2023-2024

Webster Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·
- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·
- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development
- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances
- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:
Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.
Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.
Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.
Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:
1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:
1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;

11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;

12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;

13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.

14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;

15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

At the end of the 22-23 school year, 19% of Webster students were reading early on/mid/above grade level on the i-Ready assessment, 43% were one grade below level, 26% were two or more grades below, and 12% were three or more grades below. African American students are achieving significantly lower at Webster with 7% early on/mid/above grade level, 44% one grade below, 33% two grades below, and 17% three or more grades below. EL students also scored significantly lower than the school overall with 8% early on/mid/above grade level, 41% one grade below, 35% two grades below, and 17% three or more grades below.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students' assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. In turn, students will experience high levels of rigor (DOK/Bloom's) and will demonstrate one year of reading growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

At the end of the 22-23 school year, 9% of Webster students were early on/mid/above grade level in mathematics, 47% were one grade level below, 31% were two grades below, and 13% were three or more grades below. Our African American and EL student groups were lower achieving that the school overall. AA students were 1% early on/mid/above grade level, 38% one grade below, 44% two grades below, and 15% three or more grades below. Webster's EL students were 1% early on/mid/above grade level, 42% one grade below, 37% two grades below, and 19% three or more grades below.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students' assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. In turn, students will experience high levels of rigor (DOK/Bloom's) and will demonstrate one year of mathematics growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Our end of 22-23 reading data shows EL students scored lower than the school overall in both reading and math. In reading, our EL students were 8% early on/mid/above grade level, 41% one grade below, 35% two grades below, and 17% three or more grades below. In math, our EL students were 1% early on/mid/above grade level, 42% one grade below, 37% two grades below, and 19% three or more grades below.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

By getting to know students better through culturally relevant lessons and standard-based designated and integrated ELD, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. In turn, students will experience high levels of rigor (DOK/Blooms) and will demonstrate greater than one year of reading and mathematics growth as indicated in i-Ready assessments. Showing more than a year of growth will help to close the gap between student groups. Progress will be monitored during scheduled data check-ins and analysis throughout the year.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings
Written Analysis
While we still have relatively high positive response rates and saw growth in all the SEL areas of the CORE survey, the results showed an 7% drop in Knowledge and Fairness of Discipline, Rules, a 7% drop in Climate of Support for Academic Learning, and a 6% drop in Sense of Belonging (School Connectedness).

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals
Written Analysis
PBIS work at the school is in year two and will meet regularly to complete and enact year two activities to benefit the school with the goals of improving the culture/climate of the school and specifically the areas of Knowledge and Fairness of Discipline, Rules, and Norms as well as Climate of Support for Academic Learning and Sense of Belonging as indicated by the CORE survey results. As a site, we are learning and implementing Sanford Harmony as an SEL curriculum. We are looking to see a 4% or greater rise in each of the mentioned areas on the CORE survey.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness

Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) With teacher collaboration, small group instruction, and protected intervention sessions, students at Webster will achieve one year of academic growth and development in the area of reading, and students achieving below grade level will demonstrate greater than one year of growth as indicated in i-Ready growth and Guided Reading Level growth(for our intervention students). Progress will be monitored during scheduled data check-ins and analysis throughout the year.	Goal Partially or Not Met	47% of students at Webster met their annual typical growth for reading according to i-Ready. 16% of students who started out one year or more below grade level met their annual stretch growth according to i-Ready assessments.	K-2 reading focus with reading site lead. Heggerty program for phonics/phonemic awareness in both Spanish and English. Intervention and tutoring Additional K support for SGI and assessments. Quality Core Instruction (QCI) PD release days provided by district for grades K-2. TK-2 "Getting Reading Right" Summer professional development.

Math	1) With teacher collaboration, small group instruction, and protected intervention sessions, students at Webster will achieve one year of academic growth and development in the area of mathematics, and students achieving below grade level will demonstrate greater than one year of growth as indicated in i-Ready growth. Progress will be monitored during scheduled data check-ins and analysis throughout the year.	Goal Partially or Not Met	41% of students at Webster met their annual typical growth for reading according to i-Ready. 15% of students who started out one year or more below grade level met their annual stretch growth according to i-Ready assessments.	3-5 math focus with math site lead. Quality Core Instruction PD release days provided by the district for grades 3-5. Intervention and tutoring
English Learner	1) With teacher collaboration, small group instruction, and protected intervention sessions, English Learner students at Webster will achieve one year of academic growth and development in both reading and mathematics, and students achieving below grade level will demonstrate greater than one year of growth in both reading and mathematics as indicated by i-Ready growth. Progress will be monitored during scheduled data check0ins and analysis throughout the year.	Goal Partially or Not Met	45% of our EL students met their annual typical growth in math. 17% of our ELs who started below grade level met their annual stretch growth. 33% of our EL students met their annual typical growth in reading. 8% of our EL students who started below grade level met their annual stretch growth.	PD on use of ELLevation platform/resources Intervention and tutoring Additional resources purchased to support SGI/intervention for EL students

| Culture/Climate | 1) PBIS committee will be created and will meet regularly to complete and enact year one activities for this new group with the goals of improving the culture/climate of the school and specifically the areas of "Knowledge and Fairness of Discipline, Rules, and Norms" as well as "Safety" as indicated by the CORE survey results. As a site we have ordered and will implement (upon arrival) PD for, and classroom use of, Second Step programs in all rooms. We are looking to see a 4% or greater rise in each of the mentioned areas on the CORE survey. | Goal Partially or Not Met | Safety stayed where it was previously (68%) with 0% growth.

