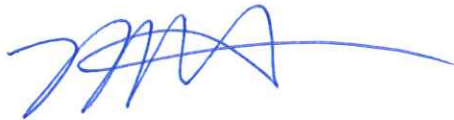


Wolters Elementary

10621666006597

Principal's Name: May Her

Principal's Signature:

A handwritten signature in blue ink, appearing to be 'MH' with a long horizontal stroke extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – May Her	X				
2. Chairperson – Deisi Garcia				X	
3. Daniel Perez			X		
4. Jami Tanimoto		X			
5. Kevin Council		X			
6. Nohelle Marlin		X			
7. Maria Camacho				X	
8. Laura Soto				X	
9. Leanna Villalobos				X	
10. Victoria Duenas				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

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		4/14/26
SSC Chairperson	Deisi Garcia		4/14/26

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

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

FY 2026/27

Wolters - 0500

ON-SITE ALLOCATION

3010	Title I	\$45,954 *
7090	LCFF Supplemental & Concentration	\$143,232
7091	LCFF for English Learners	\$19,780

TOTAL 2026/27 ON-SITE ALLOCATION

\$208,966

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,332
Program Budget	\$44,622
Total Title I Allocation	<u>\$45,954</u>

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

January 30, 2026
Revised April 2, 2026

Wolters Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		13.7 %	2024-2025	14.8 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		54.1 %	2024-2025	55.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		46.3 %	2025-2026	47.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		42.4 %	2025-2026	43.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		41.9 %	2025-2026	43 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)	63 %	58.5 %	2025-2026	59.6 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		34.7 %	2025-2026	35.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		48.8 %	2025-2026	49.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		42.4 %	2025-2026	43.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		60.7 %	2025-2026	61.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)	66 %	57.6 %	2025-2026	58.7 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		21.4 %	2025-2026	22.5 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-34.5 pts	-30.9 pts	2024-2025	-15.9 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		42.5 %	2024-2025	47.5 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-39.4 pts	-43.9 pts	2024-2025	-28.9 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		31.1 %	2024-2025	36.1 %	↑
Goal 2	Chronic Absenteeism - (African American)		53.4 %	2024-2025	52.8 %	↓

Goal 2	Chronic Absenteeism - (Asian)	22.5 %	23.8 %	2024-2025	23.2 %	↓
Goal 2	Chronic Absenteeism - (English Learner)		23.8 %	2024-2025	23.2 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		40.7 %	2024-2025	40.1 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		50 %	2024-2025	49.4 %	↓
Goal 2	Chronic Absenteeism - (Two or More Races)		47.6 %	2024-2025	47 %	↓
Goal 2	Chronic Absenteeism - (White)		45.5 %	2024-2025	44.9 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	36.3 %	29.2 %	2025-2026	28.8 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	96.2 %	92 %	2025-2026	93.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	87.6 %	84 %	2025-2026	85.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	87 %	↑
Goal 2	Suspension Rate - (African American)		8.3 %	2024-2025	7.97 %	↓
Goal 2	Suspension Rate - (White)	9.07 %	17.4 %	2024-2025	17.07 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	6.57 %	3.6 %	2025-2026	3.27 %	↓

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

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

Students are not reading at grade level.

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

Students are chronically absent at a high rate. Students who are African American, White, Two or more races, and/or socioeconomically disadvantaged were chronically absent at a higher rate than the total school population.

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

Students are not fluent in number sense and lack mathematical fluency.

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

POP 1. Reading

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.

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

POP 2. Chronic Absenteeism

Students need more activities, clubs, arts, and incentives to care bout school attendance

Parents/guardians need more connection to the school and need to feel more like part of the team

Staff need to be proactive and targeted in our approach to ending chronic absenteeism and promoting regular attendance

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

POP 3. - Number sense and fluency

Ongoing professional development is needed to build staff capacity in teaching math fluency and number sense in grades TK-6.

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.

Reading on Grade Level:

Release time for teacher development and lesson planning.

