


Wolters Elementary

10621666006597

Principal's Name: Brian Vollhardt

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

Title I SWP

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

District Goals	
<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 subgroups 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 (DAC and 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 re-written 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 - Brian Vollhardt	X				
2. Chairperson – Liliana Gonzalez			X	X	
3. Maria Izquierdo				X	
4. Guadalupe Cataneda				X	
5. Gloria Gomez				X	
6. Yuridiana Morellano				X	
7. Nabor Uribe		X			
8. Daniele Beall-Larsen		X			
9. Johnny Aghoian			X		
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input 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: WoltersElementary			
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	Brian Vollhardt		March 23, 2021
SSC Chairperson	Liliana Gonzalez		March 23, 2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Wolters - 0500

ON-SITE ALLOCATION

3010	Title I	\$43,815 *
7090	LCFF Supplemental & Concentration	\$142,296
7091	LCFF for English Learners	\$17,415
7099	School Opening Support <i>(New! One-time funds)</i>	\$16,072
TOTAL 2021/22 ON-SITE ALLOCATION		\$219,598

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,143
	Remaining Title I funds are at the discretion of the School Site Council	\$42,672
	Total Title I Allocation	\$43,815

Wolters Elementary 2021-2022 - SPSA - AMENDED 4/30/2021

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELAD2 On Level		41.4 %	2020-2021	46 %
I-Ready Math D2 On Level		26.85 %	2020-2021	36 %
I-Ready ELAD2 On Level (Students With Disabilities)		15.56 %	2020-2021	22.56 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

I-Ready ELAD2 On Level

On I-Ready ELAD2, 39.78% of students in K-6th grades were On or Above Grade Level. The key factors for students who met or exceeded the standards in ELA are due to:

- K-6 Implementation of GVC and its technology resources; Wonders, Student Work-space, Assessments and Reports.
- Focus of planning during 7 Designated Days- ELA Quarterly Planners and Assessment Calendars Accountable Community time provided, once a week for an hour and forty-five minutes.
- AC Smart Goals, CFA CCI work, planning using quarterly planners and assessment calendars, use of new AC minutes form including CFA CCI data.
- Data Chats- Individual and grade level.
- AC's and ILT: Collaboration, Analysis of SBAC 2019-20, Analysis of grade-level CFAs, reteaching of standards, progress monitoring, and targeted students.
- Professional Learning sessions provided twice a month based on-site needs.
- RTII focus on reading by 3rd Grade- RTII 1-3 block focused on gaps in reading foundational skills, reading fluently and reading comprehension.
- Monthly RTII meetings with teachers and the RTII team to progress monitor and target supports. Teacher release time to observe colleagues. Regular Lead Teacher meetings.

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

I-Ready ELA D2 On Level

I-Ready ELA K-6th grades- On or Above Grade Level

- Kindergarten: 67% On or Above, 33% One Grade Level Below
- Grade 1: 46% On or Above, 54% one or more grade levels below
- Grade 2: 41% On or Above, 58% one or more grade levels below
- Grade 3: 46% On or Above, 54% one or more grade levels below
- Grade 4: 31% On or Above, 69% one or more grade levels below
- Grade 5: 31% On or Above, 69% one or more grade levels below
- Grade 6: 35% On or Above, 65% one or more grade levels below
- African American 37.5% On or Above grade level based on i-Ready
- Asian 53% On or Above grade level based on i-Ready
- Hispanic 25% On or Above grade level based on i-Ready
- White 45.72% On or Above grade level based on i-Ready
- EL Learners 15% On or Above grade level based on i-Ready
- Special Education 4.3% On or Above grade level based on i-Ready
- SDC 18% On or Above grade level based on i-Ready
- Students with Disabilities 16% On or Above grade level based on i-Ready
- Economically Disadvantaged 36% On or Above grade level based on i-Ready

- Computer Literacy- Wonders, Go Math, Sway, PowerPoint, typing, research, Imagine Learning, and Khan Academy.
- Hands-on Literacy Program and ENP Literacy volunteers for grades K-3. Implementation of TST Team referral system and regular monthly SSTs to address student needs.

I-Ready Math D2 On Level

On I-Ready Math D2, 20.83% of students in K-6th grades were On or Above Grade Level.

- K-6 Implementation of GVC and its' technology resources; Go Math Math Trainer, Assessments, and Reports.
- Focus of planning during 7 Designated Days- Math Quarterly Planners and Math Assessment Calendars Accountable Community time provided, once a week for an hour and forty-five minutes:
- AC Smart Goals, CFA CCI work, planning using quarterly planners and assessment calendars, use of new AC minutes form including grade level CFA data.
- Data Chats- Individual, AC's, and ILT- Analysis of Interim 1 and 2, reteaching of standards, progress monitoring, and targeted students. Professional Learning sessions provided twice a month based on on-site needs. Teacher release time to observe colleagues. Regular Lead Teacher meetings. Computer Literacy- Wonders, Go Math, Sway, PowerPoint, typing, research, Imagine Learning, and Khan Academy.
- Math Lesson Design (MLD) to 5th and 6th grades for the 2021-22 school year if funds are available

I-Ready ELAD2 On Level (Students With Disabilities)

On i-Ready ELAD2, 15% of students in K-6th grades were On or Above Grade Level.

- Teachers will use both GVC (Guaranteed Viable Curriculum) Wonders for Tier I instruction and Wonderworks for Tier II/III interventions to achieve our goal of all students reading by 3rd grade.
- PLC's will include Special Education teachers to implement a comprehensive reading program for all general education students (Tier I) and all special education students (Tier II/III)

Factors helping us maintain our i-Ready ELAD2 on level students:

- RTII focuses on reading by 3rd grade in grades K-3.
- Tier II/RTII social-emotional supports provided by SE Paras, RCA, Family Foundations Counseling, and All 4 Youth Clinician have provided students with social skills to be better students; fewer students are out of class.
- Tier II CWAS- Academic and social-emotional supports target foster and African American in small groups.
- Academic and social-emotional supports will target foster, African American, and EL Learners.
- Chronically absents has increased for Asian, Hispanic, and African American subgroups

I-Ready Math D2 On Level

I-Ready Math K-6th grades- On or Above Grade Level

- Kindergarten: 61% On or Above, 39% One Grade Level Below
- Grade 1: 33% On or Above, 67% one or more grade levels below
- Grade 2: 21% On or Above, 79% one or more grade levels below
- Grade 3: 17% On or Above, 83% one or more grade levels below
- Grade 4: 19% On or Above, 81% one or more grade levels below
- Grade 5: 15% On or Above, 85% one or more grade levels below
- Grade 6: 21% On or Above, 79% one or more grade levels below
- African American 26% On or Above grade level based on i-Ready
- Asian 25% On or Above grade level based on i-Ready
- Hispanic 22% On or Above grade level based on i-Ready
- White 25% On or Above grade level based on i-Ready
- EL Learners 17% On or Above grade level based on i-Ready
- Special Education 9% One grade level below based on i-Ready
- SDC 9% On or Above grade level based on i-Ready
- Students with Disabilities 9% On or Above grade level based on i-Ready
- Economically Disadvantaged 24% On or Above grade level based on i-Ready

Factors helping us maintain our i-Ready ELAD2 on level students:

- RTII focuses on reading by 3rd grade in grades K-3.
- Tier II/RTII social-emotional supports provided by SE Paras, RCA, Family Foundations Counseling, and All 4 Youth Clinician have provided students with social skills to be better students; fewer students are out of class.
- Tier II CWAS- Academic and social-emotional supports target foster and African American in small groups.
- Academic and social-emotional supports will target foster, African American, and EL Learners.
- Chronically absents has increased for Asian, Hispanic, and African American subgroups

I-Ready ELA D2 On Level (Students With Disabilities)

- EL Learners 15% On or Above grade level based on i-Ready
- Special Education 4.3% On or Above grade level based on i-Read

Factors with respect to our i-Ready ELAD2 for Special Education students:

- Students are receiving Tier II/III support from RSP teachers. Teachers will use Wonders for Tier I instruction and Wonderworks for Tier II/III interventions.
- Special education teachers will be included in general education PLC's planning. Teachers will

discuss pacing guides, IPG (specifically tenets 2B, 2 C, and 3), and CFA's.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

i-Ready School-Wide Results Comparisons over Years

i-Ready	2019-20 Diagnostic 1	2019-20 Diagnostic 2	2020-21 Diagnostic 1	2020-21 Diagnostic 2	2021-22 Stretch Goal
ELA	20.42%	30.71%	36.36%	41.4%	46%
Math	9.76%	24.41%	23.42%	26.84%	36%

i-Ready School-Wide Results On or Above Comparisons 2020-21 School Year:

iReady	Diagnostic 1 School-Wide	Diagnostic 2 School-Wide	Diagnostic 3 School-Wide
ELA	36.36%	41.4%	
Math	23.42%	26.84%	

i-Ready 3rd-6th Grades Only On or Above:

iReady	Diagnostic 1 School-Wide	Diagnostic 2 School-Wide
ELA	31.75%	35.75%
Math	15%	18%

Budget Expenditures used to meet this Goal:

TSA

- Provide Differentiation for 5th and 6th grade math
- Provide Math deployment instruction for students meets/exceeds standards in Math
- Extended day tutoring through Khan Academy for students enrolled in the afterschool program identified through Power Bi. Focus subgroups are African American, EL and Foster.

.4375 CT

- Provided RTII for 1st, 2nd, 3rd and EL Students (total of 45 students serviced)
- Coordinated RTII
- Weekly Reading inventory from Wonders to monitor student progress

3 Teaching Fellows

- Two provide RTII for 1st, 2nd, 3rd and EL students (total of 45 students serviced)
- One provided support for 4th, 5th and 6th grade in ELA (total of 12 students serviced)

Family Foundations Counseling- Reduce to 3 Days

- Provided Therapy and Social Skills Groups

.75 RCA

- Provide individual intensive daily social-emotional support
- Provide social skills groups

- Provide recess engagements

.4375 HSL

- Communicated with parents about academics, attendance and parent participation
- Organized and allocated resources to support students academic, attendance, social-emotional supports.
- Organized and communicated parent participation in ELAC, SSC and Parent Conferences and Parent Resources and Education.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

The following actions will be taken for the 2021-22 school year:

Delete

1 Hand in Hand Mentor

- Due to a reduction in State & Federal Funds (7090 Budget)

Continue

Family foundations Counselor-

- Providing Therapy and Social Skills Groups

TSA

- Provide Differentiation for 5th and 6th-grade students in Mathematics
- Provide Math deployment instruction for students meeting/exceeding standards in Mathematics
- Extended day tutoring through Khan Academy for students enrolled in the afterschool program identified through Power Bi. Focus subgroups: African American, EL, and Foster students

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.75 RCA

- Provide individual intensive daily social-emotional support
- Provide social skills groups
- Provide recess engagements

.4375 HSL

- Communicated with parents about academics, attendance, and parent participation
- Organized and allocate resources to support students academic, attendance, social-emotional supports.
- Organized and communicated parent participation in ELAC, SSC and Parent Conferences, and Parent Resources and Education.

Add:

- BrainPOP to Asynchronous time
- Moby Max to Asynchronous time
- Math Lesson Design (MLD) to 5th and 6th grades for the 2021-22 school year

Students used district-provided iReady and software provided by the district such as Khan Academy and Prodigy. Provide extended day (afterschool tutoring) funds for the purchase of the computer software program Imagine Learning: EL Learners in grades 1st-6th will use the program to fill in gaps in their understanding of the English language. Standards-based assessments will be given as provided by the software. Funds will also be used to purchase BrainPOP for student Asynchronous use.

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

1 SSC:

Budget Priorities:

- Continue to focus on reading to provide students with reading skills, fund CT/TSA, Teaching Fellows, and RCA
- Continue to keep parents informed during coffee hours, SSC, and ELAC meetings, fund HSL and parent materials and resources.
- Continue to implement PLI best practices to support differentiation and personalized learning in the classroom.
- Continue to increase computer engagement and provide tablets for SBAC testing grades (priority) and primary grades; focus on one-to-one tablets for kindergarten and TK
- Continue with rewards for kids meeting and exceeding standards in assessments, fund incentives, and materials to motivate students.
- Continue with iReady
- Provide funds for BrainPOP
- Provide funds for Moby Max
- Math Lesson Design (MLD) to 5th and 6th grades for the 2021-22 school year
- Fund and allocate resources and materials for progress reports and setting goals with students.
- Continue with afterschool tutoring contracts for identified students
- Continue to fund subs to release teachers to visit each other to increase their repertoire of classroom engagement skills
- Continue to fund a roving sub to release teachers for SST meetings to participate in the discussion of student concerns, needs and develop an action plan to ensure student success.
- Provide funds for a roving sub to release teachers for grade level, and out-of-grade level, classroom visits.