Knowledge and Fairness of Discipline, Rules and Norms went down by 7%. | Expectations shared school wide with posters up, lessons taught by teachers with video examples, and expectations assemblies Ongoing work with PBIS. We are in year two of this program.
Core group to begin PD with restorative practices second semester. |

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall on a spectrum of delivery methods, including virtual, outdoor, and or in-person, pending state and local health protocols, LBUSD guidelines, and COVID-19 best practices (IN 4)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact

Additional rec. aide time to be used for student support, check-in/check-outs, community/family engagement and outreach. (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Teacher Professional Development to include grade level and cross grade level articulation. Teachers/grade levels will receive PD including SGI, CGI, and collectice teacher efficacy, with the expectation that they will implement thier new learning in their classrooms. (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials and individaul tech lisenses to support the use of technology (to include, but not limited to PearDeck, NearPod, headphoes, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/grade levels will receive PD that may include LACOE PBIS, Second Step, ASPIRE, and NCI with the expectation that they will implement thier new learning in their classrooms. (PD 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teacher Leader Professional Development to include Instructional Leadership, site decision making team Team and Culture Climate Leadership Teams. (1 representative from each grade level for each team). These teacher leaders will be trainied in various PD including collective teacher efficacy, with the expectation that they will share thier new expertise with their grade levels and guide the goal setting and PD process at Webster. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional diverse literature to restock the book vending machine quarterly. (SM 5)	Strong Positive Impact	Limited or no impact	Strong Positive Impact	Strong Positive Impact
Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/""wildcat den"" setting ito be used as an opportuntiy for student to learn and practice positive interactions with peers through structured and supervised games and activites. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self manamgent, and friendship building. (SM 2)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collectice teacher efficacy. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Progress monitoring, focusing on CCSS, attendance, and culture/climate. Teachers will meet 1:1 with the principal & counselor (""How Are All the Children"" meetings) to discuss assessment data, instructional practices, grade level goals/action plans, strategic students, building relationships with students, and attendance data. (PD 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. (IN 3)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Materials ans tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Teacher Stipend to pay for supporting/leading parent engagement opportunities (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Purchase and install door alarms to provide an added layer of security for our special day classrooms. This is needed due to having multiple students who elope from the classroom and then from the school. These alarms will help alert the adults in the room to students try to slip out of the rooms. (SM 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

The IOA will translate for academic intervention parent workshops, and make phone calls regarding academic progress, attendance and behaviors as needed. The IOA will also translate for parent conferences and IEPs to help explain academic progress and interventions to parents. The IOA will facilitate home-school communication by contacting parents, at the request of school personnel, to discuss attendance, behavior, and academic concerns; schedules and participates in conferences, meetings, and the presentations for staff, students, and their parents/guardians to support student academic achievement. He/she will meet with students and parents to translate and address attendance, behavior, and academic concerns to increase student achievement and student engagement. The IOA will meet daily/weekly with attendance at risk students to positively reinforce attendance. This positive reinforcement is developed by administrative staff and teachers. (IN 2)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
New leveled reader text sets to support small group instruction and intervention in reading (SM 4)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
The counselor will provide intervention and will coordinate our Response to Intervention for our most at-risk students including our ELL and African American students. The counselor will be able to reduce class size on a rotational basis by providing Sanford Harmony and Guidance lessons while to classes, allowing teachers the flexibility to pull small groups for at-risk interventions in ELA and/or math. The counselor will provide specific monitoring of our students' academic, social/emotional, behavioral, and attendance data. Students not meeting the standards will be identified for early intervention including guidance lessons provided by the counselor, in class differentiated instruction, School Based Mental Health Services, Student Success Team, and small group counseling sessions (including the use of Sanford Harmony) to address social/emotional needs. The counselor will monitor data points including academic data in ELA and Math, aide in creating warm and demanding relationships between our teachers, support staff, students, and family members. The counselor will also help to build a stronger home/school connection that increases attendance and creates a consistent and supportive environment for our students. In addition, the counselor will continue to build a school culture that keeps students in class and at school, engaged in the learning process with creative alternatives to suspension when behaviors errors allow for flexibility, and hold families accountable for attendance and tardies that lead to missed learning opportunities. Attendance for students in TK-5th grade will be monitored on a weekly basis, and parent calls will be made to ensure student attendance and success. (IN 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a)	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level (Newsela) Thinking Maps Core5 ELLevation iReady

Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.		

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays "On Demand" Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8)	HMH - GoMath Textbook Series Early Mathematics, A Resource for Teaching Young Children LBUSD Supplemental Instructional Resources ST Math

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Teachers and students need access to current, working technology in order to engage in 21st century learning. All students (TK-5) should be using technology on a daily basis integrated as part of their curriculum in class. Core Curriculum|100	Materials and individaul tech licenses to support the use of technology (to include, but not limited to PearDeck, NearPod, headphoes, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners.	All Students	LCFF $4,000 Materials - LCFF 100%	09/01/2023 - 06/25/2024 Semester	Principal	Feedback and inventory of technology will be conducted per semester to determine needs. Core Curriculum|100
There is a need for additional leveld reading text sets to support schoolwide implementation of small group instruction SBAC ELA|30, Elementary Reading - FRSA|70	New leveled reader text sets to support small group instruction and intervention in reading	Other Targeted Students, Identified At-Risk Students	Title 1 $8,000 Materials - Title 1 100%	09/01/2023 - 06/25/2024 Weekly	Classroom Teachers Literacy Specialist Team Members	Anecdotal notes from SGI Classroom walkthroughs SBAC ELA|30, Elementary Reading - FRSA|70

As we are paperless, there is a need for programs that help to create effective and streamlined communication with families. Basic Services|100	Materials ans tools (including Canva and Smore subscriptions) to improve communication for all meeting and events.	All Parents	Par Inv $600 Services - Par Inv 100%	09/01/2023 - 06/25/2024 Biweekly	Principal Counselor IOA Office Supervisor	newsletters and flyers and evidence of communication Basic Services|100
Our school playground is a busy place and does not always provide structured opportunities for student to practice supervised cooperation and self regulation with immediate feedback. Students need places to learn and practice the skills while engaged in games and/or SEL lessons. Attendance/Chronic Absenteeism Rate|30, SEL Survey|70	Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an opportuntiy for student to learn and practice positive interactions with peers through structured and supervised games and activites. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly	All Students	Title 1 $5,000 Materials - Title 1 100%	09/01/2023 - 06/25/2024 Monthly	Principal Counselor	Wildcat Den room environment and schedule Attendance/Chronic Absenteeism Rate|30, SEL Survey|70

	with SEL, cooperation, self manamgent, and friendship building. Also, SEL supplies for calmdown/sensory corners for our Special Day Classrooms.						
CORE Survey Data Attendance/Chronic Absenteeism Rate|30, SEL Survey|30, Basic Services|40	Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement.	All Students	LCFF $3,004 Hourly - Recreation Aide (2) for 83 hours annually - LCFF 100%	09/01/2023 - 06/25/2024 Weekly	Principal	CORE Survey results Attendance/Chronic Absenteeism Rate|30, SEL Survey|30, Basic Services|40

