTD in school year 24-25. Our chronic absenteeism has been trending downward as well, but not as fast as we would like to see. It was at 41.5% in 22-23, 36.1% in 23-24, and 35.9% YTD 24-25

### Action 2: Suspensions

Partially Effective

Suspensions are down significantly from previous years. In 22-23 we had 136 suspensions, last year we had 67, and we have 25 YTD. While our current interventions are bringing the rates down, we need to address the suspension rate of White students, African American students, and Students With Disabilities who are suspended at a disproportionately high rate according to data from the SPSA powerBI report.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Continue to invest in human and material resources to engage students with the school to build positive relationships. We will also be bringing on board a School Social worker to support with strengthening our students social and emotional skills. We will be investing in a attendance program to help parents and students to better understand attendance issues and help them to find solutions.

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

**SSC:**

SSC suggestions were to continue supporting the extra support from TSA, RCA, Social workers, and extra NTAs.

**ELAC:**

The ELAC discussed the actions taken last year and the results of those actions. At this time the ELAC supports continuing the actions from last year and the steps planned to address areas for growth..

**Staff:**

The staff indicated that we should continue much of the work we had listed and suggested minor wording changes and to delete the items that were not implemented last year.

**Action 1 :**

**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.

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

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.

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

- Hardware: tools and technology to utilize Lexia or other online platform for language acquisition.
- parent academic engagement workshops.
- Graphics: utilize more visuals
- 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
- 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.
- 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.
- Each teacher will specifically review positive behavior rewards, attendance rewards and activities during back to school night and fall parent conferences.
- Monthly Newsletter and ParentSquare will be sent home to keep parents informed with upcoming positive behavior rewards, awards and perfect attendance rewards.

## Student Groups

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

**Asian (AS):**

**Students with Disabilities (SWD):**

**We will provide Teacher academic planning time and babysitters for parent meetings, Substitutes for teacher academic planning time and funds to support on-going technology software licensing.**

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

**Asian (AS):**

**Students with Disabilities (SWD):**

**We will provide funds for mileage for home visits, substitutes for IEP/SST meetings with families, incentives for students and families, professional development, and parent involvement meetings/events to increase daily attendance rate.**

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

**Asian (AS):**

**Students with Disabilities (SWD):**

Support families through counselors and select particular students from these groups who have high suspension/misbehaviors and/or poor attendance. We will include these students in regular discussions with our TST (assigning a case support person) and check in with their progress regularly. Support will be tailored to the students and families. Attendance Team (Office Assistant, HSL, Tier II Intervention Specialist, CWAS, VP, Principal) will have meetings and check-ins with students and families. We will utilize CICO and Goal Setting Sheets. Purchase of Everyday Intervention software license for support in increasing daily attendance and decreasing chronic absenteeism.

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

### Short-Term (Learning)

Expect to see

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

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

- Decrease in chronic absenteeism rate monthly compared to last year for all students and for our focus student groups.
- Outcomes measured by monthly meetings to review/analyze attendance data by grade level, teacher, and student group.
- Outcomes monitored by Admin Team, Teachers, and SST/TST Team.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

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

- Decrease in chronic absenteeism rate by semester compared to last year for all students and for our focus student groups.
- Outcomes measured by monthly meetings to review/analyze attendance data by grade level, teacher, and student groups.
- Outcomes monitored by Admin Team, Teachers, and SST/TST Team.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

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

- Decrease in chronic absenteeism rate from this year to last year or all students and for our focus student groups.
- Outcomes measured by monthly meetings to review/analyze attendance data by grade level, teacher, and student groups.
- Outcomes monitored by Admin Team, Teachers, and SST/TST Team.