2 ELAC:

Budget Priorities:

- Continue to focus on reading to provide students with foundational reading skills
- Provide content support for EL at-risk and long-term
- Reward students that are reclassified R-FEP, fund incentives and materials to motivate students
- Educate parents about ELAC and EL supports fund HSL
- Continue with web-based morning intervention for EL students with Imagine Learning Licenses, fund morning intervention and provide materials and resources.
- Fund additional tutoring for students in the morning and after school for EL at-risk and long-term

3 Staff:

Budget Priorities:

- Continue with Response to Instruction & Intervention (RTII), fund CT/TSA, Teaching Fellows, and RCA
- Continue with counseling and social-emotional supports, fund Family Foundations Counseling and RCA
- Continue to increase computer engagement and provide tablets for SBAC testing grades (priority) and primary grades; focus on one-to-one tablets for kindergarten and TK
- Increase computer engagement and provide tablets for SBAC testing grades (priority).
- Start to pull out /push-in support for morning and after school. Start differentiated deployment by subject RTII for ELA and Math.
- Continue to analyze CFA data, compare data, discuss results, look for patterns, share strategies, and plan.
- Continue to vertically align and identify common standards that students are lacking.
- Continue to provide AC planning time; teachers need time to implement.
- Continue allocating resources to support data analysis of DRP, DIBELS, KAIG, Interim, and SBAC.
- Continue to coordinate resources to meet the needs of students.
- Continue with data discussion with Admin to determine next steps for student learning.
- Continue to fund a roving sub to release teachers for SST meetings to participate in the discussion of student concerns, needs and develop an action plan to ensure student success.
- Continue to fund sub to release teachers to visit each other to increase repertoire.
- Provide funds for BrainPOP

- Provide funds for Moby Max
- Math Lesson Design (MLD) to 5th and 6th grades for the 2021-22 school year

Action 1

Title: Reading by 3rd Grade

Action Details:

Wolters will implement a K-3 comprehensive reading program to develop proficient readers with the capacity to read and comprehend grade-level texts by 3rd grade. To ensure that students will read and comprehend grade-level texts, a three-tiered response to intervention system will be implemented in kindergarten through third grade. Teachers will continue to consider cultural proficiency with respect to the four domains of diversity and equity when planning instruction. Instructional Leadership Team (ILT) along with Campus and Cultural Team (CCT) will design, implement and monitor social-emotional behavioral, mental health, culturally responsive, and attendance practices school with and at the classroom level.

1. Grades K-3 will provide a Response to Instruction and Intervention (RTII) approach to develop proficient readers by third grade

- Tier 1- implementation of Reading Foundational Standards in all K-3 classrooms
- Tier 2- opportunities for deployment, small flexible groupings, tutorial, and co-teaching
- Tier 3- opportunities for targeted pull out/push in support during and/or before/after school

2. Selection of students participating in Tier 2 and RTII program will be based on multiple measures that diagnose students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic foundational reading skills. (KAIG). Instruction using the Wonders curriculum will be differentiated to provide students with what they need to learn and not what they already know.

3. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for foundational reading skills and reading comprehension by providing professional learning based on data trends collected from classroom walk-throughs using the Instructional Practice Guide for Literacy, student assessment data, and teacher surveys.

4. PLCs (Professional Learning Communities) will implement a TK-6 comprehensive reading program (Tier I) and provide intervention (Tier II and III) with an emphasis on early literacy in grades TK-2.

5. PLCs will utilize the G.V.C (Guaranteed Viable Curriculum) to implement school-wide reading strategies (Tier I) and provide interventions (Tier II and III) to achieve our goal of all students reading by 3rd grade.

6. The focus of ELA instruction and PLC work in grades K-6 will address IPG (Instructional Practice Guide) tenets 2B, 2C, and 3.

7. English Language Learners will receive daily designated and integrated ELD that aligns with students' English language proficiency.

8. Quarterly PL's will include providing basic EL information (EL data resources, ELPAC information, and redesignation criteria) to teachers and parents. Teachers will share data with students during classroom data chats.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI and California School Dashboard data will be utilized to monitor grades K-3 progress towards the goal of reading by 3rd Grade.

2. Current iReady administrations will be utilized to monitor student progress towards reading at/above grade level in grades K-6.

- BAS will be used as a secondary assessment to identify reading levels.

3. DIBELS will be administered for grades K-3 by the Certificated Tutor/Resource Teacher and Teaching Fellows.

Owner(s):

1. Principal/Vice Principal, ILT, PLC's, and TSA

2. K-6 Classroom Teachers, ILT and PLC's, TSA and Principal

Timeline:

1. Monthly

2. Twice during the year

The DIBLES Data System will be purchased to record DIBLES assessment data. The DIBELS data reports will be used to:

- utilized to identify students at-risk in reading
- utilized to determine student growth and gaps in reading foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency)
- utilized to differentiate instruction in reading foundation skills (print concepts, phonological awareness, phonics and word recognition, and fluency)

4. Formative assessments such as BPST and/or Wonders Placement and Diagnostic Assessment will be administered as needed for students who are below grade level reading to identify gaps in reading foundational skills. Formative assessments will:

- be utilized to determine student progress and identify gaps in reading foundational skills for RTII.
- will be shared during RTII monthly meetings during grade level attendance bingo.

5. A minimum of three-grade level common assignments or common formative assessments will be collected per quarter. Common assignments or common formative assessments will be:

- recorded on grade level monitoring forms which will include but are not limited to: KAIG, BAS, iReady, CFA's (IAB's or FIAB's), ICA and SBAC
- utilized to determine student growth and learning gaps analyzed for the planning of next steps in instruction.

6. Data Chats with PLC Teams and individual teachers will occur after administration of the iReady, CFA assessments (IAB's and FIAB's), and ICA (administered in November/December).

- Data chats will focus on the growth and gaps of students and intervention/acceleration strategies.
- Aroving sub will be provided three times out of the year to release teachers for data chats.

7. Teachers will conduct a conference with each student after administration of the iReady, CFA, and ICA assessments to celebrate, reflect, plan and set goals using the students' 7 Habits portfolio (data binder).

- SBAC student conference celebration, reflection, planning, and goals will be held in August.

8. Classroom walk-throughs will focus on the Instructional Practice Guide for Literacy. Data will be collected specifically on Tenant 2.B.: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning? and 2.C Challenging Content: During foundational skills lessons, does instruction develop skills in service of comprehension? and Tenet 3 Are students responsible for doing the thinking in this classroom?

- The foundational skills being taught will align with the reading foundations standards for the grade.
- Frequent monitoring of student progress drives the content so students get what they need, not what they already know.
- Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary, and/or fluency.
- Instruction and materials provide opportunities for all students to practice reading and writing newly acquired skills.

9. Classroom walk-throughs will focus on the Instructional Practice Guide for Literacy.

- School-wide data will be collected on all 5 Tenets of the IPG for Literacy and shared with staff on a regular basis.
- Feedback and reflective conversations will focus on the tenets of the IPG for Literacy.

10. ILT Team will review Power BI, i-ready, and CFA's and look to see if any classroom practices or strategies being used are helping or hindering student growth.

3. K-2 Classroom Teachers, Resource Teacher, and Teaching Fellows

3. Three times a year

4. K-3 Teachers, Resource Teacher and Teaching Fellows

4. Monthly

5. ILT Teams and grade level PLC's.

5. Quarterly

6. Principal with ILT, PLC's and Teachers

6. Twice during the year

7. Teachers

7. Ongoing

8. Principal/Mce-Principal and ILT using IPG

8. Ongoing

- The team will analyze data monthly
- The team will shares findings and recommendations with the entire staff for adoption
- The team will use the CCI process to revise or modify practices

11. ELL professional learning opportunities for teachers to share EL information.

- EL data resources
- ELPAC information
- Redesignation criteria

9. Principal/Vice-Principal and ILT

9. Weekly, 6 hours a week

12. Additional instructional, materials and/or technology will be purchased to assess and monitor student progress.

10. ILT Team

11. Monthly

11. EL site Representative

11. Quarterly Review

12. SSC and Vice Principal

12. Quarterly Review

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

1. Kindergarten Aides will push in support throughout the school day for ELA and Math. Each kindergarten class will receive a minimum of 95 minutes of push-in support from the kindergarten aides.

2. Students in grades K-3 will participate in a Response to Instruction and Intervention (RTII) approach to develop proficient readers by 3 grade. Classroom Teachers and Certificated Tutors will provide this support with two tutors contracted through Inter-Act Fellows and a .75 RCA. The RTII Team will include but is not limited to: Principal/Vice Principal, Designated TSA, classroom teachers, CT, Inter-Act Fellows, and RCA. Monthly RTII Team Meetings will be held during the instructional day (Attendance BINGO) to identify students, progress monitor, and discuss supports for targeted students.

- Tier 1- implementation of Reading Foundational Standards using the GVC in all K-3 classrooms and differentiation based on student needs. K-3 classrooms will utilize the Blended Learning structure to provide instruction with targeted instructional strategies, differentiate instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs: more time to learn new concepts, more time to practice concepts or acceleration.
- Tier 2- opportunities for deployment, fluid groupings, tutorial and co-teaching. Students in grades 1-3 will participate in grade-level RTII during a 40 minute designated time block. Students will be deployed during their designated times to grade-level teachers, Certificated Tutor, two Inter-Act Fellows and RCA. Students will be grouped in similar reading levels based on multiple measures (iReady, BAS, DIBELS, BPST). Groups will remain fluid to allow for appropriately targeted reading instruction. RCA and SE Paraprofessional will provide social-emotional learning intervention for identified students in need of social-emotional support. RTII Team (Teachers, CT, Teaching Fellows, RCA and Administrative Staff) will meet monthly during Student Attendance BINGO activities to discuss, analyze, reflect and plan for RTII.
- Tier 3- opportunities for targeted pull-out/push-in support. Students in need of intensive support will be referred for potential services through the Targeted Support Team (TST) referrals. TST Team meetings will be held biweekly to review student referrals and coordinate services. SST meetings will be scheduled by the TST Team and conducted once a month. A roving sub will be provided for teacher participation in SST's. Students will be identified through RTII Team meetings or the TST Team process. Identified students through SST's will receive targeted non-identified pull-out/push-in support provided by the SPED Team as space is available.

3. All students will engage in computer literacy at least once a week for a 30-60 minute block in the computer lab or in the classroom.

- Designated Schools TSA will provide instruction using computer programs/software to promote digital literacy and support student's personalized learning; improving reading foundational skills and reading comprehension. TSA will also assist with small group mathematics instruction of upper-grade students.

- An adaptive computer program will be purchased to support reading foundational skills and reading comprehension.
 - Technology equipment such as computers, tablets, computer carts or any technology-related equipment will be purchased to support computer literacy, as funds are available. The goal is to provide each classroom with a mobile lab and a one-to-one ratio of students to laptops.
4. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide morning/after-school tutoring/intervention using computer-based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
 5. ACES after-school funds (SNAP) will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades TK-6.
 - Students will be enrolled based on a lottery system.
 - Inter-Act Fellows and FCOE employees will be used to staff the SNAP program.
 - Materials and supplies will be purchased to support the SNAP program.

Specify enhanced services for EL students:

1. EL students will be provided with designated ELD instruction through during differentiated instructional time.
2. Integrated EL strategies will be used to support students in all content areas.
3. Targeted (long-term/at risk) EL students in grades K-6 will receive intervention services focused on EL reading, speaking and listening standards provided by the RTII Team.
4. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or after-school intervention using computer-based programs for targeted EL students.
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 identify gaps in meeting Re-designation criteria.
7. Assessors will be hired to administer the ELPAC assessment.

Specify enhanced services for low-performing student groups:

1. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide morning/after-school tutoring/intervention using computer-based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.

Action 2

Title: ELA 4-6

Action Details:

Wolters will implement a comprehensive reading program in grades 4-6 focused on reading strategies and reading comprehension, with the goal of all students moving at least one grade level per year. The school will address teaching deficiencies and pedagogical strategies in instructional delivery for all students struggling with foundational reading skills and reading comprehension. Teachers will continue to consider cultural proficiency with respect to the four domains of diversity and equity when planning instruction. Instructional Leadership Team (ILT) along with Campus and Cultural Team (CCT) will design, implement and monitor social-emotional behavioral, mental health, culturally responsive, and attendance practices school with and at the classroom level.

1. Engage students in Complex Text, Complex Talk and Complex Task to address reading, listening, speaking, and writing standards.
2. Utilized the Blended Learning structure to provide instruction with targeted instructional strategies, differentiate instruction and web-based media. The goal of this structure is to provide students with personalized learning based on their needs: more time to learn new concepts, more time to practice concepts or acceleration.
3. Reading Strategies to include: Close Reading, Text-Dependent Questions, Annotation, Collaborative Conversations, Productive Talk, and Making Thinking Visible, and Thinking Skills.
4. Engage students in higher levels of thinking reaching levels 2, 3 and 4 using Webb's Depth of Knowledge (DOK).
5. Engage students in assessments that are standards-based.
6. PLCs (Professional Learning Communities) will implement a TK-6 comprehensive reading program (Tier I) and provide intervention (Tier II and III) with an emphasis on early literacy in grades TK-2.
7. PLCs will utilize the G.V.C (Guaranteed Viable Curriculum) to implement school-wide reading strategies (Tier I) and provide interventions (Tier II and III) to achieve our goal of all students reading by 3rd grade.
8. The focus of ELA instruction and PLC work in grades K-6 will address IPG (Instructional Practice Guide) tenets 2B, 2C

The school will address teaching deficiencies and pedagogical strategies in instructional delivery for students struggling with foundational reading skills and reading comprehension by providing professional learning based on trends collected from the Instructional Practice Guide for Literacy, student needs and teacher needs.