These books serve as a way for students to see themselves in literature and are earned though positive behaviors, achieveing goals, and consistent hard work. Attendance/Chronic Absenteeism Rate|20, Culture-Climate Survey (Student-Staff)|80	Additional diverse literature to restock the book vending machine quarterly and to use for our perfect attendance and PBIS incentives.	Other Targeted Students	LCFF $4,000 Materials - LCFF 100%	09/01/2023 - 06/25/2024 Quarterly	Principal Counselor Office Supervisor	photo collection of students with book selections tracking of number tokens distributed Attendance/Chronic Absenteeism Rate|20, Culture-Climate Survey (Student-Staff)|80
Cross curricular exposure and need for hands-on application of learning. Culture-Climate Survey (Student-Staff)|50, SEL Survey|20, Core Curriculum|30	Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus.	All Students	Title 1 $9,584 Services - Title 1 100%	09/01/2023 - 06/25/2024 Monthly	Principal Ground Education	Monthly schedule/lesson plans Teacher/student feedback via survey 2x per year Culture-Climate Survey (Student-Staff)|50, SEL Survey|20, Core Curriculum|30
Select families in grades K-5 have inconsistent attendance patterns and/or tardies, need uniform assistance, and are in need of an intervention to	The IOA will translate for academic intervention parent workshops, and make phone calls regarding academic progress,	Identified At-Risk Students, Other Targeted Students, Targeted Parents, English Learners	Par Inv $2,259 Title 1 $42,927 Intermediate Office Assistant .5 FTE - Par Inv 5%; Title 1 95%	08/29/2023 - 06/14/2024 Daily	IOA	The Principal and Counselor will monitor data measures. The Office Manager will directly supervise the IOA. Basic Services|

increase academic needs. Parents of these students need a liaison to increase home-school connection and parental involvement. Basic Services|60, Other|40	attendance and behaviors as needed. The IOA will also translate for parent conferences and IEPs to help explain academic progress and interventions to parents. The IOA will facilitate home-school communication by contacting parents, at the request of school personnel, to discuss attendance, behavior, and academic concerns; schedules and participates in conferences, meetings, and the presentations for staff, students, and their parents/guardians to support student academic achievement. He/she will meet with students and parents to translate and address attendance, behavior, and academic concerns to increase student					60, Other|40

	achievement and student engagement. The IOA will meet daily/weekly with attendance at risk students to positively reinforce attendance. This positive reinforcement is developed by administrative staff and teachers.					
TK-5th grade students (general education and special education), families, and teachers need resources in order to provide and monitor their child's health and increase attendance and academic success at school. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|20, Culture-Climate Survey (Parent)|10, Other|20	The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade.	All Parents, All Students	LCFF $38,823 Title 1 $16,639 Nurse Inspector .4 FTE - LCFF 70%; Title 1 30%	08/29/2023 - 06/14/2024 Daily	School Nurse (with oversight from Principal)	Monthly log to track referrals to nurse, data on school uniforms, medical health referrals. Montly tracking of overall schoolwide attendance, at-risk student attendance, and chronic absenteeism. LROIX intervention tracking will be used as well. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|20, Culture-Climate Survey (Parent)|10, Other|20

| CORE Survey Data Suspension/Explusion Rate\|10, Culture-Climate Survey (Student-Staff)\|50, Other\|40 | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | All Students | LCFF Rec $59,717 Hourly - Recreation Aide (6) for 550 hours annually - LCFF Rec 100% | 08/30/2023 - 06/20/2024 Daily | Principal | CORE Survey results Suspension/Explusion Rate\|10, Culture-Climate Survey (Student-Staff)\|50, Other\|40 |

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Webster's Head Start Preschool Transition • The counselor and TK/Kindergarten teachers provide an orientation in June and August for Head Start parents to learn strategies on how to develop oral language. TK/Kindergarten expectations are also shared with parents. • Each spring the counselor holds two parent meetings for Head Start regarding TK/Kindergarten enrollment procedures. • In the spring, a meeting is held for parents to receive information about the Dual Immersion program. Parents also receive a tour of Dual Immersion classrooms. • School tours are available upon request. Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 2nd and June 2nd. TK is a 3.5 hours program designed to encourage language communication and hands-on opportunities for learning. Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.	Middle School Transition • The counselor visits classrooms regularly during the period of middle school matriculation to answer questions, explain the application process, and explain middle school options. • The counselor holds meetings for 5th grade parents and individual conferences as needed. • Keller Middle School teachers provide information about the Dual Immersion program on site. • The parents are invited to attend the district Education Celebration annually to gather information about various middle schools. • The counselor distributes information about middle school open house events for various middle schools that provide information for 5th grade students and parents. • The counselor monitors middle school applications done online by parents. The counselor provides support to parents who need help with completing online application. • The counselor collects letters of intent from students after middle school acceptances are received. • The counselor explains the appeal process to parents who are not happy with the middle school their students gets into.	N/A

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate

Indentified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
TK-5th grade data shows students need improved overall academics (focused on ELA and Math), attendance, and social/emotional support. There is also a need for increased classroom and individual attendance incentives, as well as attendance conferences to decrease our chronic absenteeism. EL Reclassification|10, Attendance/Chronic Absenteeism Rate|30, Culture-Climate Survey (Student-Staff)|30, SEL Survey|30	The counselor will provide intervention and will coordinate our Response to Intervention for our most at-risk students including our ELL and African American students. The counselor will be able to reduce class size on a rotational basis by providing Sanford Harmony and Guidance lessons while to classes, allowing teachers the flexibility to pull small groups for at-risk interventions in ELA and/or math. The counselor will provide specific monitoring of our students' academic, social/emotional, behavioral, and attendance data. Students not meeting the standards will be identified for early intervention including guidance lessons provided by	Title 1 $82,097 Counselor .5 FTE - Title 1 100%	08/20/2023 - 06/20/2024 Daily	Counselor	Monitor data by site administrator with particular attention to academic data, attendance, office referral, and SEL data. - LROIX intervention tracking - SST follow through and meeting logs - Small group intervention - SBMH Referrals - EL Reclassification - School Climate Survey results

	the counselor, in class differentiated instruction, School Based Mental Health Services, Student Success Team, and small group counseling sessions (including the use of Sanford Harmony) to address social/emotional needs. The counselor will monitor data points including academic data in ELA and Math, aide in creating warm and demanding relationships between our teachers, support staff, students, and family members. The counselor will also help to build a stronger home/school connection that increases attendance and creates a consistent and supportive environment for our students. In addition, the counselor will continue to build a school culture that keeps students in class and at school, engaged in the learning process with creative alternatives to suspension when behaviors errors allow for flexibility, and hold families accountable for attendance and tardies that lead to missed learning opportunities.			