## Action 2 :

## 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.

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

---

##### 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.

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

---

- Rewards and recognition for positive behaviors
- ELAC initiatives as decided by our ELAC team
- Hardware: tools and technology to utilize Lexia or other online platform for language acquisition.
- parent academic engagement workshops.
- Graphics: utilize more visuals
- Materials and Supplies: graphic organizers
- Supplemental contracts: EL tutoring during lunch or after school
- 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.)
- 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.
- Each teacher will review positive behavior rewards and activities during back-to-school night and fall parent conferences.
- Monthly Newsletter and ParentSquare communications will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

## Student Groups

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

**White (WH):**

**Students with Disabilities (SWD):**

**African American (AA):**

- We will use funds to support individual and group counseling focused on building social emotional competencies and coping strategies by purchasing materials and supplies that can be utilized to reach positive student outcomes.

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

**White (WH):**

**Students with Disabilities (SWD):**

**African American (AA):**

- HSL to improve services and communication with the families of our student groups. We also plan to use some 7090 funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts.
- RCA to support growth in key SEL competencies and other supports for students

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

**White (WH):**

**Students with Disabilities (SWD):**

**African American (AA):**

- Extra NTAs at recess time to support in supervision and safety of all students
- TSA to support school expectations and build positive relationships
- Family engagement hours focused on increasing student engagement

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Decrease in suspensions monthly compared to last year for all students and our focus student groups.</li><li>• Outcomes measured by monthly meetings to review/analyze suspension data by grade level, teacher, and area of incidents.</li><li>• Outcomes monitored by Admin Team, TST, and Climate &amp; Culture Team.</li></ul>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Decrease in suspensions by semester compared to last year for all students and our focus student groups.</li><li>• Outcomes measured by monthly meetings to review/analyze suspension data by grade level, teacher, and area of incidents.</li><li>• Outcomes monitored by Admin Team, TST, and Climate &amp; Culture Team.</li></ul>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Decrease in suspensions overall from last year to this year for all students and our focus student groups.</li><li>• Outcomes measured by monthly meetings to review/analyze suspension data by grade level, teacher, and area of incidents.</li><li>• Outcomes monitored by Admin Team, TST, and Climate &amp; Culture Team.</li></ul>

## 2025-2026 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	Teacher-Supp			Supplemental contracts (arts, clubs, campus culture activities, school connectiveness)	4,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Wild Water bus for 6th grade trip	800.00
G3A2	Sup & Conc	Instruction	Direct-Food			Nutrition Services	1,500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		62,902.00

**\$69,202.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	89.9 %	86.5 %	2024-2025	87.6 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

A significant number of staff members feel that the organizational culture of our school needs improvement. This is reflected in a drop of 11 percentage points in favorable response to the statement, "We have a culture that provides staff: recognition for the work we do," and a 16 percentage point drop in favorable responses to the statement, "We have a culture that provides staff: opportunities to be involved in planning and decision making."

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

Staff members may feel lack of agency or autonomy as new district or regional initiatives were rolled out without opportunities for all teachers to shape them.  
 Limited opportunities to take part in advisory committees due to scheduling.  
 Intermittent recognition for teachers and staff for the work they do.

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

Increased opportunities for being part of the decision making process.  
 Increased and more consistent recognition for staff work.

**Section B:** Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Character and Competencies

Partially Implemented

1. Monthly Wildcat of the Month student recognition
2. Caught being Good/Positivity Tickets
3. Recognize and promote positive attendance through weekly and monthly incentives
4. Attendance percentage will be recognized at quarterly awards assembly
5. Assemblies and presenters to provide real world experiences

These steps were not accurately addressed to the needs assessment of this goal last year. Those most of these steps were implemented, they did not help us to achieve any growth in the metric for this goal.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Character and Competencies

Ineffective

The action in this step in last year's SPSA did not address the needs listed in the needs assessment. The action was written about how to impact students when the goal is around staff retention and organizational culture.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

In the next year we will have a consistent approach to staff recognition and appreciations and make opportunities for involvement in planning and decision making more explicit through better communication of processes and scheduling.

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

SSC:

The SSC agreed that this goal needed to be addressed in a way that made sense for the metric and could contribute to an increase in positive responses on the survey.

ELAC:

ELAC notes that this goal/needs and action steps from last year are not aligned.

Staff:

The staff indicated that we should fix this needs assessment so that it accurately addresses the metric for our growth.