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

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI and California School Dashboard data will be utilized to monitor grades 4-6 progress towards meeting their SMART Goals: CFAs, ICA, SBAC and iReady.
2. Current iReady administrations will be utilized to monitor student progress towards reading at/above grade level.
3. DIBELS will be administered for grades K-6 by the Certificated Tutor/Resource Teacher and Inter-Act Fellows. The DIBELS Data System will be purchased to record DIBELS assessment data. The DIBELS data reports will be used to:
 - utilized to identify student at-risk in reading
 - utilized to determine student growth and gaps in Reading Foundational Skills (print concepts, phonological awareness, phonics and word recognition, and fluency)
 - utilized to differentiate instruction in Reading Foundation Skills (print concepts, phonological awareness, phonics and word recognition, and fluency).
4. BPST and Wonders Placement and Diagnostic Assessment will be administered as needed for students who are below grade level reading to identify gaps in reading foundational skills.
 - Assessments will be utilized as a formative assessment to determine student progress and identify gaps in reading foundational skills.
5. A minimum of three-grade level common assignments or common formative assessments will be collected per quarter. Common assignments or common formative assessments will be:
 - recorded on grade level monitoring forms which include: iReady, CFAs, ICA and SBAC.
 - utilized to determine student growth and learning gaps and analyzed for the planning of next steps in instruction.
6. Data Chats with ILT, PLC Teams and individual teachers will occur after administration of the SBAC, iReady, CFAs (FAIB, IAB) and ICA assessments.
 - Data chats will focus on the growth and gaps of students and intervention/support strategies.
 - Aroving sub will be provided three times out of the year to release teachers for data chats.
7. Teachers will conduct a conference with each student after administration of the iReady, CFA and ICA assessments to celebrate, reflect, plan and set goals using the students' 7 Habits portfolio (data binder).
 - SBAC student conference celebration, reflection, planning and goals will be held in August.
8. Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy. Data will be collected specifically on Tenant 2b. Does this lesson employ questions and tasks, both oral and written, which integrate the

Owner(s):

1. PLC's, TSA, ILT and Principal
2. ILT, PLC's and Administration
3. Resource Teacher, Teaching Fellows and Teacher
4. Teachers, Resource Teacher and Teaching Fellows
5. ILT and PLC's
6. Principal/Vice Principal, ILT, PLC's and Teachers

Timeline:

1. Monthly
2. Twice during the year
3. Three times during the year
4. Monthly
5. 3-4 times during the quarter; weekly
6. Three times during the year- Quarter 1, 2 and 3

standards and build students' comprehension of the text(s) and its meaning?

7. Teachers

7. August 2016 through June 2017

- Questions and tasks integrate reading, writing, speaking and listening, and/or language standards to support students in building their understanding of the text and topics under consideration.
- Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and/or details.
- Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
- Questions and tasks attend to the words, phrases and sentences within the text.
- Questions and tasks are intentionally sequenced to build knowledge and deepen students' comprehension of the text.

8. Principal/Mce-Principal and ILT

8. Weekly and Twice during the year

9. Classroom Walkthrough will focus on the Instructional Practice Guide for Literacy.

- School-wide data will be collected on all 5 Tenets of the IPG for Literacy and shared with staff on a regular basis.
- Feedback and reflective conversations will focus on the tenets of the IPG for Literacy.

10. ILT Team will review Power BI, i-ready, and CFA's and look to see if any classroom practices or strategies being used are helping or hindering student growth.

- The team will analyze data monthly
- The team will share findings and recommendations with the entire staff for adoption
- The team will use the CCI process to revise or modify practices

11. ELL professional learning opportunities for teachers to share EL information.

9. Principal/Mce-Principal and ILT

9. Weekly and twice during the year

- EL data resources
- ELPAC information
- Redesignation criteria

12. Additional instructional, materials and/or technology will be purchased to assess and monitor student progress.

10. ILT Team

10. Monthly

11. EL Representative

11. Quarterly Review

12. SSC, ILT and Vice Principal

12. Quarterly Review

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

1. All 4-6 students will engage in a comprehensive reading program in grades 4-6 focused on reading strategies and reading comprehension.

- Tier 1- implementation of the GVC, reading foundational standards, and reading comprehension skills in all 4-6 classrooms
- Tier 2- opportunities for deployment, fluid groupings, tutorial, and co-teaching. All 4-6 students will participate in 30-40 minutes of Blended Learning structure (personalized learning) focused on ELA reading foundational skills and reading comprehension.

- Tier 3- opportunities for targeted pull-out/push-in support. Students in need of intensive support will be referred for potential services through TST Team referrals. TST Team meetings will be held bi-weekly to review student referrals and coordinate services. SST meetings will be scheduled by the TST Team and conducted once a month. A roving sub will be provided for teacher participation in SST's. Identified students through SST's will receive targeted non-identified pull-out/push-in support provided by the SPED Team as space is available.

Students receiving Tier 3 support must be identified through the RTII Team meetings or the COST Team meeting, then move to the SST process. Identified students through this process will receive targeted non-identified pull-out/push-in support provided by the designated school TSA, one Inter-Act Fellow, RCA or SE Paraprofessionals and/or SPED Team as space is available.

2. All students will engage in computer literacy at least once a week for a 30-60 minute block in the computer lab or in the classroom.

- Designated Schools TSA will provide instruction using computer programs/software to promote digital literacy and support student's personalized learning; improving reading foundational skills and reading comprehension.
- An adaptive computer program will be purchased to support reading foundational skills and reading comprehension.
- Technology equipment such as computers, tablets, computer carts or any technology-related equipment will be purchased to support computer literacy, as funds are available. The goal is to provide each classroom with a mobile lab and a one-to-one ratio with students and laptops.

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

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

4. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.

- Web-based media such as Khan Academy, i-Ready, BrainPOP, or Moby Max will be used to provide individualized tutoring.
- Identification for targeted students will be based on data collected from ATLAS and Power BI data targeting subgroups such as EL, African American, foster youth and SPED.

5. ACES after-school funds (SNAP) will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades 1-6.

- Students will be enrolled based on a lottery system.
- Teaching Fellows and FCOE employees will be used to staff the SNAP program.
- Materials and supplies will be purchased to support the SNAP program as funds are available.

Specify enhanced services for EL students:

1. EL students will be provided with designated ELD instruction through during differentiated instructional time.
2. Integrated EL strategies will be used to support students in all content areas.
3. Targeted (long-term/at risk) EL students in grades K-6 will receive intervention services focused on EL reading, speaking and listening standards provided by the RTII Team.
4. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or after-school intervention using computer-based programs for targeted EL students.
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 identify gaps in meeting Re-designation criteria.
7. Assessors will be hired to administer the ELPAC assessments.

Specify enhanced services for low-performing student groups:

1. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide morning/after-school tutoring/intervention using computer-based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
2. Extra pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.
 - Web-based media such as Khan Academy will be used to provide individualized tutoring.
 - Identification for targeted students will be based on data collected from ATLAS and Power BI data targeting subgroups such as EL, African American, foster youth and SPED.

Action 3

Title: Mathematics K-6th

Action Details:

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

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

The school will address teaching deficiencies and pedagogical strategies in instructional delivery for students struggling with mathematics by providing professional learning based on trends collected from the Instructional Practice Guide for Math, student needs, and teacher needs. Teachers will continue to consider cultural proficiency with respect to the four domains of diversity and equity when planning instruction. Instructional Leadership Team (ILT) along with Campus and Cultural Team (CCT) will design, implement and monitor social-emotional behavioral, mental health, culturally responsive, and attendance practices school with and at the classroom level.

Add Math Lesson Design (MLD) to grades 5th and 6th to prepare students for secondary school learning.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI and California School Dashboard will be utilized to monitor progress towards meeting the SMART Goals.
2. A minimum of three grade-level common assignments or assessments will be collected per quarter. Common assignments or assessments will be: recorded on grade level monitoring forms which include: iReady, ICA, CFA (IABs and FIABs), and SBAC. Common formative assignments or assessments will be:
 - utilized to determine student growth and learning gaps
 - analyzed for the planning of the next steps in instruction.
3. Data Chats with PLC Teams and individual teachers will occur after administration of the iReady and ICA (administered in November/December). Data chats will focus on growth and gaps of students and intervention/support strategies. A roving sub will be provided three times out of the year to release teachers for data chats.
4. Classroom walkthrough will focus on the Instructional Practice Guide for Math. School-wide data will be collected on all 5 Tenets of the IPG for Math and shared with staff on a regular basis with a specific focus on Tenet 2A.
 - Culture of Learning: Is there a culture of learning and high expectations in this classroom?
 - Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
 - Challenging Content: Does this lesson employ instructional practices that allow all students to learn the content of the lesson?
 - Ownership: Are students responsible for doing the thinking in this classroom through mathematical practices?
 - Every Student: When students are working to overcome gaps in skill or standards, does the lesson address what students need, not what they already know?
 - Improving Every Day: Are students demonstrating their understanding?
5. ILT Team will review Power BI, i-ready, and CFA's and look to see if any classroom practices or strategies being used are helping or hindering student growth.
 - The team will analyze data monthly
 - The team will share findings and recommendations with the entire staff for adoption
 - The team will use the CCI process to revise or modify practices
6. Feedback and reflective conversations will focus on the tenets of the IPG for Math.

Owner(s):

1. ILT, CCT, TSA, and Principal
2. ILT and PLC's
3. Principal/Mce Principal, PLC's and individual Teachers
4. Principal/Mce Principal and ILT
5. ILT Team
6. Principal/Mce Principal and ILT

Timeline:

1. Monthly
2. Quarterly
3. Quarterly/After each Interim
4. Ongoing and twice a year
5. Monthly
6. Ongoing and twice a year

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

1. All students will engage in a comprehensive math program focused on:
 - 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 aspects of rigor (conceptual understanding, procedural skill, and fluency, application) called for by the standard(s) being addressed.

2. All students will receive Tier 1 math instruction within their classroom and have opportunities to engage in Tier II and III math intervention if needed.
 - Tier 1- implementation of the GVC and differentiated instruction.
 - Tier 2- opportunities for blended learning/personalized learning environment, fluid groupings, grade level deployment, tutorial, and co-teaching.
 - Tier 3- opportunities for targeted pull-out/push-in support. Students in need of intensive support will be referred for potential services through TST Team referrals. TST Team meetings will be held bi-weekly to review student referrals and coordinate services. SST meetings will be scheduled by the TST Team and conducted once a month. A roving sub will be provided for teacher participation in SSTs.
3. 3rd-6th grade students will engage in Math RTII at least twice-a-week for a 30-60 minute and as computer support for school staff.
 - Go! Math personal math trainer will be used to provide students with reteaching, practice, acceleration, assessments, and personalized learning.
 - Khan Academy and Prodigy will be used as part of the personalized learning to provide students with a menu of options during blended learning blocks.
 - Technology equipment such as computers, tablets, computer carts, or any technology-related equipment will be purchased to support computer literacy, as funds are available. The goal is to provide each classroom with a mobile lab and a one-to-one ratio of student to computer.
4. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide morning/after-school tutoring/intervention using adaptive computer-based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
5. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.
 - Adaptive resources such as Khan Academy and Prodigy will be used to provide personalized learning and reteach.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
6. ACES after-school funds (SNAP) will be used to provide ELA and Math support, homework assistance, and enrichment experiences for participating students in grades TK-6.
 - Students will be enrolled based on a lottery system.
 - Teaching Fellows and FCOE employees will be used to staff the SNAP program.
 - Materials and supplies will be purchased to support the SNAP program.
7. Look to add Math Lesson Design (MLD), if funds permit, for grades 5th-6th.

Specify enhanced services for EL students:

1. EL students will be provided with designated ELD instruction during differentiated instructional time.
2. Integrated EL strategies will be used to support students in all content areas.
3. Targeted (long-term/at risk) EL students in grades K-6 will receive intervention services focused on EL reading, speaking, and listening standards provided by the RTII Team.
4. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or after-school intervention using computer-based programs for targeted EL students.
5. Re-designation Goal Setting report will be utilized to monitor growth and gaps for EL students.
6. Teachers will provide ongoing data chats with our EL students to discuss ELPAC results and identify gaps in meeting Re-designation criteria.
7. Assessors will be hired to administer the ELPAC assessment.
8. Add Math Lesson Design (MLD) to grades 5th and 6th.

Specify enhanced services for low-performing student groups:

1. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide morning/after-school tutoring/intervention using adaptive computer-based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
2. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.
 - Adaptive resources such as Khan Academy and Prodigy will be used to provide personalized learning and reteach.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
3. Add Math Lesson Design (MLD) to grades 5th and 6th.