Provide professional learning for teachers on ELPAC, Ellevations, and gaps in knowledge for English Language Development instruction.

TK-2 continue PL with LitSix

Variety of text appropriate to student needs such as but not limited to decodables, highly engaging content, high interest

Certificated tutor for response to intervention.

Teaching Fellows for early literacy support.

Outreach to community for volunteer support through Every Neighborhood Partnership Program

Provide tutorial contracts for teachers to target specific reading foundational skills in small groups after school or during lunch.

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.

Chronic Absenteeism:

Rewards and incentives for perfect attendance, great attendance, and attendance improvement.

Provide parent education classes to build awareness of attendance related support resources.

Provide Resource Counseling Assistant to support building community, school connectedness activities and relationships with students.

Provide a School Social Worker to assist students and families with counseling services and resources. The School Social Worker will provide professional learning around social emotional learning and strategies to connect with students.

Provide additional noon time assistants to supervise students, build relationships, reinforce positive and appropriate play, connect with 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.

Math:

Professional learning on number sense and math fluency.

Provide tutorial contracts for teachers to target specific math skills in small groups after school or during lunch.

Teacher on Special Assignment will coach teachers on evidence based lesson design, provide small group instruction push in support for grades 3-6

Release time for teacher planning, backwards mapping assessments, and lesson design.

Section B:Investigation

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

Literacy Tk-6

Partially Implemented

1. K-2 students will be provided guided reading instruction with the support of Wonders, supplemental leveled readers as Tier 1 and 2 intervention. (fully implemented)
2. Kindergarten Paras will push in support throughout the school day for ELA and Math to support Tier one instruction. (fully implemented)
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. (fully implemented)
4. Teaching Fellows and/or other support people to support foundational instruction in literacy based on assessed student need. (fully implemented)
5. ELs and SWD needing Tier 2 intervention will be provided additional time in targeted small group instruction. (fully implemented)
6. Sub release time for trainings, Professional Learning opportunities (partially implemented - not all teachers are provided with release time)
7. Supplemental contracts for teachers and support staff to review analyze data, set goals, progress monitor and create action plans for targeted groups of students.(partially implemented)
8. Certificated tutor for targeted small group instruction. (fully implemented)

Mathematics TK-6th

Partially Implemented

- 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. (partially implemented - not all students are utilizing computer based learning for mathematics)
- Tablets will be purchased to improve the ratio of tablets to students. (not implemented)
- Materials and supplies, such as but not limited to, paper, pencils, notebooks, journals, copier, dry erase pens etc. will be provided as needed. (fully implemented)
- Maintenance to site and technology will be provided as needed based on site and technology needs. (fully implemented)
- Tier 1 support will be provided in the form of small group instruction based on CFA outcomes for students based on assessed needs. (fully implemented)
- Supplemental contracts for tutoring at lunch and after school for targeted students based on assessed needs. (partially implemented - not enough teachers took advantage of this to provide for all students that would benefit.)

Student Engagement

Partially Implemented

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... (partially implemented - no talent show or Peach Blossom event)
 - Activities: drone club, board game club, book club, garden club... (partially implemented - the only clubs are Good News and Newspaper)
 - Athletic: football, volleyball, cheer, cross country, basketball, wrestling, track and baseball. (fully implemented)
2. Rewards, incentives and materials will be purchased to encourage leadership, participation, good character, attendance and foster school spirit and support instruction. (partially implemented - some rewards and awards were purchased)
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. (not implemented)
4. Incentives will be purchased for students such as but not limited to Student of the Week, Student of the Month, attendance recognition. (partially implemented)

5. Supplemental contracts will be provided for certificated/classified staff to provide lunch recess sports, activities, arts and crafts and cross-age tutoring. (not implemented)
6. Transportation and admission cost will be provided with categorical and ASB funds as funds become available for grade level field trips. (fully implemented)
7. Purchase of materials and supplies to upgrade and support arts at Wolters through use of Prop 28 funds. (fully implemented)
8. Funding positions using Prop 28 to support students in the arts. (not implemented)