## Action 1 :

### Staff Training and Support.

#### Action Details:

Wolters Elementary is committed to providing diverse, equitable, and inclusive opportunities for all educational partners to engage in the decision making and planning process. To that end we will develop structures and routines to promote involvement in decision making and planning that will fulfill the needs of our staff and create a more cohesive and effective staff culture and climate. At the same time, we will increase our efforts to provide opportunities for staff to engage in schoolwide activities and events to promote a sense of recognition of value, community, and belonging.

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

- Provide professional learning in: SBAC Claims and Targets, Interim Assessments, Foundational Skills, Professional Learning Communities, Common Core State Standards, Math fluency, Mathematical Practices, Writing, Restorative Practices, Social Emotional Learning, Culture and Climate improvement, Gifted and Talented Education (GATE), Exemplary Physical Education Curriculum (EPEC), Cultural Proficiency, and Blended Learning.
- Services to facilitate professional learning opportunities including but not limited to speakers, consultants, travel expenses, conference fees, etc.
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do.
- All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through the support of the Academic Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.

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

Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.

## Student Groups

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

**Socio-economically Disadvantaged (SED):**

**Professional opportunities, such as Personalized Learning Instruction, Blended Learning, and how to maximize GVC resources for teachers to build their capacity to differentiate instruction.**

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

**Socio-economically Disadvantaged (SED):**

**Allocate funds for professional development for Culturally proficient instruction and UDL coaching and support.**

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

**Socio-economically Disadvantaged (SED):**

**Professional Learning Opportunities for paraprofessionals and tutors supporting Tier 2 and Tier 3 students focused on various online platforms and applications.**

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

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

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

- We will see an increase from the Spring Climate & Culture survey to the Fall survey.
- Outcomes measured by staff participation. There will be an increase of 1% favorable.
- Outcomes monitored by Principal, VP, and teachers.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

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

- We will see an increase from the Spring Climate & Culture survey this year to the Spring Climate & Culture survey survey next year.
- Outcomes measured by staff participation. There will be an increase of 2% favorable.
- Outcomes monitored by Principal, VP, and CCT

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

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

- We will see an increase in the Fall Climate & Culture family survey trending upward from year to year.
- Outcomes measured by staff participation. There will be an increase of 2% favorable year over year until we reach 100% favorable.
- Outcomes monitored by Principal, VP, and CCT.

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	88.2 %	95.1 %	2024-2025	96.2 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

There were only 17 responses to the fall family survey. While our numbers look good, we do not have a large enough sample size to speak about how our community truly feels. Our problem of practice is to drive up participation numbers for the family survey so we can derive meaningful data to drive decisions that will positively impact student outcomes.

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

- Lack of outreach and communication about the survey
- Lack of urgency to get surveys completed
- Lack of student pressure on families to get the survey completed

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

- HSL, Testing coordinator, CCT, and Admin team need to do significant outreach for families to participate in the survey
- Communication of the importance and impact of the survey need to be consistently and frequently communicated to parents
- There need to be tangible rewards for students when their families complete the family survey.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increasing Inclusive Opportunities for Families

Partially Implemented

- Home School Liaison to assist with SSC, ELAC, parent coffee hour, back-to-school night, Open House and special school events. (fully implemented)
- Phone calls home specifically for behavior rewards and attendance rewards. (partially implemented)
- 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. (fully implemented)
- 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. (partially implemented)
- Extra Pay contracts for talent shows, clubs, and athletics offer to parents. (partially implemented)
- 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. (partially implemented)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increasing Inclusive Opportunities for Families

Partially Effective

The actions taken in the above steps have been effective in getting the few people who responded to the survey to respond favorably. unfortunately, we did not get a significant part of our educational partners to respond to the survey making the data unreliable.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- More outreach and incentives for families to complete the survey
- More incentive for students to get their families to complete the survey
- Continue the actions that lead to a high level of positive responses on the survey.