	Attendance for students in TK-5th grade will be monitored on a weekly basis, and parent calls will be made to ensure student attendance and success.				
Our AA and EL student groups are performing significantly lower than the school averages. SBAC ELA|10, SBAC Math|10, Elementary Reading - FRSA|40, Core Curriculum|40	The first 50% of this position, funded by the district, will focus on SEL, engagment, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps. We will especially focus on our two student groups needing the most support, African Americans and ELs.	Title 1 $85,379 Program Facilitator .5 FTE - Title 1 100%	06/20/2023 - 06/20/2024 Daily	50% SEL Facilitator/ intervention TOSA	Monitor data by site administrator with particular attention to academic data, attendance, and SEL data. - LROIX intervention tracking - Small group intervention - EL Reclassification - School Climate Survey results

Accountability Measure 3: Professional Development

Professional Development

Professional Development

Indentified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
In order to increase rigor and 21st centry learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. SBAC ELA|10, SBAC Math|10, Core Curriculum|80	Teacher Leader Professional Development to include Instructional Leadership, site decision making team Team and Culture Climate Leadership Teams. (1 representative from each grade level for each team). These teacher leaders will be trainied in various PD including collective teacher efficacy, with the expectation that they will share thier new expertise with their grade levels and guide the goal setting and PD process at Webster.	Title 1 $3,112 Teacher Hourly Extra Comp (9) for 4 hours annually - Title 1 100%	09/01/2023 - 06/25/2024 Other	Principal Lead Teachers	Quarterly Meetings (1:1 with principal) PD agendas Teacher observations
In order to increase rigor and 21st centry learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. SBAC ELA|10, SBAC Math|10, Core Curriculum|80	Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collectice teacher efficacy.	Title 1 $15,203 Substitute teacher full day (15) for 4 days - Title 1 100%	09/01/2023 - 06/25/2024 Other	Principal Dual Immersion Teachers	Quarterly Meetings (1:1 with principal) PD agendas Teacher observations

In order to increase rigor and 21st centry learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. SBAC Math|10, Elementary Reading - FRSA|10, Core Curriculum|80	Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collectice teacher efficacy, with the expectation that they will implement thier new learning in their classrooms.	Title 1 $17,483 Substitute teacher full day (23) for 3 days - Title 1 100%	09/01/2023 - 06/25/2024 Other	Principal Teachers	Quarterly Meetings (1:1 with principal) PD agendas Teacher observations
In order to increase rigor and 21st centry learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. Attendance/Chronic Absenteeism Rate|10, Culture-Climate Survey (Student-Staff)|20, SEL Survey|70	Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Second Step, ASPIRE, and NCI with the expectation that they will implement their new learning in their classrooms.	Title 1 $11,655 Substitute teacher full day (23) for 2 days - Title 1 100%	09/01/2023 - 06/25/2024 Other	Principal Teachers	Quarterly Meetings (1:1 with principal) PD agendas Teacher observations

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Method for Assessing Effectiveness**

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	325479
Title I Parent and Family Involvement (3008)	3924

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	56140

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Matt Monaghan	10-03-2024
Staff	Classroom Teacher	Maria Alcala	10-21-2024
Staff	Classroom Teacher	Shawna Devoe	10-03-2025
Staff	Classroom Teacher	Jina Alcantar	10-03-2025
Staff	Non Classroom Teacher	Margaret Martin	10-03-2024
Community	Parent	Osvaldo ██	10-03-2025
Community	Parent	Jane ██	10-21-2024
Community	Parent	Raul ██	10-21-2024
Community	Parent	Tiffany ██	10-03-2025
Community	Parent	David ██	10-03-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Emmanuel ███████
DELAC Representative	Parent of EL Student (required)	Osvaldo ████
Principal or Designee	Staff Member (required)	Matt Monaghan
Secretary	Staff Member (required)	Margaret Martin

Name	Representing

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/23/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	To prioritze EL students for tutoring during/after school. The group is planning to provide more recommendations at future meetings.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	CELDT/ELPAC Results Reclassification Data EL Attendance Rates Other: i-Ready data
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/30/2023
6. What was SSC's response to ELAC recommendations?	SSC agreed to support prioritizing tutoring/intervention during and after school for our EL students.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/30/2023
2. The SSC approved the **Home-School Compact** on 10/02/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/02/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/28/2023, 10/13/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/30/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____   Printed Name: _____   Date: _____

SSC Chair: _____   Printed Name: _____   Date: _____

ELAC Chair: _____   Printed Name: _____   Date: _____

Attendance Rate

Webster
All Students
N = 502
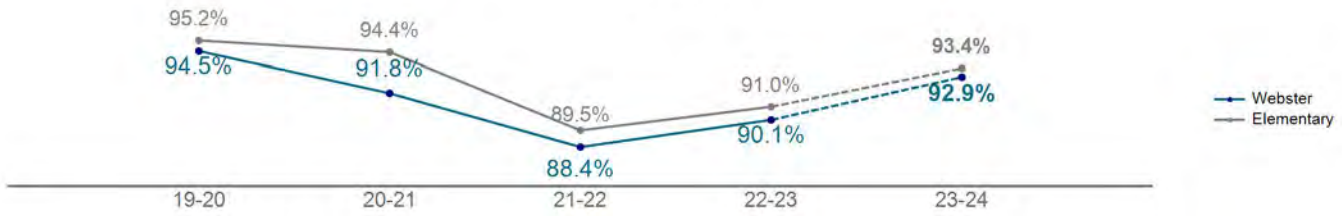
Webster
Elementary

95.2%   94.4%   93.4%
94.5%   91.8%   91.0%   92.9%
           89.5%   90.1%
           88.4%

19-20   20-21   21-22   22-23   23-24

African American
N = 107

94.0%   92.5%
92.3%   90.6%   89.5%   89.7%
           87.2%   87.4%
           86.1%
           84.7%

19-20   20-21   21-22   22-23   23-24

Asian

Subgroup with fewer than 20 students.