Attendance

Partially Implemented

1. Office Assistant and HSL will facilitate student and parent outreach to encourage daily attendance. Local mileage as needed. (fully implemented)
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. (partially implemented)
3. Provide materials for quarterly sports awards and recognitions. (partially implemented - sports awards will be yearly)
4. VP, IS and HSL will make home visits for those students who have chronic absenteeism. (partially implemented - VP and IS have not made home visits for 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. (not implemented - there were no volunteers for these contracts.)
7. RCA, IS, and School Social Worker will provide counseling support for targeted students based on social-emotional needs to increase attendance. (fully implemented)

Suspensions

Partially Implemented

1. Incentives for students reducing referral percentages
 - Caught Being Good tickets will be given to students who practice the guidelines for success. (not implemented)
 - School-wide Semester Assemblies will be held for students in grades 1-6 to review school-wide rules, routines, and procedures. (fully implemented)
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. (partially implemented - not all teachers are using all the supports)
3. All K-6 grade classrooms will implement weekly Second Step lessons and class meetings during designated times. (partially implemented - data from 2nd step shows that not all teachers are using the program to fidelity)
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. (fully implemented)
5. School Social Worker will provide counseling support for targeted students based on social-emotional needs up to 3 days per week. (fully implemented -5 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. (partially implemented)

Staff Training and Support.

Partially Implemented

- 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. (partially implemented - not all teachers were given all of these trainings)
- Services to facilitate professional learning opportunities including but not limited to speakers, consultants, travel expenses, conference fees, etc. (partially implemented - not implemented fully site-wide)
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do. (partially implemented - per the climate and culture survey, not all teachers feel that they are recognized for their work.)
- 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. (partially implemented -Academic Coach was not able to provide support for all teachers at a job-embedded level)

Increasing Inclusive Opportunities for Families

Partially Implemented

1. Staff will be provided with extra pay contracts to facilitate parent engagement activities. Materials will be provided as funds are available. (partially implemented - the funds are available, but not utilized)
- 2.Rewards, incentives and materials will be purchased to encourage leadership, participation, good character, attendance and foster school spirit. (partially implemented)
3. Incentives and refreshments will be purchased to recognize parent volunteers throughout the year. (fully implemented)
4. Encourage parent's to volunteer on school field trips and events. (fully implemented)
5. Provide interpreters for parent events. (partially implemented)

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

Literacy Tk-6

Partially Effective

The actions were partially effective. Per our metrics in the needs assessment above, 54.1% of EL students moved up one or more ELPI level. Our i-Ready ELA students at or above 40% of their typical growth was at 58.5% which is on track with the district interim goals but did not meet our site goals from our last SPSA. Our distance from standard in ELA SBAC was -30.9 which exceeded our district goal. Full implementation of actions may lead to better effectiveness.

Mathematics TK-6th

Partially Effective

The actions were partially effective. While we did not meet our goal for DFS in mathematics on the SBAC, we decreased DFS by over 10 points. While we did not meet our site goals for i-Ready 57.6% of our students are on track to meet typical growth goals which is on track with the district's interim goals. Full implementation of actions may lead to better effectiveness.

Student Engagement

Partially Effective

The actions were partially effective. The CC Survey data from our needs assessment shows that 85% of responses were favorable in the Student health and wellness domain. To reach the additional 15% of students, actions must be fully implemented in the up coming SPSA cycle.

Attendance

Partially Effective

The actions were partially effective. School attendance data show that the chronic absenteeism rate met our goal for semester one this year for all students, but we failed to meet our goals for our Asian students and other student groups that are above the level of the school wide chronic absenteeism. Because of our district guardrails, we cannot say we have met our goal here because we did not meet it for all student groups.