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

SSC:

SSC agrees that the work must continue on our action steps and that we need to increase outreach and incentives for completing the

ELAC:

The ELAC discussed the actions taken last year and the results of those actions. At this time the ELAC supports continuing the actions

Staff:

The staff indicated that we should continue much of the work we had listed and suggested minor wording changes and to delete the

survey.

from last year and the steps planned to address areas for growth..

items that were not implemented last year.

### Action 1 :

## 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.

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

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.

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

- parent academic engagement workshops.
- Graphics: utilize more visuals
- Materials and Supplies: graphic organizers
- Supplemental contracts: EL tutoring during lunch or after school
- Home School Liaison will reach out to EL parents and students to encourage student participation in arts, activities and athletics.
- Home School Liaison will facilitate parent coffee hours and parent learning around the importance of students being engaged in arts, activities and athletics.
- 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.
- Home School Liaison to provide parent translations for school activities, athletic activities, parent meetings, conferences and newsletters through Parent Square communication and flyers.
- 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.
- Parents will have opportunities to coach after-school sports and be invited to provide after-school club activities.

## Student Groups

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

**English Learner (EL):**

**Socio-economically Disadvantaged (SED):**

**Materials and supplies to connect students with their families and school.**

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

**English Learner (EL):**

**Socio-economically Disadvantaged (SED):**

**We plan to use some funds for supplies to promote parent engagement, promote acknowledgement of student growth and progress through award recognition efforts**

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

**English Learner (EL):**

**Socio-economically Disadvantaged (SED):**

- **Ensure monthly SST meetings to address the needs of our low performing groups.**
- **Ensuring consistent communication with all parents.**
- **Increasing opportunities for parent engagement during and after school hours.**
- **Site-based School Social Worker to support in identifying psychosocial factors impacting identified students' unmet needs. Additionally, the School Social Worker will recruit students to participate in various groups which will support increasing student belonging and connectedness to school.**

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

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

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

- We will see an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences.
- Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year.
- Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

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

- We will see an increase from the Fall Climate & Culture survey to the Spring survey.
- Outcomes measured by family engagement domain. There will be an increase of 2% favorable.
- Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

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

- We will see an increase in the Fall Climate & Culture family survey from last year to this year.
- Outcomes measured by family engagement domain. There will be an increase of 4% favorable.
- Outcomes monitored by Principal, VP, and teachers.

## 2025-2026 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	Oth Cls-Supp			Babysitting for family engagement activities	999.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Engagement materials/supplies	5,000.00

**\$5,999.00**

# 2025-2026 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			Sub release (SST, Data Chats, Planning). G1A2, G5A1. *NO IEPs*	17,891.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			ELA/Math Tutorial-supplemental contracts. G1A1,2 *No IEPs*	12,354.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			instructional materials and supplies for ELA and Math G1A1.A2. *No Food or Incentives*	5,546.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Travel			: Conferences for teachers and admin staff. G1A1, A2	10,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Required parent engagement/materials and supplies. *No Food or Incentives*	1,512.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.4375		53,800.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies	31,304.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Student loaner computers. G1A1,2	5,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier lease. G1A1,2	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics for ELA and Math instruction. G1A1,2	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL Tutorial supplemental contracts	3,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: ELD online language instructional program/license	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL-Materials and supplies for classroom instruction	11,948.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex/Frax-math fluency program online	4,000.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts (arts, clubs, campus culture activities, school connectiveness)	4,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Wild Water bus for 6th grade trip	800.00
G3A2	Sup & Conc	Instruction	Direct-Food			Nutrition Services	1,500.00
G3A2	Sup & Conc	Attendance & Social Work Servi	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		62,902.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for family engagement activities	999.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Engagement materials/supplies	5,000.00
<b>Total</b>							<b>\$239,556.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,302.00
Sup & Conc	7090	\$162,306.00
LCFF: EL	7091	\$24,948.00
<b>Grand Total</b>		<b>\$239,556.00</b>

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$164,355.00	
G3 - Increase student engagement in their school and community	\$69,202.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,999.00	
<b>Grand Total</b>		<b>\$239,556.00</b>