Filipino
N = 23

98.4%
96.1%   98.0%   94.8%
95.7%   93.5%   95.1%
           92.6%   93.0%
           92.7%

19-20   20-21   21-22   22-23   23-24

Hispanic
N = 333

95.2%   94.2%   93.6%
95.2%   92.9%   90.6%   93.0%
           88.8%   90.5%
           88.7%

19-20   20-21   21-22   22-23   23-24
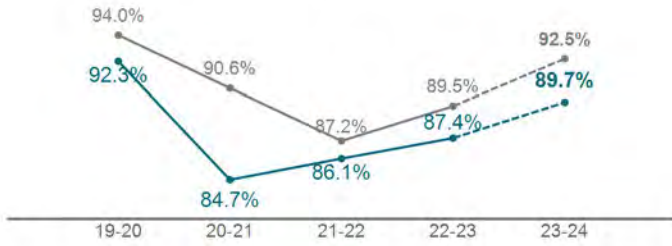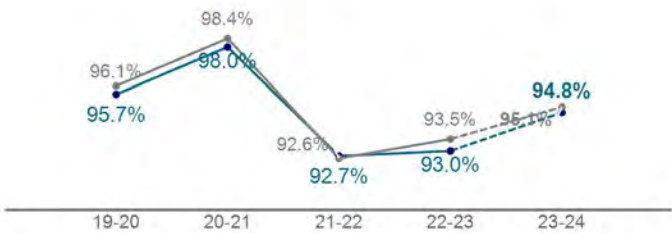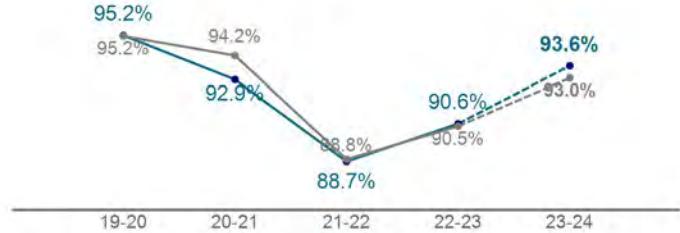
Pacific Islander

95.0%
93.5%

19-20

White

Subgroup with fewer than 20 students.

Native American
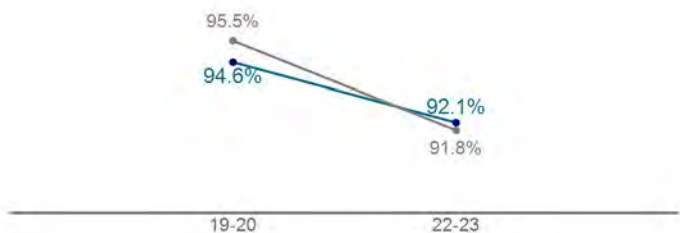
Subgroup with fewer than 20 students.

Other

95.5%
94.6%   92.1%
                 91.8%

19-20   22-23

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 134

95.6%
94.6%
95.0%
93.2%
94.7%
91.8%
93.6%
89.5%
91.3%
89.2%

19-20   20-21   21-22   22-23   23-24

Low SES
N = 496

94.9%
94.3%
94.5%
93.1%
92.9%
90.2%
92.8%
88.4%
90.2%
88.2%

19-20   20-21   21-22   22-23   23-24

English Learner
N = 118

94.9%
93.6%
93.7%
91.7%
94.4%
91.1%
93.3%
88.7%
90.8%
88.5%

19-20   20-21   21-22   22-23   23-24

Special Education
N = 98

94.0%
92.2%
92.6%
86.9%
91.9%
89.1%
90.7%
87.3%
87.1%
86.1%

19-20   20-21   21-22   22-23   23-24

Homeless or Foster Youth
N = 29

94.2%
93.9%
91.1%
90.6%
93.6%
89.2%
90.1%
91.2%
89.0%
87.4%

19-20   20-21   21-22   22-23   23-24

Female
N = 246

95.3%
94.8%
94.6%
92.5%
93.6%
91.2%
92.9%
89.7%
90.8%
89.1%

19-20   20-21   21-22   22-23   23-24

Male
N = 256

95.1%
94.1%
94.4%
91.2%
93.2%
90.7%
92.8%
89.3%
89.5%
87.8%

19-20   20-21   21-22   22-23   23-24
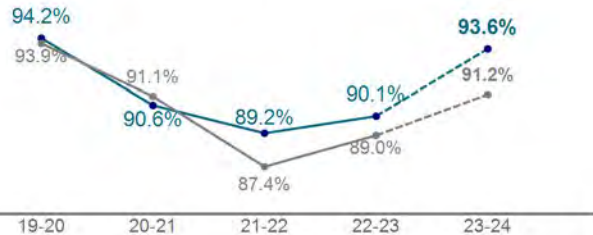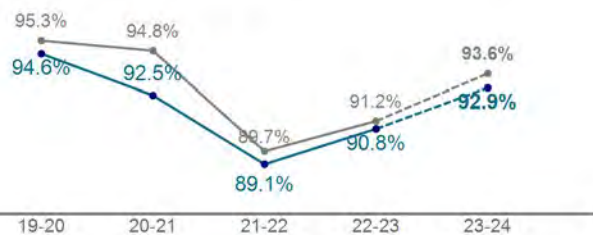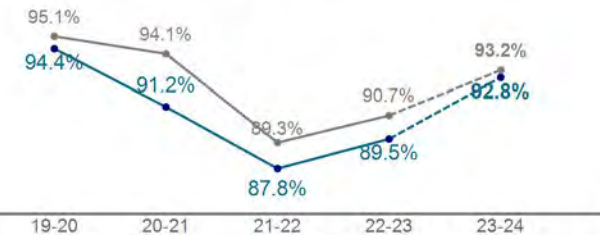
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Webster
All Students
N = 495
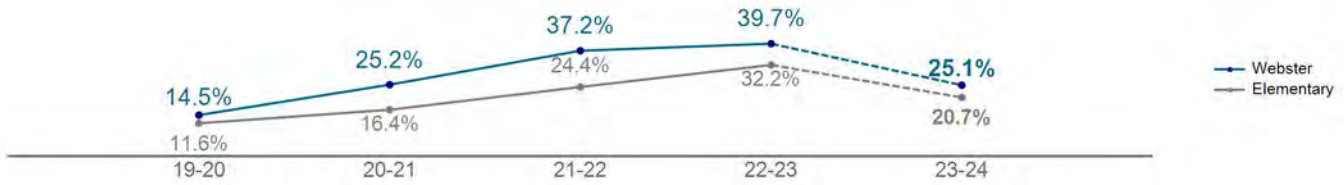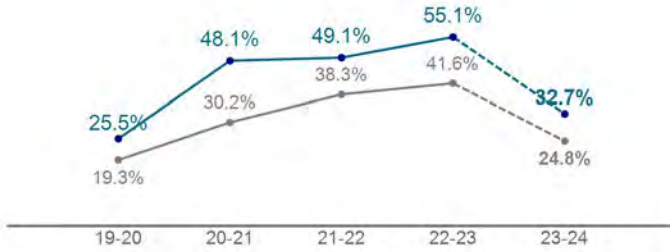
- Webster
- Elementary

	19-20	20-21	21-22	22-23	23-24
Webster	14.5%	25.2%	37.2%	39.7%	25.1%
Elementary	11.6%	16.4%	24.4%	32.2%	20.7%

African American
N = 107

	19-20	20-21	21-22	22-23	23-24
Webster	25.5%	48.1%	49.1%	55.1%	32.7%
Elementary	19.3%	30.2%	38.3%	41.6%	24.8%

Asian

Subgroup with fewer than 20 students.