Suspensions

Partially Effective

The actions were partially effective. While our suspension rate did drop for all students hitting a four year low at 3.6%, well below our goal of 6.57%, some of our student groups are experiencing disproportionate rates of suspension. For example, our White students was at 17.4% and our goal was at 9.07%. Because not all student groups met the goal we cannot say that we were more than partially effective due to our district guardrails.

Staff Training and Support.

Partially Effective

The actions were partially effective. Per our needs assessment, our staff CC Survey in the staff culture domain was 84% positive which both missed our current goal and means that 16% of responses were negative. The actions were not fully implemented and that may be the primary cause.

Increasing Inclusive Opportunities for Families

Partially Effective

These actions were partially effective. The data from our Fall CC survey show that 92% of responses in the parent survey in the family engagement domain were positive. While this number is high, it did not meet our goal and we had only 33 respondents for the survey so the numbers may not be representative. Full implementation of our actions may lead to better results the next time the survey is taken.

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.

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:	ELAC:	Staff:
SSC supports continuing actions from last year and implementing them more fully to evaluate the effectiveness based on full implementation.	ELAC input suggests continuing the actions from last year with additional supports for EL students with tutorials during lunch and afterschool. They also advocated for more activities, sports, and security,	Feel that we need to continue the TSA, RCA, Certificated Tutor, extra NTAs, and our SSW positions as they are positively impacting student outcomes. Staff also supports continuing sub release time for teachers for PL, SST,IEP, grade level planning.



Action

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

Literacy Tk-6

Action Details

Literacy Intervention

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.

Direct Instructional Services

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

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 ELD 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.

Family Engagement

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

Our school vision is that we will build a collaborative, inclusive, and equitable community partnership with students and their families that encourages a creative, productive, and safe learning environment. To that end, we will utilize all of our communication media including, but not limited to, Parent Square, news letters, SSC meetings, ELAC meetings, PTA, and Parent Coffee Hours to foster communication, build trust, and drive positive student outcomes.

Professional Learning

Describe Professional Learning related to this action.

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action:

✔ Strong 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

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. 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.

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.

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

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

Mathematics TK-6th

Action Details

College & Career Readiness

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.

Professional development 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.

Direct Instructional Services

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

K-6th grade students will have daily access to electronic devices in order to learn, practice and apply mathematics content in the context of online tasks and assessments. Class sets of laptops will be available to support daily access to electronics. 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 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 an 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. 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

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.

Family Engagement

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

Our school vision is that we will build a collaborative, inclusive, and equitable community partnership with students and their families that encourages a creative, productive, and safe learning environment. To that end, we will utilize all of our communication media including, but not limited to, Parent Square, news letters, SSC meetings, ELAC meetings, PTA, and Parent Coffee Hours to foster communication, build trust, and drive positive student outcomes.

Professional Learning

Describe Professional Learning related to this action.

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Classroom 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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.3750	**Budget lines for personnel include salaries and related benefits	43,651.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional supplies **No Food or Incentives**	971.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			sub release for SST, IEP, teacher planning, teacher PL **Budget lines for personnel include salaries and related benefits	23,874.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tutorial contracts ELA/Math **Budget lines for personnel include salaries and related benefits	4,908.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies for ELA and Math	40,871.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL Tutorial supplemental contracts **Budget lines for personnel include salaries and related benefits	2,454.00
G1A1	LCFF: EL	Instruction	Bks & Ref			ELD online language instructional program/license	6,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL-Materials and supplies for classroom instruction	5,280.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	300.00

\$128,809.00

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

Student Engagement

Action Details

Life Skills

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 extra/co--activities, arts, and athletics.

Direct Instructional Services

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

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. Climate and Culture 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 an 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.

Family Engagement

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

Our school vision is that we will build a collaborative, inclusive, and equitable community partnership with students and their families that encourages a creative, productive, and safe learning environment. To that end, we will utilize all of our communication media including, but not limited to, Parent Square, news letters, SSC meetings, ELAC meetings, PTA, and Parent Coffee Hours to foster communication, build trust, and drive positive student outcomes.

Professional Learning

Describe Professional Learning related to this action.