Action 4

Title: EL Redesignation

Action Details:

Wolters will implement a school-wide plan to decrease Long-Term English Learners (LTEL's) and increase the number of students moving up a level by providing ongoing support that aligns ELL instruction with State Standards through integrated, designated, and extended learning opportunities. Teachers will use ELA/ELD State Standards to guide instruction in literacy with integrated ELD and monitoring the implementation of ELA/ELD State Standards, Frameworks, and instruction LTEL's will be targeted for reading intervention opportunities. District EL Coaches will provide support in monitoring student progress in ELD proficiency levels and will collaborate with admin/teacher teams to accelerate student progress and reclassification. EL's will receive daily designated and integrated ELD that aligns with students' English language proficiency with the goal of promoting bilingualism as a means of a pathway to a future career.

1. Coaching Cycle for teachers
2. Provide staff development of state standards and effective instruction
3. Provide basic EL data
4. Support the effective design of instruction for EL learners
5. Provide opportunities for effective teacher planning around EL instruction
6. Expose students to work and career pathways where bilingual skill sets are an advantage. Bring multilingual guest speakers and career professionals to school events.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. ATLAS, Power BI, and California School Dashboard data will be utilized to monitor progress towards meeting the EL Re-designation goals.
2. Teachers will utilize the ELPAC Progress Monitoring Status Report from ATLAS to monitor growth and gaps for EL students.
3. Teachers will conduct ongoing data chats with our EL students to identify gaps in meeting Re-designation criteria.
4. Annual ELPAC assessments will be utilized to monitor student progress and used to provide extra support for EL's in the area of reading, writing, listening, and speaking.
5. Teachers will monitor identified EL student progress with the use of the Imagine Learning software diagnostic assessment.
6. Teachers will monitor students who have been re-designated from English Learner to Re-designated-Fluent English Proficient (R-FEP). Monitoring student progress is intended to ensure that re-designated students continue to excel academically at the end of each quarter. Progress will be monitored on Atlas.
7. ELL professional learning opportunities for teachers to share EL information.
 - EL data resources
 - ELPAC information
 - Redesignation criteria

Owner(s):

1. Principal/Vice Principal, TSA, ILT and CCT
2. Vice Principal, Teachers
3. Teachers
4. Vice Principal, TSA and Resource Teacher
5. TSA, Teachers
6. Vice Principal, Teachers
7. EL Site Representative

Timeline:

1. Monthly
2. Quarterly
3. Ongoing
4. September and January
5. Monthly
6. Quarterly
7. Quarterly

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

1. Teachers will use the core curriculum to provide designated ELD instruction during differentiated instructional time.
2. Teachers will use Integrated ELD strategies, the ELA/ELD State Standards, and district-adopted curriculum to provide Tier 1 instruction in English Language Development for all EL students.
3. Identified EL students will be given access to Tier 2 Imagine Learning adaptive software to develop language and literacy concepts, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency during blended learning blocks in support of personalized learning.
 - Identified EL students will have opportunities to participate in before or after school Imagine Learning sessions provided by certificated/classified staff.
4. Targeted EL students in grades 4th-6th who are identified as long-term or at-risk will receive Tier 3 pull-out ELD instruction focused on reading, speaking and listening standards provided by the .375 FTE Certificated Tutor/Resource Teacher.
5. All EL students will engage in computer literacy at least once a week in the classroom or computer lab using MobyMax or BrainPOP.
 - Designated Schools TSA will provide instructional support in using computer programs/software to promote digital literacy and support student's personalized learning.
 - Imagine Learning and other software will be purchased to develop language and literacy concepts and reading comprehension.
 - Technology equipment such as computers, tablets, computer carts, and any technology-related equipment will be purchased to support computer literacy and English Language Development.
6. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide a morning or after-school EL program using computer-based programs and tutoring.
 - The Imagine Learning software will be purchased to support the English Language Development of identified EL students.
 - ACES morning program funds will be used to purchase extra Imagine Learning software, technology equipment, and or computer program/software in support of Tier 2 and 3 EL intervention.
 - As funds become available during the year, budget transfers will be made to purchase additional materials, technology equipment such as computers, tablets, computer carts, headphones, and any technology-related equipment to support the English Language Development of EL Learners.
7. School will purchase the following technology programs: BrainPOP and MobyMax

Specify enhanced services for EL students:

1. EL students will be provided with designated ELD instruction during differentiated instructional time.
2. Integrated EL strategies will be used to support students in all content areas.
3. Targeted (long-term/at risk) EL students in grades K-6 will receive Tier 2 and 3 intervention supports focused on EL reading, speaking, and listening standards provided by the Resource Teacher after school EL intervention.
4. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide a morning and/or after-school EL intervention using computer-based programs.
5. ELPAC Progress Monitoring Status Report from ATLAS will be utilized to monitor growth and gaps for EL students. FUSD R-FEP Monitoring forms will be utilized to monitor students who have been re-designated from English Learner to Re-designated-Fluent English Proficient (R-FEP).
6. Teachers will provide ongoing data chats with our EL students to discuss ELPAC results and identify gaps in meeting Re-designation criteria.
7. ELPAC assessors will be hired to administer the ELPAC assessment.

Specify enhanced services for low-performing student groups:

1. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide morning/after-school tutoring/intervention using computer-based programs.
 - Identification for targeted students will be based on data collected from ATLAS or Power BI targeting subgroups such as EL, African American, foster youth and SPED.
2. Extra-pay or supplemental contracts will be provided to certificated/classified staff to provide tutoring and/or intervention after school using Extended Learning After School funds three days a week.
 - Web-based media such as Khan Academy will be used to provide individualized tutoring.
 - Identification for targeted students will be based on data collected from ATLAS and Power BI data targeting subgroups such as EL, African American, foster youth and SPED.

2021-2022 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			Teacher subs for classroom walk, teacher observations, and data chats. *No IEPs*	4,683.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials to support reading, writing, and math. No food or incentives.	2,401.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program will be used to assist students in learning Ready Foundational skills. Inter-Act Fellows program: 3 Inter-Act Fellows, 160 program days at 3 hours per day, 21 hours of professional development.	34,246.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.4375	Resource Teacher will be used to create small intervention groups and increase the reading proficiency of students.	49,479.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Classroom libraries and classroom materials to increase student engagement.	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Purchase of materials and supplies, as well as incentives, for students in grades TK-6th.	5,975.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology as needed.	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies	7,072.00
G1A2	Title 1 Basic	Parent Participation	Direct-Graph			Posters will be used to engage students in core academic areas as needed.	650.00
G1A3	One-Time School	Instruction	Cons Svc/Oth			To Be Determined : Promote the 5th and 6th grades' use of Math Lesson Design strategies	9,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (4 days)	500.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Books will be purchased for EL learners as needed.	150.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Purchase of materials and supplies for EL Learners.	389.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			Purchase materials and supplies for parent participation/involvement.	400.00

\$116,945.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	98 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Student-centered real world learning experience - Site Defined

Students in grades 3rd-6th will have exposure to careers through school and district-provided opportunities.

Exposure to Careers-3rd Grade

In the 2019-20 school year, 93% of 3rd-grade students participated in Bricks 4 Kids. The contributing factor for having a 98% participation rate was having the activity happening on campus. Students also participated in the "Real Men Read" program; former NFL players reading to students that were last scheduled in 2019. No current data is available due to the Covid-19 shutdown.

Exposure to Careers-4th Grade

In the 2019-20 school year, 96% of 4th-grade students participated in a visit to the Fresno Police Department. Students also participated in the "Real Men Read" program; former NFL players reading to students that were last scheduled in 2019. No current data is available due to the Covid-19 shutdown.

Exposure to Careers-6th Grade

In the 2019-20 school year, 89% of 6th-grade students participated in a visit to Fresno Community College. Students also participated in the "Real Men Read" program; former NFL players reading to students that were last scheduled in 2019. No current data is available due to the Covid-19 shutdown.

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

Student-centered real world learning experience - Site Defined

Exposure to Careers - 3rd Grade

- All significant subgroups were represented and participated. All subgroups but EL had increased as a result of having the activity happening on campus with a drop of 4.8%. Overall 93% of 3rd-grade students participated in 2019-20. A future goal of 98% will be set for the 2021-22 school year.

Exposure to careers - 4th Grade

- All significant subgroups were represented as a result of the district setting up the field trip and providing a bus to take the students out of town. 96.4% students participated an increase of 11.8% from 2018-19. A future goal of 98% will be set for the 2021-22 school year.

Exposure to careers - 6th Grade

- All significant subgroups were represented as a result of the district setting up the field trip and providing a bus to take the students out of town. 89% of students participated an increase of 0% from 2018-19. A future goal of 98% will be set for the 2021-22 school year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Staff will continue to provide exposure to careers by inviting professionals to speak, read or engage in activities with students. Bilingualism will be promoted as an asset and as a means of exposing students to work and career pathways where a bilingual skillset is an advantage. Multilingual guest speakers and career professionals will be encouraged to attend classrooms and school events. 5th and 6th-grade teachers will lead the process of inviting bilingual career professionals.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Staff will continue to provide exposure to careers by inviting professionals to speak, read or engage in activities with students.

Wolters is currently working on creating an MTSS/Social-Emotional framework on how to support the social-emotional health needs of district students:

- To identify and target individual students needs and establish social-emotional goals
- Use baseline data to support individualized plans to support transitions back into the general education classroom
- Establish and monitor social-emotional strategies with individual students to then be utilized when the student returns back to the general education setting
- The team will adjust and adapt behavior plans as student enter and exit the program
- Collaborations will include school psychologist and Regional Instructional Manager (RIM)

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

1 SSC:

Our 2019-20 SPSA Goal 2 is to Expand student-centered and real-world learning experiences to 100% from 93%(2019- 20). This year we increased 0% due to Covid-19.

Budget Priorities:

- Continue to fund Goal 3 field trips and expand into other grade levels
- Allocate additional funds as available to provide visits to other colleges and universities
- Arrange visits to the feeder middle school and high school
- Continue to allocate funds to purchase professional reading literature in support of teaching character and competencies for workplace success: Leader in Me, The 7 Habits of Happy Kids
- Continue to allocate funds to purchase materials and supplies to support The 7 Habits of Happy Kids (binders, page protectors, dividers, incentives, posters)

2 ELAC:

Our 2019-20 SPSA Goal 2 is to Expand student-centered and real-world learning experiences to 100% from 93% (2019-20). This year we increased 0% due to Covid-19.

Budget Priorities:

- Continue to fund Goal 2 field trips and expand into other grade levels
- Allocate additional funds as available to provide visits to other colleges and universities
- Arrange visits to the feeder middle school and high school

3 Staff:

Our 2019-20 SPSA Goal 2 is to Expand student-centered and real-world learning experiences to 100% from 93% (2019-20). This year we increased 0% due to Covid-19.

Budget Priorities:

- Continue to fund Goal 2 field trips and expand into other grade levels
- Continue with 6th-grade camp 100% participation
- Allocate funds for certificated/classified to organize a career day and invite speakers to come to speak to the class: police officers, firemen, doctors, athletes
- Allocate funds to purchase professional reading literature in support of teaching character and competencies for workplace success: Leader in Me, The 7 Habits of Happy Kids
- Allocate funds to purchase materials and supplies to support The 7 Habits of Happy Kids (binders, page protectors, dividers, incentives, posters)
- Provide supplemental contracts for certificated/classified staff to develop, organize, interview and supervise student job positions, student Wildcat Credit system and student store

Action 1

Title: Student Engagement

Action Details:

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

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. ATLAS will be utilized to monitor progress towards promoting a positive identification with the school, sense of belonging, communications, and norms to develop higher participation and engagement in arts, activities, and athletics.
2. Certificated/classified staff providing the engagement in enrichment, arts, activities, and athletics will provide participation rosters and enter students' attendance/participation into the ATLAS.
3. Teachers in grades 4-6 will administer the Student Safe School Survey to all students with consents to participate in the student survey,
 - Results of the Student Safe School Survey will be reviewed and analyzed to provide data for planning and professional development by the PURRfect Pride Team.
4. CCT will take student surveys to see which clubs or student activities they would like to have on campus.

Owner(s):

1. Principal and Vice Principal
2. Certificated/Classified Staff and Vice Principal
3. Teachers and PURRfect Pride Team
4. CCT Team

Timeline:

1. On-going
2. Quarterly
3. August 2021 and May 2022
4. Quarterly

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

1. Staff will be provided with extra pay contracts to facilitate Goal 2 activities before or 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.
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. The Student Leadership Team will have opportunities to:
 - collaborate with Administrative Staff to contribute to the development of SPSA
 - lead in volunteer work to contribute to the community
 - visit regional leadership teams at feeder middle and high schools.
4. Incentives will be purchased for students such as Student of the Week, Student of the Month and Weekly Character drawings.
5. A supplemental contract will be provided for certificated/classified staff to train and launch Peer Mediation Leaders Program for Grades 4-6. Peer Mediators will assist with problem solving during recess. Materials and supplies for the Peer Mediation Leaders will be purchased.

6. Supplemental contracts will be provided for certificated/classified staff to provide lunch recess sports, activities, arts and crafts and cross-age tutoring.
7. ACES after school funds (SNAP) will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades 1-6.
 - Students will be enrolled based on a lottery system.
 - Teaching Fellows and FCOE employees will be used to staff the SNAP program.
 - Materials and supplies will be purchased to support the SNAP program.
8. Each grade level K-6 will attend one field trip tied to their unit of study. Transportation and admission cost will be provided with categorical and ASB funds as funds become available.