Filipino
N = 23

	19-20	20-21	21-22	22-23	23-24
Webster	10.8%	2.6%	18.4%	25.8%	17.4%
Elementary	6.6%	2.2%	8.9%	18.9%	13.4%

Hispanic
N = 326

	19-20	20-21	21-22	22-23	23-24
Webster	10.8%	21.6%	35.1%	36.8%	23.3%
Elementary	11.6%	17.4%	26.1%	34.8%	22.9%
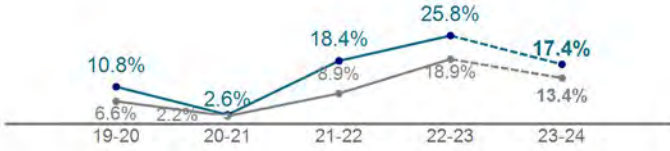
Pacific Islander
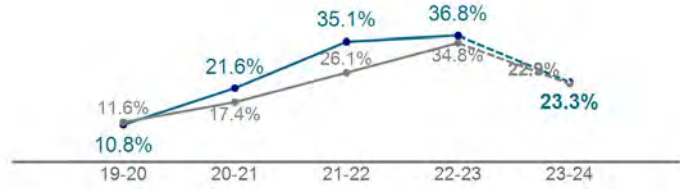
	19-20
Elementary	21.1%
Webster	16.0%
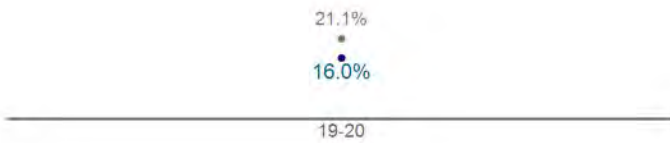
White

Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
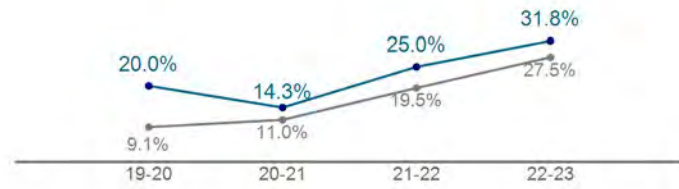
Subgroup with fewer than 20 students.

Other

20.0%
14.3%
25.0%
31.8%
9.1%
11.0%
19.5%
27.5%

19-20   20-21   21-22   22-23

N's are from the current year. Attendance during the 19-20 school year only includes dates
through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Report 1019 | Report Code ATT06-5YR
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Percent of Students in the Moderately
or Severely Chronic Categories

EL + RFEP
N = 129
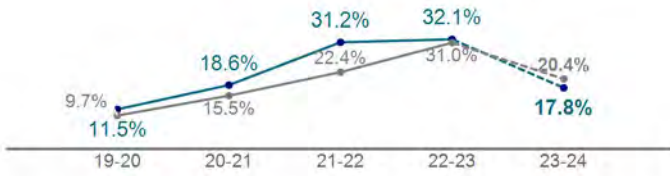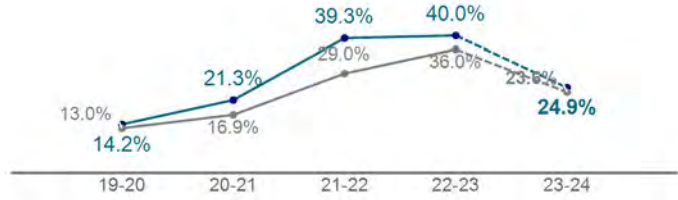
31.2% 32.1%
18.6% 22.4% 31.0% 20.4%
9.7% 15.5% 17.8%
11.5%
19-20 20-21 21-22 22-23 23-24

Low SES
N = 493

39.3% 40.0%
21.3% 29.0% 36.0% 23.6%
13.0% 16.9% 24.9%
14.2%
19-20 20-21 21-22 22-23 23-24

English Learner
N = 113

33.9% 35.7%
22.0% 25.1% 33.8% 21.7%
16.8% 18.5% 19.5%
13.0%
19-20 20-21 21-22 22-23 23-24

Special Education
N = 99

50.9% 56.3%
38.0% 30.9% 41.4% 36.4%
17.1% 23.1% 26.5%
16.7%
19-20 20-21 21-22 22-23 23-24
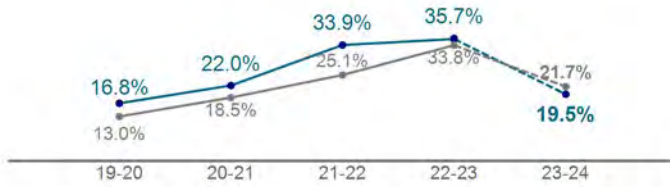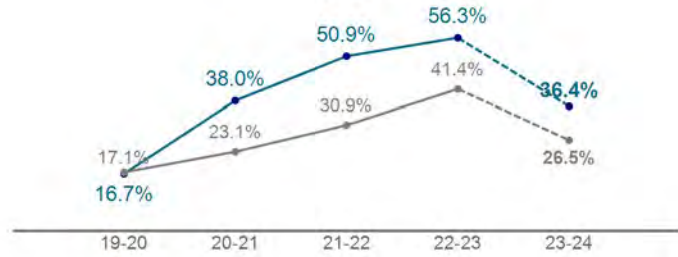
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 243

32.0% 34.6%
23.3% 23.7% 31.0% 24.7%
13.2% 15.8% 19.8%
11.0%
19-20 20-21 21-22 22-23 23-24

Male
N = 252

41.8% 44.6%
27.0% 25.1% 33.3% 25.4%
15.7% 16.9% 21.6%
12.1%
19-20 20-21 21-22 22-23 23-24

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Report 1019 | Report Code ATT06-5YR
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SBAC ELA 2023 :: School Data by Subgroup