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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

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.

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.

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.

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

Suspensions

Action Details

College & Career Readiness

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.

Direct Instructional Services

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

1. Incentives for students reducing referral percentages.
 - 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.
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 an 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

Family Engagement

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

Our school vision is that we will build a collaborative, inclusive, and equitable community partnership with students and their families that encourages a creative, productive, and safe learning environment. To that end, we will utilize all of our communication media including, but not limited to, Parent Square, news letters, SSC meetings, ELAC meetings, PTA, and Parent Coffee Hours to foster communication, build trust, and drive positive student outcomes.

Professional Learning

Describe Professional Learning related to this action.

- 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.

Progress Monitoring Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- Decrease in suspensions monthly compared to last year for all students and our focus student groups.
- Outcomes measured by monthly meetings to review/analyze suspension data by grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, 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.

- Decrease in suspensions by semester compared to last year for all students and our focus student groups.
- Outcomes measured by monthly meetings to review/analyze suspension data by grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, 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.

- Decrease in suspensions overall from last year to this year for all students and our focus student groups.
- Outcomes measured by monthly meetings to review/analyze suspension data by grade level, teacher, and area of incidents.
- Outcomes monitored by Admin Team, TST, and Climate & Culture Team.

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

Prop 28

Action Details

Life Skills

We will allocate our prop 28 funds to achieve our district and site goals. We will provide opportunities for arts education beyond the baseline by bringing in instructors and staff to support student engagement and achievement in the arts. By the end of the 2026-2027 school year, we will increase the proportion of students engaged in arts activities by 10% from our current levels. We will monitor student engagement to ensure no traditionally marginalized or focus group of our students is underrepresented.

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

Direct Instructional Services

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

- Afterschool music lessons with a certificated teacher
- Afterschool Ukulele group with Certificated teacher
- New sound system and lighting in the stage to provide a modernized performing venue for all our student artists
- New bulletin boards/display areas for visual art.
- Provide funds for teacher training and support in the arts.
- Materials and supplies to support student engagement 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.

The arts are an opportunity for students to express themselves regardless of their spoken language. To ensure that we are not excluding students whose first language is not English, we will monitor engagement and surface any underrepresentation.

Student Groups

Student Groups

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

We will be using Prop 28 funds - Title I does not factor into this action

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

We will be using Prop 28 funds - 7090/7091 funds will not be used for this action.

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

The arts are open to all. We will moitor student engagement to ensure that no student group is under represented or underserved by our arts initiatives.

Family Engagement

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

We will seek family input at our ELAC, SSC, and parent coffee hours. Students will have an opportunity to display/perform their artistic creations when and where parents/families can enjoy and appreciate them.

Professional Learning

Describe Professional Learning related to this action.

- Conferences (eg California All-State Music Educators Conference, Mid-West Convention)
- PL led by our music and arts integration staff
- 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.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

The quality and quantity of art produced and participated in by our students will increase.

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.

The arts will become a critical part of climate and culture here at Wolters. this will give students a reason to be at school and decrease discipline incidents and chronic absenteeism while promoting higher achievement by the students.

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 benefit from participating in the arts both in tangible results with their test scores and attendance rate, but also in quality of life and school connection. Discipline incidents will go down test scores will go up when a robust arts curriculum is available and supported.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct-Food			food service cooler/bags replacement fees	1,500.00
G2A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		65,279.00

\$66,779.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Training and Support.

Action Details

Effective Staff

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.

Direct Instructional Services

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

- 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.

Family Engagement

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

Our school vision is that we will build a collaborative, inclusive, and equitable community partnership with students and their families that encourages a creative, productive, and safe learning environment. To that end, we will utilize all of our communication media including, but not limited to, Parent Square, news letters, SSC meetings, ELAC meetings, PTA, and Parent Coffee Hours to foster communication, build trust, and drive positive student outcomes.

Professional Learning

Describe Professional Learning related to this action.