Specify enhanced services for EL students:

1. Home School Liaison will reach out to EL parents and students to encourage student participation in arts, activities and athletics.
2. Home School Liaison will facilitate parent coffee hours and parent learning around the importance of students being engaged in arts, activities and athletics.

Specify enhanced services for low-performing student groups:

1. Administration and teachers will reach out to targeted students: EL, foster youth, African American SPED and SPED/ED students to encourage student participation in arts, activities and athletics during school activities: back to school night, SSC Meetings, coffee hours and parent messengers.
2. RCA, Hand in Hand Mentor and Family Foundations will provide support for targeted students based on social emotional needs to increase engagement in arts, activities and athletic.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Nc-Equipment			Computers, computer accessories, and power strips	1,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Additional field trips for students.	1,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified staff to organize and lead mediation groups.	1,128.00

\$3,628.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		35.9 %	2020-2021	20 %
Suspensions students with 1 or more		0 %	2020-2021	10 %
Chronic Absenteeism (Students with Disabilities)		46.05 %	2020-2021	25 %
Chronic Absenteeism (Homeless)		40 %	2020-2021	20 %
Chronic Absenteeism (African American)		44.71 %	2020-2021	20 %
Chronic Absenteeism (Hispanic)		30.36 %	2020-2021	15 %
Chronic Absenteeism (White)		41.3 %	2020-2021	20 %
Chronic Absenteeism (English Learner)		19.57 %	2020-2021	10 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism

Chronic Absenteeism has increased to 35.9 from 18.4 in 2020-21, due to the following reasons:

- Covid-19 lockdown
- Students were unable to connect to the internet.
- Computers were not able to run needed programs.
- Student computers kept breaking.
- Students logging onto Teams then not responding and being marked absent.
- Students were unable to pay the cost of computer replacement.

Methods that will be used in the 2021-22 school year to increase attendance:

- Explained the importance of attendance will be discussed during Title 1 Meeting, Back to School Night, parent coffee hours, SSC, ELAC, and Parent University courses.
- Teachers will communicate daily with parents of students who are absent.
- 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.
- HSL and the office assistant will monitor and communicate with parents of students with

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

Chronic Absenteeism

Every subgroup: African American, Asian, Hispanic, White, Special Education, and EL students increased, in the number of chronically absent, except for Homeless students, which decreased.

The current school-wide chronically absent percentage is 35%, an increase of 17.1% over the 2019-20 school year. Wolters' goal for the 2021-22 school year will be to lower Chronic Absences to 20% from 35% currently. Of the 35% Chronically Absent students the following racial/ethnic subgroups had the highest number of absences listed below:

Chronic Absenteeism (African American)

Chronic Absenteeism increased for African American students from 25% in 2019-20 to 44% in 2020-21 due in large part to the Covid-19 lockdown. Wolters' goal for the 2021-22 school year will be to lower Chronic Absences to 20% from 44% currently.

Chronic Absenteeism (English Learner)

Chronic Absenteeism increased for English Learners students from 10% in 2019-20 to 20.5% in 2020-21 due in large part to the Covid-19 lockdown. Wolters' goal for the 2021-22 school year will be to lower Chronic

manageable and chronic attendance.

- The office assistant will schedule conferences with chronic attendance families and arrange for attendance conferences with parents, home school liaison, and administrator.
- The administration will share the importance of good daily attendance.
- HSL and CWA will reach out to parents through home visits and provide incentives to encourage attendance and improved attendance.
- Monthly perfect attendance bike drawings and end-of-the-year perfect attendance drawings for bike and summer family entertainment packages.

Chronic Absenteeism (African American)

Chronic Absenteeism increased for African American students from 25% in 2019-20 to 44% in 2020-21 for the following reasons:

- Covid-19 lockdown
- Students were unable to connect to the internet.
- Computers were not able to run needed programs.
- Student computers kept breaking.
- Students logging onto Teams then not responding and being marked absent.
- Students were unable to pay the cost of computer replacement.

Chronic Absenteeism (English Learner)

Chronic Absenteeism increased for English Learners students from 10% in 2019-20 to 20.5% in 2020-21 for the following reasons:

- Covid-19 lockdown
- Students were unable to connect to the internet.
- Computers were not able to run needed programs.
- Student computers kept breaking.
- Students logging onto Teams then not responding and being marked absent.
- Students were unable to pay the cost of computer replacement.

Chronic Absenteeism (Hispanic)

Chronic Absenteeism increased for Hispanic students from 19.8% in 2019-20 to 30.5% in 2020-21 for the following reasons:

- Covid-19 lockdown
- Students were unable to connect to the internet.
- Computers were not able to run needed programs.
- Student computers kept breaking.
- Students logging onto Teams then not responding and being marked absent.
- Students were unable to pay the cost of computer replacement.

Chronic Absenteeism (Homeless)

Chronic Absenteeism decreased for Homeless students from 57% in 2019-20 to 40% in 2020-21 for the following reasons:

- Covid-19 lockdown
- Students found it easier to log on to their computer versus coming to school.
- Students were unable to connect to the internet.

Absences to 10% from 19.57% currently.

Chronic Absenteeism (Hispanic)

Chronic Absenteeism increased for Hispanic students from 19.8% in 2019-20 to 30.5% in 2020-21 due in large part to the Covid-19 lockdown. Wolters' goal for the 2021-22 school year will be to lower Chronic Absences to 15% from 30% currently.

Chronic Absenteeism (Homeless)

Chronic Absenteeism decreased for Homeless students from 57% in 2019-20 to 40% in 2020-21 due in large part to the Covid-19 lockdown. Wolters' goal for the 2021-22 school year will be to lower Chronic Absences to 20% from 40% currently.

Chronic Absenteeism (Students with Disabilities)

Chronic Absenteeism increased for Students with Disabilities from 26.8% in 2019-20 to 47.1% in 2020-21 due in large part to the Covid-19 lockdown. Wolters' goal for the 2021-22 school year will be to lower Chronic Absences to 25% from 46% currently.

Chronic Absenteeism (White)

Chronic Absenteeism increased for White students from 12.7% in 2019-20 to 42.5% in 2020-21 due in large part to the Covid-19 lockdown. Wolters' goal for the 2021-22 school year will be to lower Chronic Absences to 20% from 41% currently.

Suspensions students with 1 or more

There is currently no data for the 2020-21 school year. Over the previous two years from the 2018-19 school year to the 2019-20 school year suspensions decreased 13%. Our goal for the 2021-22 school year will be to lower our total suspension rate to 10 students per 100.

Chronic Absenteeism (Students with Disabilities)

Chronic Absenteeism increased for Students with Disabilities from 26.8% in 2019-20 to 47.1% in 2020-21 for the following reasons:

- Covid-19 lockdown
- Students were unable to connect to the internet.
- Computers were not able to run needed programs.
- Student computers kept breaking.
- Students logging onto Teams then not responding and being marked absent.
- Students were unable to pay the cost of computer replacement.

Chronic Absenteeism (White)

Chronic Absenteeism increased for White students from 12.7% in 2019-20 to 42.5% in 2020-21 for the following reasons:

- Covid-19 lockdown
- Students were unable to connect to the internet.
- Computers were not able to run needed programs.
- Student computers kept breaking.
- Students logging onto Teams then not responding and being marked absent.
- Students were unable to pay the cost of computer replacement.

Suspensions students with 1 or more

Suspensions have decreased due to the following factors:

- Covid-19 lockdown prevented students from attending school.
- Teachers continued using the Second Step program
- CCT Team will conduct classroom walk-throughs, when permissible, and focus on the implementation of Second Step Lessons Class Meetings CHAMPS, PURRfect Pride Team review, analyze and use staff, student and parent surveys to plan professional learning and next steps.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The following services will be provided to improve student attendance and decrease the total number of suspensions:

- Tier II CWAS provided by DPI to assist with attendance
- Family Foundations Counseling to provide therapy and social skills groups to small groups of students
- .375 RCA was budgeted to provide Social Skills and Social-Emotional Learning (SEL) as a Tier 2 Intervention. The RCA was hired in October 2019. RCA worked with 25 students providing small Social-Emotional groups and social skills groups and individual SE support.
- Home School Liaison will be used to contact parents regarding absences and parent/teacher/administrator behavioral meetings
- All 4 Youth counselor provided by FCOE to provide therapy and one-on-one counseling.
- Fund an additional hour of library time after school for students and parents.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of analyzing steps 1 and 2 the following changes will be found in the upcoming 2021-22 SPSA:

- Continue with Tier II CWAS if current funding permits.
- Continue Family Foundations Counseling
- Continue funding RCA at .375
- Continue All 4 Youth counseling provided by FCOE
- Continue Home School Liaison
- Continue funding an additional hour of library time for students and parents after school

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

1 SSC:

Our 2021-22 SPSA Goal in Chronic Absenteeism is to decrease by 16%. Chronic Absenteeism is currently 35.9%. Suspensions are currently at 0 per 100 for the 2020-21 school year, due to Covid-19. In 2019-20, we were at 10 per 100 for the school year.

- Our 2021-22 SPSA Goal in Suspensions per 100 Students is to decrease by 43%.
- Suspensions per 100 Students were at 23.66 per 100 in 2018-19 and currently at 0 per 100.
- Our goal for 2021-22 will be to have a suspension rate of 10 per 100.
- Our 2021-22 SPSA Goal in ADA Attendance is to decrease chronically absent students by 51%.

Budget Priority:

- Continue to fund HSL to support attendance with Intervention Specialist (IS), parent and communication, and parent education to discuss the importance of attendance
- Continue to allocate funds for materials and supplies for coffee hours, SSC, ELAC, and parent conferences
- Allocate funds to provide IS with rewards for student positive behavior and improved attendance
- Continue to partner with Fresno Exchange Club, if possible, to provide bike donations for monthly perfect attendance drawings
- Continue with Saturday Academy to recover ADA
- Allocate funds to purchase materials and supplies to start

2 ELAC:

Our 2021-22 SPSA Goal in Chronic Absenteeism is to decrease by 16%.

- Chronic Absenteeism is currently 30.5% for Hispanic and 20.5% for English Language Learners.
- Our 2021-22 SPSA Goal in Suspensions per 100 Students is to decrease by 43% overall.
- Our goal for Hispanic students is to reduce the number of suspensions by 50% from 14 per 100 in 2018-19 to 7 per 100 for the 2021-22 school year.
- Overall, suspensions for all students were 23.66 per 100 in 2018-19 and currently at 0 per 100. Our goal for 2021-22 will be to have a suspension rate of 10 per 100.
- Our 2021-22 SPSA Goal in ADA Attendance is to decrease chronically absent students by 51%.

Budget Priority:

- Continue with Saturday Academy to recover ADA
- Continue to fund HSL to support attendance with Intervention Specialist in support of parent and communication, and parent education to discuss the importance of attendance
- Continue to allocate funds for materials and supplies for discussion during coffee hours, SSC, ELAC, and parent conferences
- Continue to partner with Fresno Exchange Club to provide bike donations for monthly perfect attendance drawings
- Continue to allocate funds for incentives for improved

3 Staff:

Our 2021-22 SPSA Goal in Chronic Absenteeism is to decrease by 16%. Chronic Absenteeism is currently 30%. Our 2021-22 SPSA Goal in Suspensions per 100 Students is to decrease by 43% overall.

Our 2021-22 SPSA Goal in ADA attendance is to increase by 22%. ADA Attendance is currently 66%.

Budget Priority:

- Continue to focus on culture and climate, provide extra time for PURRfect Pride to collect data, analyze, reflect and plan
- Continue with Second Step and Class meetings
- Continue with perfect attendance class rewards, allocate funds for materials and supplies
- Continue to fund HSL to support attendance with Intervention Specialist to support parent and communication, and parent education to discuss the importance of attendance.
- Allocate funds to purchase materials and supplies for Leader in Me & 7 Habits of Happy Kids
- Continue to provide SE supports for students during RTII and throughout the day in the Wildcat Den, fund RCA Allocate funds for certificated/classified staff start alternatives to suspension- time out, recess detention, loss of privileges
- Continue with counseling contract with Family Foundations fund counseling with a reduction to 2 days a week to support students in Tier 3 intervention (if funds provide)

Leader in Me & 7 Habits of HappyKids

- Continue with SE supports for students during RTII and throughout the day with RCA

attendance

Action 1

Title: Attendance

[Action Details:](#)

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

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

1. Home School Liaison will assist the office assistant in monitoring daily student attendance and contact parents for daily absences.
 - HSL will contact parents to clear daily attendance.
 - The Office Assistant will monitor absences and communicate with parents to clear unexcused absences.
2. Intervention Specialist (IS) and HSL will reach out to parents and students by making phone calls and home visits to students at-risk of or have chronic attendance.
 - IS will connect with students and provide support and incentives to improve student attendance.
 - IS will collect data on student attendance and identify students at risk of chronic attendance and chronic attendance.
 - IS will engage students in attendance conferences and discuss the importance of attendance.
 - Students and parents not responding to the support will be recommended for SARB.
3. Home School Liaison and IS will monitor students with chronic attendance. Site and district communication and outreach will provide support for families with chronic attendance. Data will be collected from chronic Attendance parent meetings.
4. IS will engage in TST Team meetings monthly to share attendance data, identify, discuss and plan support for identified students.