Webster

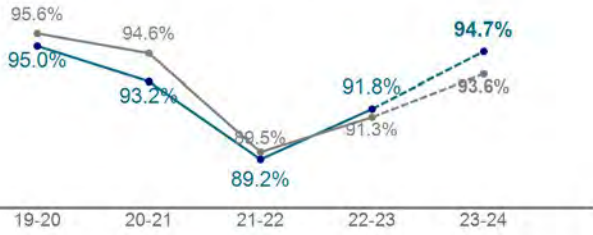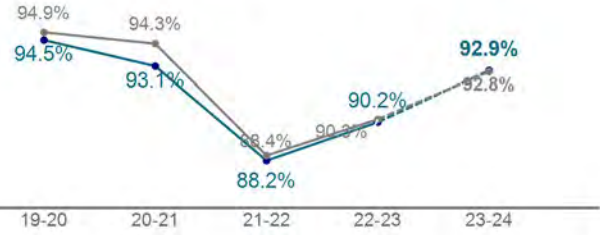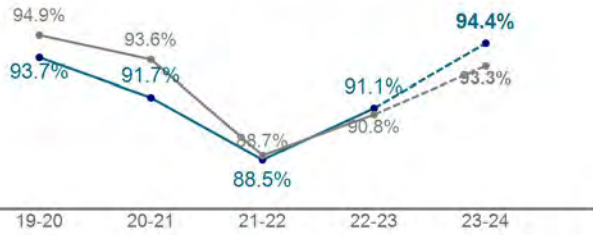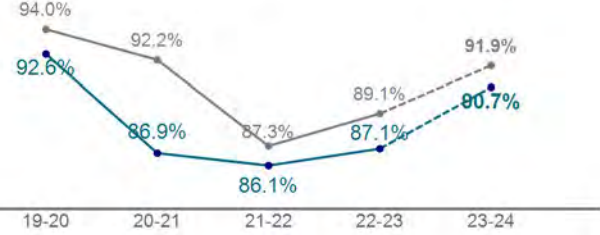| Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	225	225	71%	47	24	17	12	29%	↓5		↓3
		All Elementary	52%	31	21	23	25	48%	↑1		↑6
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 03	71	68%	44	24	13	20	32%	↑13		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	66	74%	48	26	15	11	26%	↓13		↑6
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	88	70%	48	23	22	8	30%	↓13		↓10
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	143	72%	49	23	15	13	28%	↓8		↓9
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	44	89%	61	27	11		11%	↓2		↑6
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Filipino	16*	31%	13	19	38	31	69%	↑13		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	Other	11*	45%	27	18	27	27	55%	↓1		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Webster

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Pacific Islander	5*	100% 40		60		0%		↓33		-
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
	Asian	3*	33%	33		33	33	67%	↑7		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	2*	50%	50		50		50%	-		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	White	2*	50%	50		50		50%	↑17		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	American Indian	1*	0%			100		100%	↑50		-
		All Elementary	36%	27	9	41	23	64%	↑8		↑9
		District	41%	25	16	41	18	59%	↑18		↑12
Gender	Female	115	68%	43	25	17	15	32%	↓7		↓6
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	110	74%	51	23	16	10	26%	↓3		↑2
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
		All Elementary*	50%	13	38	38	13	50%	↑25		-
Special Populations	EL + RFEP	67	73%	49	24	19	7	27%	↓6		↓4

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SBAC ELA 2023 :: School Data by Subgroup

Webster

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	**EL + RFEP**	All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	42	90%	64	26	10		10%	↓-		↓8
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	25	44%	24	20	36	20	56%	↑2		-
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	GATE/Excel	56	23%	5	18	34	43	77%	-		↓14
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless	24	79%	54	25	13	8	21%	↓13		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	24	79%	54	25	13	8	21%	↓11		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	221	71%	46	24	17	13	29%	↓3		↓3
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	35	89%	74	14	6	6	11%	↑11		↑8
		All Elementary	81%	64	17	10	9	19%	↑2		↑4

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SBAC ELA 2023 :: School Data by Subgroup

Webster

Category		Tested		Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
				Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Special Ed.	District		84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP		33	88%	73	15	6	6	12%	↑12		↑8
		All Elementary		77%	57	19	13	11	23%	↑2		↑5
		District		79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Webster

Category		Tested	Percent by Achievement Level — Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	224	224	74%	47	27	18	8	26%	↑1		↓5
		All Elementary	60%	33	27	22	18	40%	↑2		↓2
		District	66%	40	26	19	16	34%	↑1		↓5
Grade	Gr. 03	71	62%	39	23	30	8	38%	↑18		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	65	77%	43	34	14	9	23%	↓6		↑2
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	88	82%	57	25	13	6	18%	↓5		↓11
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	143	73%	51	22	20	6	27%	↑4		↓6
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	44	93%	61	32	5	2	7%	↑5		↑6
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Filipino	16*	44%		44	38	19	56%	↓19		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	Other	10*	60%	20	40	30	10	40%	↓16		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
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SBAC Math 2023 :: School Data by Subgroup

Webster

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	Pacific Islander	5*	100%	60	40			0%	↓22		-
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓-		↓6
	Asian	3*	67%	33	33		33	33%	↓7		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	2*	100%	50	50			0%	-		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	White	2*	0%			50	50	100%	↑67		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	American Indian	1*	0%				100	100%	-		-
		All Elementary	64%	27	36	18	18	36%	↓3		↓9
		District	73%	41	31	14	14	27%	↑1		↓8
Gender	Female	115	74%	52	22	18	8	26%	↑3		↓4
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	109	74%	42	32	18	7	26%	-		↓7
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-
		District	62%	42	20	22	16	38%	↑4		↓3
Special Populations	EL + RFEP	67	78%	51	27	16	6	22%	↓2		↓4

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Webster

Category			Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
				Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	EL + RFEP	All Elementary		73%	44	29	17	10	27%	↑2		↑-
		District		77%	52	26	14	8	23%	↑1		↓5
	ELL		42	88%	64	24	12		12%	↑9		↑4
		All Elementary		83%	54	29	13	4	17%	↑6		↑1
		District		90%	68	22	8	2	10%	↑3		↓-
	RFEP		25	60%	28	32	24	16	40%	↓3		↓14
		All Elementary		43%	16	27	28	29	57%	↑10		↓2
		District		66%	36	30	20	14	34%	↑1		↓9
	Foster	All Elementary		80%	53	26	19	2	20%	↑5		-
		District		85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel		56	34%	13	21	39	27	66%	↑4		↓27
		All Elementary		16%	3	13	27	57	84%	↑2		↓8
		District		26%	8	18	28	47	74%	↑2		↓9
	Homeless		24	92%	63	29	4	4	8%	↓18		-
		All Elementary		72%	44	27	18	11	28%	↑2		-
		District		78%	52	26	14	8	22%	↑-		↓5
	Homeless/Foster		24	92%	63	29	4	4	8%	↓17		-
		All Elementary		72%	45	27	18	10	28%	↑2		-
		District		79%	53	25	14	7	21%	↑1		↓4
	Low SES		220	74%	47	27	19	8	26%	↑2		↓5
		All Elementary		68%	39	29	20	12	32%	↑3		↓1
		District		73%	46	27	17	11	27%	↑2		↓5
	Special Ed.		34	88%	71	18	12		12%	↑6		-
		All Elementary		82%	63	20	10	8	18%	↑3		↓-