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)
Expect to see

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

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

- 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 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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increasing Inclusive Opportunities for Families

Action Details

Community Engagement

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.

Direct Instructional Services

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

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.**

Family Engagement

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

Our school vision is that we will build a collaborative, inclusive, and equitable community partnership with students and their families that encourages a creative, productive, and safe learning environment. To that end, we will utilize all of our communication media including, but not limited to, Parent Square, news letters, SSC meetings, ELAC meetings, PTA, and Parent Coffee Hours to foster communication, build trust, and drive positive student outcomes.

Professional Learning

Describe Professional Learning related to this action.

- 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.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- 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.

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.

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.

- Outcomes measured by family engagement domain. There will be an increase of 2%favorable.
- Outcomes monitored by Principal, VP, and teachers.

- Outcomes monitored by Principal, VP, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement Materials/Supplies **No Food or Incentives**	1,332.00
G3A2	Sup & Conc	Instruction	Off Eq Lease			office copier/color	4,500.00
G3A2	Sup & Conc	Instruction	Direct-Maint			painting, building maintenance	2,000.00
G3A2	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Engagement materials/supplies	4,509.00
G3A2	LCFF: EL	Attendance & Social Work Service	Clis Sup-Ovr			HSL overtime **Budget lines for personnel include salaries and related benefits	1,037.00

\$13,378.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0500 Wolters Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0500	1110	1000	1110	Teacher-Regu	Tutor	T004	(New/Open Position)	0.3750	G1A1	**Budget lines for personnel include salaries and related benefits	43,651.00
060	3010	0500	1110	1000	4300	Mat & Supp					G1A1	Instructional supplies **No Food or Incentives**	971.00
060	3010	0500	1110	2495	4300	Mat & Supp					G3A2	Parent Involvement Materials/Supplies **No Food or Incentives**	1,332.00
030	7090	0500	1110	1000	1120	Teacher-Subs					G1A1	sub release for SST, IEP, teacher planning, teacher PL **Budget lines for personnel include salaries and related benefits	23,874.00
030	7090	0500	1110	1000	1160	Teacher-Supp					G1A1	Tutorial contracts ELA/Math **Budget lines for personnel include salaries and related benefits	4,908.00
030	7090	0500	1110	1000	4300	Mat & Supp					G1A1	Instructional supplies for ELA and Math	40,871.00
030	7090	0500	1110	1000	5631	Off Eq Lease					G3A2	office copier/color	4,500.00
030	7090	0500	1110	1000	5723	Direct-Maint					G3A2	painting, building maintenance	2,000.00
030	7090	0500	1110	1000	5767	Direct-Food					G2A1	food service cooler/bags replacement fees	1,500.00
030	7090	0500	1110	1000	5899	Cons Svc/Oth					G1A2	TBD : Graphics Dept closing, moved from object 5725 to 5899.	300.00
030	7090	0500	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	James, Sonia	0.7500	G2A2		65,279.00
030	7091	0500	4760	1000	1160	Teacher-Supp					G1A1	EL Tutorial supplemental contracts **Budget lines for personnel include salaries and related benefits	2,454.00
030	7091	0500	4760	1000	4200	Bks & Ref					G1A1	ELD online language instructional program/license	6,500.00
030	7091	0500	4760	1000	4300	Mat & Supp					G1A1	EL-Materials and supplies for classroom instruction	5,280.00
030	7091	0500	4760	2495	4300	Mat & Supp					G3A2	EL Parent Engagement materials/supplies	4,509.00
030	7091	0500	4760	3130	2240	Cls Sup-Ovr					G3A2	HSL overtime **Budget lines for personnel include salaries and related benefits	1,037.00

\$208,966.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,954.00
Sup & Conc	7090	\$143,232.00
LCFF: EL	7091	\$19,780.00
Grand Total		\$208,966.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$128,809.00
G2 - The Whole Child (SEL and Engagement)	\$66,779.00
G3 - Operational Excellence	\$13,378.00
Grand Total	\$208,966.00