Owner(s):

1. Office Assistant and Home School Liaison
2. Intervention Specialist and Home School Liaison
3. IS and Home School Liaison
4. COST Team: Principal, Vice Principal, School Psych, SE Paraprofessional, Therapist, IS, Nurse, RSP Teacher and Speech Teacher

Timeline:

1. Daily
2. Weekly
3. Weekly and Bi-weekly
4. Bi-weekly

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

1. Office Assistant and HSL will facilitate student and parent outreach to encourage daily attendance:
2. Monthly Attendance BINGO games will be provided as an incentive for attendance.
3. Students with monthly perfect attendance will be entered into a drawing to win a bike, helmet, and bike lock provided by Fresno Exchange Club.
4. IS and HSL will make home visits for those students who have chronic absenteeism. An incentive program will be provided to reward students with improved attendance.
 - Students showing significant improvement in attendance will receive a positive letter home "PAWS recognition" from the office.
5. All classrooms will participate in the "Perfect" attendance campaign. All classrooms that have perfect attendance 7 times spelling the word "Perfect" will receive incentives provided by their teacher.
 - Class perfect attendance incentives will be determined by the AC and funded by site categorical or ASB funds.
 - Students with a 100% attendance rate will receive a quarterly incentive/award for example Quarter 1: Otter Pops, Quarter 2: Doughnuts & hot chocolate, Quarter 3: Rootbeer Floats, and Quarter 4: Ice Cream Sundae.
6. Staff will be provided with extra pay contracts to facilitate Goal 2 activities before or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.
7. RCA, Hand in Hand Mentor and/or Family Foundations will provide counseling support for targeted students based on social-emotional needs to increase attendance.

Specify enhanced services for EL students:

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year (attendance awards, WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition) and absences.
2. Parents will be invited to ELAC meetings, parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events. The importance of attendance and consequences will be discussed with parents.
3. Each teacher will specifically review positive behavior rewards, attendance rewards and activities during back to school night and fall parent conferences.
4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards, awards and perfect attendance rewards.

Specify enhanced services for low-performing student groups:

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

1. Staff will be provided with extra pay contracts to facilitate Goal 2 activities before or after school such as Peach Blossom, Student Leadership, Peer Mediators, and various clubs and sports.
2. RCA, Hand in Hand Mentor and Family Foundations will provide support for targeted students based on social emotional needs to increase attendance.

Action 2

Title: Suspensions

Action Details:

Wolters will implement a Climate and Culture component and a tiered level system of social-emotional supports to decrease suspensions; keeping students in school on target to graduate. The PURRfect Pride (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, Leader In Me and 7 Habits of Happy Kids 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 the Hand in Hand Mentor. This would include Tier II students who are identified as needing these supports.
- Students needing ongoing intensive support will have the opportunity to participate in individual therapy provided by Family Foundations Counseling and 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 COST form. TST Team will consist of but not be limited to Admin, School Psychologist, Therapist, SE Paraprofessional, IS, RCA, Family Foundations Counselor, Nurse, RSP teacher, and speech therapist.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Data for office referrals will be collected and reviewed by the Safe and Civil Schools Team (PURRfect Pride) quarterly.

- Office Referrals (Levels of Behavior)
- Office referral rate by teacher analysis.
- Monthly data collection on suspension.

2. PURRfect Pride Team will conduct classroom walkthroughs will focus on implementation of:

- Second Step Lessons
- Class Meetings
- CHAMPS
- Leader In Me & 7 Habits of Happy Kids
- Student Engagement/Time on Task

3. PURRfect Pride Team review, analyze and use staff, student and parent surveys to plan professional learning and next steps.

4. Classroom walkthroughs will focus on Tenet 1 of the Instructional Practice Guide for Literacy and Math. School wide data will be collected and shared with staff on a regular basis.

Tenet 1 Culture of Learning: Is there a culture of learning and high expectations in this classroom?

- Students complete instructional tasks, volunteer responses and/or ask appropriate questions.
- Students follow behavioral expectations and directions and execute transitions and procedures efficiently.
- Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
- Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

Owner(s):

1. PURRfect Pride Team (Safe and Civil Schools Team), Teachers

2. Principal/VP and PURRfect Pride Team

3. PURRfect Pride Team Teachers, PURRfect Pride Team

4. Principal/VP

Timeline:

1. Monthly

2. Monthly

3. Twice during the year

4. On-going

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

1. Incentives for students reducing referral percentages, such as WOW Students (student of the week), Wise Wildcats (student of the month), and Weekly Character drawing.

- Daily 7 Habits slips will be given to students being caught practicing one or more of the 7 Habits. Drawings will be held weekly to provide students with incentives.
- WOW, Students will be rewarded weekly to students who have made short-term goals with the guidelines for success. R.O.A.R. (Respectful, On task, Are becoming college and career ready, Responsible) or practice of the 7 Habits.
- Wise Wildcats will be rewarded monthly to students who practice the guidelines for success and the 7 Habits of Happy Kids. Wise Wildcats will receive a student of the month picture provided by Larson Brothers. Wise Wildcats will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.
- 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. All PK-6 grade classrooms will implement:

- CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
- Behavior Management Plan (turned into administration before the first day of school)
- OLWEUS Bullying Prevention
- Bucket Filling
- Leader In Me and The 7 Habits of Happy Kids

5. 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.

- TST Team meetings will be conducted bi-weekly. TST Team will include but not limited to the Principal/Vice-Principal, school psychologist, therapist, IS, RCA, Family Foundations counselor, nurse, RSP teacher, speech therapist, and RCA. The TST team will meet to discuss TST referrals for services: SST, counseling, attendance, health, or social-emotional supports.
- SST meetings will be conducted once a month on Fridays. A roving sub will be provided to provide release time for teacher participation.
- The Intervention Specialist (IS) will organize and facilitate TST and SST meetings, monitor student progress, and provide regular progress reports based on data collected through the use of ATLAS and Power Bi,

6. Behavior Support Plans will be written and implemented, as needed, to support students, parents, and teachers. The TS will engage in discussions around developing strategies and utilizing resources in order to create an environment that will support effective and positive behavioral changes.

7. A variety of services such as: Student Leadership, Peer Mediation, Men's Alliance/Boys to Men, Chaplain Program, Fresno State pen-pals, BIGS in Blue, and community outreach mentors will provide support to specific subgroups as identified by ATLAS and Power BI data (Foster Youth, African American, and SPED).

8. PR – Personal Responsibility points will be implemented Gr. 4-6, quarterly to promote positive behavior, academic progress, and personal responsibility.

- Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria.
- Quarterly assemblies will be scheduled to provide positive behavior rewards at the end of each quarter for any student not referred to the office.
- Categorical and ASB funds will provide incentives for positive behavior rewards such as prizes, parties, or field trips for students who have retained all their personal responsibility points.

9. Family Foundations will provide counseling support for targeted students based on social-emotional needs 12 hours per week for 38 weeks totaling 684 hours (2 days per week) at the Tier 3 level.

- RCA and/or Family Foundations Counselor will provide social skills class for students who have had more than one office referral for chronic behaviors in levels 2 and 3 of the Office referral form.
- Family Foundations Counselor will provide Tier 3 social-emotional supports for students identified through the TST or SST referral process.

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

- RCA will provide social skills groups to identified students during RTII for grades 1-3 for students whose parents opt out of formal counseling.
- Students participating in Tier 2 social-emotional supports will be identified through Attendance/SARB, TST, or COST form referral process.
- Tier 2 social-emotional support and social skills groups will be provided for identified students throughout the day.
- Materials to support the social-emotional support program will be purchased as funds are available.

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

- Ten in the Den cards will be issued to identify Tier 2 students, who need social-emotional breaks during the day.
- Materials to support the social-emotional support program will be purchased as funds are available.

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

Specify enhanced services for EL students:

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies/throughout the year. (WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition.)
2. Parents will be invited to ELAC meetings, parent coffee, back to school night, open house, music programs, achievement awards assemblies and any other special events.
3. Each teacher will specifically review positive behavior rewards and activities during back to school night and fall parent conferences.

Specify enhanced services for low-performing student groups:

Asian, Hispanic/Latino, White, EL Students decreased in suspensions per 100, African American, Students with Disabilities/SPED and Foster Students increased suspensions per 100. Students with Disabilities/SPED and African American Students continue to have the highest Suspensions Per 100. African American students and students with disabilities/SPED will have priorities in the following supports and services:

1. Family Foundations will provide counseling support for targeted students based on social emotional needs 12 hours per week for 38 weeks totaling 456 hours (2 days per week).

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

- RCA Hand in Hand Mentor and/or Family Foundations Counselor will provide social skills class for students who have had more than one office referrals for chronic behaviors in levels 2 and 3 of the office referral form.
- Family Foundations Counselor will provide Tier 3 social-emotional supports and/or individualized therapy for students identified through the TST or SST process.

2. Site funded .75 FTE SE Para will provide Tier 2 behavioral and social-emotional support for students through out the day.

- Students participating in Tier 2 social emotional supports will be identified through the TST or SST referral process.
- Tier 2 social emotional support and social skills groups will be provided for identified students.

3. Site funded Hand in Hand Mentor will provide Tier 2 and 3 behavioral, social-emotional and academic support for students throughout the day.

- Students participating in Tier 2 social emotional supports will be identified through the TST or SST referral process.
- Tier 2 and 3 social emotional support and social skills groups will be provided for identified students.

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

- Ten in the Den cards will be issued to identified Tier 2 students, who need social emotional breaks during the day.

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

2021-2022 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	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling Services to assist all children and youth to have the opportunity to lead healthy, productive and successful lives.	29,260.00
G3A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Home School Liaison to assist with parent learning opportunities after assigned duties.	1,585.00
G3A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Involvement/Babysitting.	126.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Resource counseling assistant will be used to assist students who struggle with social and emotional issues.	47,691.00
G3A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Involvement/Babysitting.	379.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		15,287.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL-Extra Time when needed to assist with attendance and parent workshops.	310.00

\$94,638.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		69.62 %	2019-2020	80 %
Staff Goal - Site Defined		0 %	2020-2021	95 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Staff Goal - Site Defined

The staff will increase to 95% on the climate and culture staff survey for the 2021-22 school year, up from 86% during the 2019-20 school year on the descriptor: "Climate of Support for Academic Learning", through the engagement of professional learning.

- Designated Days for prior to opening; team planning time, PL or PLC time (10 designated days)
- Individual and grade-level data chats. Three days per year.
- Continue with Cultural Proficiency Instruction provided by the district
- Staff will review data from office referrals provided by the Safe and Civil Team
- Safe and Civil Team will conduct classroom walkthroughs focused on the implementation of school safety protocols
- Classroom walkthroughs will focus on Tenet 1 of the Instructional Practice Guide for Literacy and Math. School-wide data will be collected and shared with staff in a central location

Student Survey - Caring adult

Students will increase to 80% on the student climate and culture survey question "Is there a teacher or any other adult in your school who cares about you?", from 69% currently on the Spring 2021 survey.

- All students will participate in a variety of career opportunities through field trips, career speakers, career fairs, and research presentations provided either by the district or school site.
- Funds will be allocated to provide rewards for students who display positive classroom behaviors or improved attendance.
- Allocate funds to purchase materials and supplies to continue 7 Habits of Happy Kids.
- Continue to provide Social Emotional support for students during RTII and throughout the day in the Wildcat Den. Also, continue to fund RCA to staff the Wildcat Den.
- Continue with perfect attendance class rewards, allocate funds for materials and supplies.

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

Staff Goal - Site Defined

Spring 2020-21 data shows that 89% of teachers felt that Wolters had a Climate of Support for Academic Learning. This was up 4% from Spring 2019-20 data. Our goal for the 2021-22 school year will be to increase to 95% on this descriptor.

Staff Survey Data:

Based on the Spring 2020 Core Staff Climate and Culture Survey, the following data has been reviewed and a goal of 90% overall has been set for the 2021-22 school year.

- Spring 2020 Climate of Support for Academic Learning shows that 86% of staff feel that there is a climate conducive to learning. Spring 2020-21 data shows an increase of 4% to 89% on this same descriptor. Our 2021-22 Climate of Support goal will be 95%.
- Spring 2020 Knowledge of Fairness of Discipline, rules, and norms shows that 81% of adults have had clearly communicated rules and expectations about student and adult behavior. Spring 2020-21 data shows a decrease of 1% to 80% on the same descriptor. Our 2021-22 Climate of Support goal will be 90%
- Spring 2020 Safety shows 65% of students and adults report feeling safe at school and around the school. Spring 2020-21 data shows an increase of 21% to 86% on the same descriptor. Our 2021-22 Climate of Support goal will be 75%.
- Spring 2020 Sense of Belonging shows that 77% of staff feel a positive sense of being accepted, valued and included by others in all school settings. Spring 2020-21 data shows an increase of 11% on the same descriptor. Our 2021-22 Climate of Support goal will be 85%.

Student Survey - Caring adult

Student Survey Data:

Based on the Spring 2020 Core Student Climate and Culture Survey, the following data has been reviewed and a goal of 80% overall has been set for the 2021-22 school year.

- Spring 2020 Climate of Support for Academic Learning shows that 70% of students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices. 2021-22 Climate of Support goal will be 80%.
- Spring 2020 Knowledge and Fairness of Discipline, Rules, and Norms shows that 74% of students and teachers feel that clearly communicated rules and expectations about students and adult behavior, especially regarding physical violence, verbal abuse, or harassment. 2021-22 Knowledge and Fairness of Discipline, rules, and norms goal will be 80%.
- Spring 2020 Safety shows that 53% of students and teachers feel that students and adults report feeling safe at school and around the school. 2021-22 Safety goal will be 75%.
- Spring 2020 Sense of Belonging shows that 62% of students and teachers feel a positive sense of being accepted, valued, and included, by others in all school settings. 2021-22 Sense of Belonging goal will be 80%.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

For the 2021-22 school year we have limited data regarding recruitment and retention of staff due to lack of data. Our student data shows room for growth with "Students feeling safe at school" being at only 53% and "Students feel a positive sense of being accepted, valued and included in all school settings" being at 62%.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

For Staff:

- Continue funding for data-chats with groups and individual teachers. Funds will be provided
- Review office referral data with the Safe and Civil Team to determine areas of greatest need.
- The administrative team will continue classroom walk-throughs with a focus on Tenet 1 of the IPG

For Students:

- Staff will continue with Cultural Proficiency Training provided by the district
- Funding will continue to provide SEL services for students: All 4 Youth counseling, Family Foundation counseling, RCA, CWAS, and HSL.
- Vice-Principal will continue purchasing incentives for students for the following purpose: Perfect Attendance, Honor Roll, Merit List, WOW students, and Wise Wildcats.
- Funds will be provided for a staff member to run Peer Mediation Leaders Program. Peer Mediators will assist with problem-solving during recess.
- Supplemental contracts will be provided for certificated/classified staff to provide lunch recess sports, activities, arts and crafts, and cross-age tutoring.

Wolters is currently working on creating an MTSS/Social-Emotional framework on how to support the social-emotional health needs of district students:

- - To identify and target individual students needs and establish social-emotional goals
 - Use baseline data to support individualized plans to support transitions back into the general education classroom
 - Establish and monitor social-emotional strategies with individual students to then be utilized when the student returns back to the general education setting
 - The team will adjust and adapt behavior plans as student enter and exit the program
 - Collaborations will include school psychologist and Regional Instructional Manager (RIM)

Step 4: Stakeholder 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.

<p>1 SSC:</p> <p>Our 2021-22 Goal 4, in the area of Recruitment and Retention goal will be to increase the Core Staff Climate and Culture Survey from its' current 77% to 90% overall.</p> <p>Budget Priorities:</p> <ul style="list-style-type: none"> • Review Panorama data with the Safe and Civil team then share data with staff and SSC. • Do a deeper dive around Panorama data to see areas of strength and growth. • Provide funds for data chats. • Increase staff and student technology if funds are available • Counseling services for students • Online subscriptions (BrainPOP and Moby Max) <p>Our 2021-22 Goal 4, in the area of Reflecting on the diversity of our community goal will be to increase Core Student Climate and Culture, positivity responses from 68% to 80% overall.</p> <p>Budget Priorities:</p> <ul style="list-style-type: none"> • Continue with afterschool sports and engagement activities. • Awards assemblies for academics and sports. • Provide music and/or choir for all grade level 	<p>2 ELAC:</p> <p>Our 2021-22 Goal 4 Recruitment and Retention goal will be to increase the Core Staff Climate and Culture Survey from its' current 77% to 90% overall.</p> <ul style="list-style-type: none"> • Review EL data with the Safe and Civil team, then share data with staff, SSC, and ELAC parents. <p>Our 2021-22 Goal 4, in the area of Reflecting on the diversity of our community goal will be to increase Core Student Climate and Culture, positivity responses from 68% to 80% overall.</p> <ul style="list-style-type: none"> • Supplemental contracts for sports • Supplemental contracts for extra support in ELA, math, science, or social studies • Online subscriptions (BrainPOP and Moby Max) 	<p>3 Staff:</p> <p>Our 2021-22 Goal 4 Recruitment and Retention goal will be to increase the Core Staff Climate and Culture Survey from its' current 77% to 90% overall.</p> <p>Budget Priorities:</p> <ul style="list-style-type: none"> • Technology • Home School Liaison • Online subscriptions (BrainPOP and Moby Max) • Rewards and incentives for both academics and sports • Materials and supplies • Counseling services for students <p>Our 2021-22 Goal 4, in the area of Reflecting on the diversity of our community goal will be to increase Core Student Climate and Culture, positivity responses from 68% to 80% overall.</p> <p>Budget Priorities:</p> <ul style="list-style-type: none"> • Supplemental contracts for sports • Supplemental contracts for extra support in ELA, math, science, or social studies • Online subscriptions (BrainPOP and Moby Max)
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Action 1

Title: Character and Competencies

Action Details:

Wolters will implement behavior management plans, CHAMPS/MAC expectations, Second Step, Class Meetings, and Olweus Bullying Prevention to promote social skills, personal responsibility, and goal setting to build character and competencies for workplace success. All PK-6 teachers will use the Leader In Me and The 7 Habits of Happy Kids books to promote responsibility, planning ahead, respect for others, teamwork, and balance. The goal of these books is to create a common language for students to use with staff and parents as they apply the habits to their development as leaders of their own lives.

- The 7 Habits of Happy Kids will work in conjunction with the Cultural Proficiency and the Social Action portion of the MTSS by providing a lens of equity for students to view the world through the use of characters in the 7 Habits book.

Wolters will expose students to a variety of career opportunities through field trips, career speakers, career fairs, and research presentations.

- Presenters will include multilingual guest speakers and career professionals. These presenters will share the importance of having a bilingual skillset and expose students to different career pathways.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Data for office referrals will be collected and reviewed by the Safe and Civil Schools Team (PURRfect Pride) quarterly.
 - Office Referrals (Levels of Behavior)
 - Office referral rate by teacher analysis.
 - Monthly data collection on suspension.
2. PURRfect Pride Team will conduct classroom walkthroughs focusing on the implementation of:
 - Second Step Lessons
 - Class Meetings
 - CHAMPS
 - The Leader in Me and The 7 Habits of Happy Kids
3. PURRfect Pride Team will review, analyze and use staff, student, and parent surveys to plan professional learning and next steps.
4. Classroom walkthroughs will focus on Tenet 1 of the Instructional Practice Guide for Literacy and Math. School-wide data will be collected and shared with staff on a regular basis. Culture of Learning: Is there a culture of learning and high expectations in this classroom?
 - Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
 - Students follow behavioral expectations and directions and execute transitions and procedures efficiently.
 - Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
 - Students and their teachers demonstrate a joy for learning through positive relationships and strong classroom culture.

Owner(s):

1. PURRfect Pride Team (CCT) and Teachers
2. Vice-Principal and PURRfect Pride Team (CCT)
3. PURRfect Pride Team (CCT) and Teachers
4. Principal/Vice Principal

Timeline:

1. Monthly
2. Monthly
3. Twice during the year
4. On-going

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

1. Positive behavior supports such as WOW Students (student of the week), Wise Wildcats (student of the month), and Weekly Habit drawings will be provided for students who are making positive decisions in becoming a leader.
 - Daily 7 Habits slips will be given to students being caught practicing one or more of the 7 Habits. Drawings will be held weekly to provide students with incentives.
 - WOW Students will be rewarded weekly to students who have made short-term goals with the guidelines for success. R.O.A.R. (Respectful, On-Task, Are becoming College and Career Ready, Responsible) or practice of the 7 Habits.
 - Wise Wildcats will be rewarded monthly to students who practice the guidelines for success and the 7 Habits of Happy Kids. Wise Wildcats will receive a student of the month picture provided by Larson Brothers. Wise Wildcats will be given a lunch fast pass that gives them permission to eat at the pavilion or be dismissed from the cafeteria early.
3. All PK-6 grade classrooms will implement:
 - CHAMPS/MAC-expectation posters will be displayed and reviewed (direct instruction, independent work, collaborative work, and transitions)
 - Behavior Management Plan (turned into administration before the first day of school)
 - OLWEUS Bullying Prevention
 - The Leader in Me and The 7 Habits for Happy Kids

- Habit 1 Be Proactive * You're in charge
- Habit 2 Begin with the End in Mind * Have a plan
- Habit 3 Put First Things First * Work first, then play
- Habit 4 Think Win-Win * Everyone can win
- Habit 5 Seek First to Understand, Then to Be Understood * Listen before you talk
- Habit 6 Synergize * Together is better
- Habit 7 Sharpen the Saw * Balance feels best

4. All PK-6 grade classrooms will develop and implement 7 Habits data portfolios to memorialize student accomplishments and student goals.

- Materials to implement student portfolios such as binders and sheet protectors will be purchased.

5. PR – Personal Responsibility points will be implemented Gr. 4-6, quarterly to promote positive behavior, academic progress and personal responsibility. Quarterly PR rewards will be provided for students in grades 4-6 who meet the criteria. Quarterly assemblies will provide positive behavior rewards at the end of each quarter for any student not referred to the office. Categorical and ASB funds will provide incentives for positive behavior rewards such as prizes, parties or field trips for students who have retained all their personal responsibility points. PR points will be included in student portfolios.

6. All students will participate in a variety of career opportunities through field trips, career speakers, career fairs, and research presentations provided by our District and Site funds.

7. Students will have opportunities to be employed for school job positions. A job fair and interviews will be held at the beginning of each semester for open positions. Student job positions will include but not be limited to the following: leadership, morning announcements, traffic patrol, cafeteria helpers, cross-age tutors, peer mediators, equipment monitors, healthy snack patrol, pollution patrol, and store clerks.

- Students will be paid weekly with Wildcat Credits.
- Wildcat Credits will be issued bi-weekly.
- Wildcat Credits can be used to purchase items at the Wildcat Store.

Specify Professional Development or Staff Services to support EL students:

1. Home School Liaison and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (WOW Student, Wise Wildcat, semester awards assemblies, R-FEP recognition.)
2. Parents will be invited to parent coffee, back-to-school night, open house, music programs, achievement awards assemblies, and any other special events.
3. Each teacher will specifically review positive behavior rewards and activities during back-to-school night and fall parent conferences.
4. Monthly Newsletter and School Messenger will be sent home to keep parents informed with upcoming positive behavior rewards and activities.

Specify Professional Development or Staff Services to support low-performing student groups:

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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for classroom walks, teacher observations, and data chats.	2,342.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for classroom visits and data chats as needed.	1,795.00

\$4,137.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	90 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

Family Goal - Site Defined

Goal 5-Parent Participation

90% of all Wolters parents will participate in at least one of the following school activities:

- SCC Meetings
- ELAC Meetings
- Back to School Night
- Open House
- Parent/Teacher/Student Conferences
- Sports
- Carnival Night
- Family Movie Night
- Coffee Hour
- Home School Liaison and CWA will assist with Parent Outreach at attendance
- The office assistant will schedule conferences with chronic attendance families and arrange for Attendance conferences with parents, home school liaison and administrator.

Decreasing Chronic Absenteeism by increasing family engagement:

- The importance of attendance will be discussed during Title 1 Meeting, Back to School Night, parent coffee hours, SSC, ELAC, and Parent University courses. Teachers will communicate daily with parents of students who are absent.
- 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.
- HSL and the office assistant will monitor and communicate with parents of students with manageable and chronic attendance.
- The office assistant will schedule conferences with chronic attendance families and arrange for attendance conferences with parents, home school liaison and administrator.

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

Family Goal - Site Defined

All parents will be welcomed on campus and be given the opportunity to see the activities that their children are involved in while on campus. Our most current data, 2019-20, shows the following:

- 94% of parents stated: "I feel respected and welcomed at my child's school."
- 95% of parents stated: "My child's school provides a safe and secure environment for students to learn."

2020-21 data shows the following:

- 90% of parents stated: "I feel respected and welcomed at my child's school."
- 84% of parents stated: "My child's school provides a safe and secure environment for students to learn."
- 64% of parents stated: "This school provides high-quality instruction to my child." Most likely due to Covid-19 closure
- 90% of parents stated: "This school provides me with opportunities to share my input and feedback."
- 87% of parents stated: "This school clearly informs students what would happen if they break school rules."

Factors:

- The covid-19 lockdown has definitely been a factor in the lower percentages in the Family Survey Feedback form that was filled out this 2020-21 school year.

- The administration will share the importance of good daily attendance.
- HSL and CWA will reach out to parents through home visits and provide incentives to encourage attendance and improved attendance.
- Monthly perfect attendance bike drawings and end-of-the-year perfect attendance drawings for bike and summer family entertainment packages.

Decreasing suspensions by increasing family interactions:

- Data for office referrals will be collected and reviewed by the Safe and Civil Schools Team (PURRfect Pride) quarterly.
- Office Referrals (Levels of Behavior) Office referral rate by teacher analysis.
- Monthly data collection on suspension.
- PURRfect Pride Team will conduct classroom walkthroughs that will focus on the implementation of Second Step Lessons Class Meetings CHAMPS, PURRfect Pride Team review, analyze and use staff, student, and parent surveys to plan professional learning and next steps.

Factors:

During school visits in 2021-22 we also want parents to feel the following, which will be measured by Family Survey Feedback:

- Respected while on campus
- Having opportunities to share input with school staff
- Clarity on discipline
- Safety for students while on campus
- High-quality instruction for children when in the learning environment

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

2020-21 data shows that 87% of parents both "Feel Respected on campus" and that the school "Provides a safe and secure environment for student learning." While these two data points were at 95% in 2019-20. The major difficulty for the upcoming 2021-22 school year will be when Covid-19 restrictions are lifted to allow parents back on campus to participate in school activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of analyzing Wolters data, it is clear that a few areas on the Family Survey will need to be addressed:

- Increase the percentage of parents feeling respected from 90% currently to 95% by greeting parents as they enter campus
- Increase the percentage of parents feeling that their children are feeling secure from 84% currently to 95% by creating clear and understandable rules for discipline as well as reviewing the School Safety plan with staff to ensure that all safety protocols are being followed.
- Increase the percentage of parents that believe that Wolters is providing high-quality instruction to their children from 64% to 85% by sharing academic data and student growth with parents at all possible venues specifically parent/teacher/student conferences.
- Increase the percentage of parents that feel that they are provided opportunities to share their input from 90% to 95% by sharing school resources and events via Wolters Facebook, Class Dojo, Microsoft Teams, and School Messenger.

- Increase the percentage of parents that feel that understand the consequences if their child breaks school rules from 87% to 92% by sharing school discipline via Wolters Facebook, Class Dojo, Microsoft Teams, and School Messenger.

The following will be EL actions will be completed under this goal:

- EL Parent training on ELD Proficiency Level continuum, ELPAC, Redesignation, RFEP monitoring, and Seal of Biliteracy
- EL Parent support in sustaining EL students' home language and developing bilingual proficiency.
- Awards and incentives to recognize parent involvement.

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

1 SSC:

Overall Family Survey Data shows:

- "Climate of Support for Academic Learning" down 12% from 2020 to 2021 School Year Survey
- "Knowledge and Fairness of Discipline, Rules, and Norms" down 5% from 2020 to 2021 School Year Survey
- "Safety" down 6% from 2020 to 2021 School Year Survey
- "Sense of Belonging" down 7% from 2020 to 2021 School Year Survey
- Our 2021-22 SPSA Goal in Chronic Absenteeism is to decrease by 15%. Chronic Absenteeism is currently 35.5%.
- Our 2021-22 SPSA Goal in Suspensions per 100 Students is to decrease by 13 students per 100. Suspensions per 100 Students are currently 0%, but that is due to the Covid-19 closure.
- Our 2021-22 SPSA Goal in ADA Attendance is to increase by 8%, from 87% in 2019-20 to our goal of 95% in 2021-22.

Budget Priority:

- Continue to fund HSL to support attendance with Intervention Specialist (IS), parent and communication, and parent education to discuss the importance of attendance
- Continue to allocate funds for materials and supplies to discuss coffee hours, SSC, ELAC, and parent conferences
- Allocate funds to provide IS with rewards for student positive behavior and improved attendance
- Continue to partner with Fresno Exchange Club to provide bike donations for monthly perfect attendance drawings
- Continue with Saturday Academy to recover ADA
- Allocate funds to purchase materials and supplies to start The leader in Me & 7 Habits of Happy Kids
- Continue with SE supports for students during RTII and

2 ELAC:

Overall Family Survey Data shows:

- "Climate of Support for Academic Learning" down 12% from 2020 to 2021 School Year Survey
- "Knowledge and Fairness of Discipline, Rules, and Norms" down 5% from 2020 to 2021 School Year Survey
- "Safety" down 6% from 2020 to 2021 School Year Survey
- "Sense of Belonging" down 7% from 2020 to 2021 School Year Survey
- Our 2021-22 SPSA Goal in Chronic Absenteeism is to decrease by 15%. Chronic Absenteeism is currently 35.5%.
- Our 2021-22 SPSA Goal in Suspensions per 100 Students is to decrease by 13 students per 100. Suspensions per 100 Students are currently 0%, but that is due to the Covid-19 closure.
- Our 2021-22 SPSA Goal in ADA Attendance is to increase by 8%, from 87% in 2019-20 to our goal of 95% in 2021-22.
- Our 2021-22 SPSA Goal in ADA Attendance is to increase by 2%

Budget Priority:

- Continue with Saturday Academy to recover ADA Continue to fund HSL to support attendance with Intervention Specialist in support of parent and communication, and parent education to discuss the importance of attendance
- Continue to allocate funds for materials and supplies to discuss coffee hours, SSC, ELAC, and parent conferences
- Continue to partner with Fresno Exchange Club to provide bike donations for monthly perfect attendance drawings
- Continue to allocate funds for incentives for improved attendance

3 Staff:

Overall Family Survey Data shows:

- "Climate of Support for Academic Learning" down 12% from 2020 to 2021 School Year Survey
- "Knowledge and Fairness of Discipline, Rules, and Norms" down 5% from 2020 to 2021 School Year Survey
- "Safety" down 6% from 2020 to 2021 School Year Survey
- "Sense of Belonging" down 7% from 2020 to 2021 School Year Survey
- Our 2021-22 SPSA Goal in Chronic Absenteeism is to decrease by 15%. Chronic Absenteeism is currently 35.5%.
- Our 2021-22 SPSA Goal in Suspensions per 100 Students is to decrease by 13 students per 100. Suspensions per 100 Students are currently 0%, but that is due to the Covid-19 closure.
- Our 2021-22 SPSA Goal in ADA Attendance is to increase by 8%, from 87% in 2019-20 to our goal of 95% in 2021-22.

Budget Priority:

- Continue to focus on culture and climate, provide extra time for PURRfect Pride to collect data, analyze, reflect and plan
- Continue with the Second Step and Class meetings
- Continue with perfect attendance class rewards, allocate funds for materials and supplies
- Continue to fund HSL to support attendance with Intervention Specialist to support parent and communication, and parent education to discuss the importance of attendance.
- Allocate funds to purchase materials and supplies for Leader in Me & 7 Habits of Happy Kids
- Continue to provide SE supports for students during RTII and throughout the day in the Wildcat Den, fund RCA
- Allocate funds for certificated/classified staff start alternatives

throughout the day with RCA

- Eliminate 1 Hand in Hand Mentor to support students in Tier 2 and 3 intervention due to loss of revenue from State and Federal

to suspension- time out, recess detention, loss of privileges

- Continue with counseling contract with Family Foundations fund counseling with a reduction to 2 days a week
- Remove 1 Hand in Hand Mentor to support students in Tier 3 and 3 intervention

Action 1

Title: Increasing Inclusive Opportunities for Families

Action Details:

Wolters provides parent engagement opportunities to increase student engagement in school. These opportunities include hiring a Home School Liaison and providing opportunities for parents to give input on many school site activities; having SSC and ELAC meetings; Back-to-School and Open House nights. Other opportunities include providing translators for IEP's and Parent/Teacher conferences.

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

Explain the Progress Monitoring and data used for this Action

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

Funds will be provided to support in the following areas:

1. Home School Liaison to assist with SSC, ELAC, parent coffee hour, back-to-school night, Open House and special school events.
2. Phone calls home specifically for behavior rewards and attendance rewards.
3. Make phone calls home when dealing with missing attendance.
4. 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.
5. CWAS and HSL reach out to parents through home visits and provide incentives to encourage attendance and improve attendance.
6. Extra Pay contracts for talent shows, clubs, and athletics.
7. Funds will be provided for rewards, incentives and other materials to help students come to school and stay in school. Incentives such as a student of the week, student of the month and weekly character count skills.

Owner(s):

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

Timeline:

1. On-going
2. On-going
3. Weekly and Monthly
4. October 2022
5. Daily
6. At specific times of year
7. On-going

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

1. Staff will be provided with extra pay contracts to facilitate Goal 5 activities before or 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, track, and baseball.

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

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. The Student Leadership Team will have opportunities to:

- collaborate with Administrative Staff to contribute to the development of SPSA
- lead in volunteer work to contribute to the community
- visit regional leadership teams at feeder middle and high schools.

4. Incentives will be purchased for students such as Student of the Week, Student of the Month and Weekly Character drawings.

5. A supplemental contract will be provided for certificated/classified staff to train and launch Peer Mediation Leaders Program for grades 4-6. Peer Mediators will assist with problem-solving during recess. Materials and supplies for the Peer Mediation Leaders will be purchased.

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

7. ACES after school funds (SNAP) will be used to provide ELA and Math support, homework assistance and enrichment experiences for participating students in grades 1-6. Students will be enrolled based on a lottery system. Teaching Fellows and FCOE employees will be used to staff the SNAP program. Materials and supplies will be purchased to support the SNAP program.

8. Each grade level K-6 will attend one field trip tied to their unit of study. Transportation and admission costs will be provided with categorical and ASB funds as funds become available.

Specify Direct Service and Opportunities for parents and families to support EL students:

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

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

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

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

5. Home School Liaison will organize parent volunteers to participate in school activities. A volunteer luncheon will be provided for parent volunteers on May 2022.

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

2. RCA, All 4 Youth counseling, and Family Foundations counselors will provide support for targeted students based on social-emotional needs to increase engagement in arts, activities, and athletic.

3. Safe & Civil Schools Professional Learning will be provided at the beginning of the school year and revisited as needed through-out the school year. CHAMPS classroom expectations Behavior Management Plan School-wide expectations Office Referral System Positive Behavior Supports Leader in Me & The 7 Habits of Happy Kids.

4. PURRfect Pride will share school-wide data and provide professional learning in areas of need for certificated, classified staff and parents: School-Wide Discipline Policy School-Wide Rules and Expectations Levels of Behavior Self Awareness and Social Awareness Social Emotional Learning Growth Mindset Grit Positive Behavior Supports Olweus Bullying Prevention Leader in Me & The 7 Habits of Happy Kids

5. PURRfect Pride Team will develop three-week school-wide rules and expectations pacing guide that includes the common areas and playground, Guidelines for Success, CHAMPS, Second Step, and Class Meetings. Lessons will be taught the first three weeks of school in grades PK-6. All information will be shared with parents.

6. Teachers will be provided with planning time to develop and organize engagements, structure job fairs, interview and supervise student job positions.

7. Family Foundations Counseling will provide professional learning on strategies for working with students with trauma to build character and competencies for workplace success.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0500 Wolters Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for all students and parents. No food or incentives will be purchased.	250.00

\$250.00

2021-2022 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			Teacher subs for classroom walk, teacher observations, and data chats. *No IEPs*	4,683.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials to support reading, writing, and math. No food or incentives.	2,401.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program will be used to assist students in learning Ready Foundational skills. Inter-Act Fellows program: 3 Inter-Act Fellows, 160 program days at 3 hours per day, 21 hours of professional development.	34,246.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.4375	Resource Teacher will be used to create small intervention groups and increase the reading proficiency of students.	49,479.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Classroom libraries and classroom materials to increase student engagement.	1,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Purchase of materials and supplies, as well as incentives, for students in grades TK-6th.	5,975.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance for technology as needed.	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and supplies	7,072.00
G1A2	Title 1 Basic	Parent Participation	Direct-Graph			Posters will be used to engage students in core academic areas as needed.	650.00
G1A3	One-Time School	Instruction	Cons Svc/Oth			To Be Determined : Promote the 5th and 6th grades' use of Math Lesson Design strategies	9,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (4 days)	500.00
G1A4	LCFF: EL	Instruction	Bks & Ref			Books will be purchased for EL learners as needed.	150.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Purchase of materials and supplies for EL Learners.	389.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			Purchase materials and supplies for parent participation/involvement.	400.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Computers, computer accessories, and power strips	1,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Additional field trips for students.	1,000.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Sup			Classified staff to organize and lead mediation groups.	1,128.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations Counseling Services to assist all children and youth to have the opportunity to lead healthy, productive and successful lives.	29,260.00
G3A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Home School Liaison to assist with parent learning opportunities after assigned duties.	1,585.00
G3A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Involvement/Babysitting.	126.00
G3A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Resource counseling assistant will be used to assist students who struggle with social and emotional issues.	47,691.00
G3A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent Involvement/Babysitting.	379.00
G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		15,287.00

G3A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ext	HSL-Extra Time when needed to assist with attendance and parent workshops.	310.00
G4A1	Sup & Conc	Instruction	Teacher-Subs	Teacher subs for classroom walks, teacher observations, and data chats.	2,342.00
G4A1	Sup & Conc	Instruction	Teacher-Supp	Supplemental contracts for classroom visits and data chats as needed.	1,795.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Materials and supplies for all students and parents. No food or incentives will be purchased.	250.00

\$219,598.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,815.00
Sup & Conc	7090	\$142,296.00
LCFF: EL	7091	\$17,415.00
One-Time School	7099	\$16,072.00
Grand Total		\$219,598.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$116,945.00	
G2 - Expand student-centered and real-world learning experiences	\$3,628.00	
G3 - Increase student engagement in their school and community	\$94,638.00	
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$4,137.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$250.00	
Grand Total		\$219,598.00