The percentages in each Claim may not equal 100% due to rounding.
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SBAC Math 2023 :: School Data by Subgroup

Webster

Category		Tested		Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	**Not Met**	**Nearly Met**	**Met**	**Exceeded**	Met+Exceeded				
Special Populations	Special Ed.	District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	33	88%	70	18	12		12%	↑6		-
		All Elementary	78%	55	23	12	10	22%	↑3		↓1
		District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Webster

Category		Tested	Percent by Achievement Level (Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded)						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	89	89	76%	11	65	19	4	24%	↑10		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	74%	17	57	18	8	26%	↑1		-
Grade	Gr. 05	89	76%	11	65	19	4	24%	↑10		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	70%	16	54	20	10	30%	↑1		-
Ethnicity	Hispanic	55	80%	16	64	18	2	20%	↑13		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	15*	87%	7	80	13		13%	↓12		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Other	7*	57%		57	29	14	43%	-	▪	-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	Filipino	5*	80%		80	20		20%	↓30		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
	Pacific Islander	4*	50%		50	50		50%	↑33	▪	-
		All Elementary	83%	22	61	17		17%	↓14		-
		District	88%	20	69	10	2	12%	↓4		-
	White	1*	100%	100				0%	-		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-

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SBAC Science 2023 :: School Data by Subgroup

Webster

Category		Tested	Percent by Achievement Level (Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded)						2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	American Indian	1*	0%			100		100%	↑100		-
		District	73%	73		27		27%	-		-
		All Elementary*	40%	40		60		60%	↑46		-
	Asian	1*	0%			100		100%	↑100		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Cambodian	1*	100%	100				0%	-		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
Gender	Female	46	78%	9	70	20	2	22%	↑3		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	43	74%	14	60	19	7	26%	↑16		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	27	81%	19	63	19		19%	↑1		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	14*	100% 36		64			0%	-		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	13*	62%	62		38		38%	↑17		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

Webster

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	**RFEP**	All Elementary	61%	7	55	30	9	39%	↑9		–
		District	75%	10	66	20	5	25%	↑3		–
	Foster	All Elementary	81%	30	51	11	8	19%	↑1		–
		District	88%	31	58	8	4	12%	↓3		–
	GATE/Excel	32	41%		41	47	13	59%	↑30		–
		All Elementary	32%	1	31	36	32	68%	↑–		–
		District	43%	3	41	34	23	57%	↓2		–
	Homeless	11*	73%	18	55	27		27%	↑13		–
		All Elementary	83%	20	63	13	4	17%	↑1		–
		District	86%	24	62	10	3	14%	↓1		–
	Homeless/Foster	11*	73%	18	55	27		27%	↑15		–
		All Elementary	83%	21	62	13	4	17%	↑1		–
		District	87%	25	62	10	3	13%	↓1		–
	Low SES	87	76%	11	64	20	5	24%	↑9		–
		All Elementary	77%	18	59	17	6	23%	↑2		–
		District	81%	20	61	15	4	19%	↑2		–
	Special Ed.	19*	89%	42	47	11		11%	↑11		–
		All Elementary	89%	44	46	7	4	11%	↑3		–
		District	93%	47	46	5	2	7%	↑1		–
	Spec Ed. Speech/RSP	17*	88%	41	47	12		12%	↑12		–
		All Elementary	86%	34	52	9	5	14%	↑4		–
		District	90%	37	53	7	3	10%	↑1		–

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	35.5%	1.1%	27.2%	2.8%	26.6%	-7.6%	54.2%	10.6%	African American	22.8%	3.2%
Alvarado	57.1%	6.8%	55.4%	15.0%	51.7%	-5.4%	63.9%	9.5%	African American	27.3%	-0.5%
Avalon	26.1%	-5.6%	25.9%	6.6%	13.3%	-23.5%	33.3%	-5.4%	Hispanic	20.3%	-5.9%
Barton	23.3%	-0.2%	25.7%	9.0%	18.2%	-8.1%	26.6%	-1.6%	African American	9.2%	-5.9%
Birney	47.7%	-1.1%	47.8%	3.0%	48.4%	-6.2%	46.8%	-1.3%	African American	40.0%	7.4%
Bixby	65.4%	7.2%	62.8%	6.0%	62.0%	11.3%	72.5%	3.5%	African American	48.0%	14.7%
Bryant	43.4%	3.1%	32.1%	-5.4%	48.1%	-3.8%	50.0%	17.8%	Other	30.0%	-1.3%
Burbank	37.4%	-1.7%	31.3%	-2.0%	41.4%	8.5%	37.9%	-12.1%	Hispanic	33.5%	-1.7%
Burcham	71.9%	-1.8%	58.9%	-15.1%	75.5%	4.3%	81.0%	5.1%	Hispanic	62.9%	5.5%
Carver	70.8%	1.1%	67.1%	-2.8%	74.0%	9.9%	71.4%	-3.6%	Hispanic	59.1%	2.1%
Chavez	31.5%	2.0%	35.4%	10.9%	30.0%	-2.8%	29.9%	-0.6%	Hispanic	25.7%	-1.2%
Cleveland	77.4%	0.2%	75.8%	-6.7%	86.1%	13.0%	69.7%	-5.7%	Hispanic	72.5%	-3.6%
Cubberley	67.6%	2.3%	80.2%	-1.7%	80.6%	20.2%	70.8%	-0.5%	African American	45.2%	-7.3%
Dooley	41.4%	6.1%	46.2%	8.4%	46.5%	14.7%	32.4%	-3.9%	African American	32.8%	8.8%
Edison	35.2%	5.8%	25.0%	10.3%	27.4%	0.7%	50.0%	5.1%	African American	26.9%	2.8%
Emerson	70.9%	-0.3%	71.0%	-0.2%	70.2%	-0.9%	71.4%	0.2%	Hispanic	63.6%	-10.9%
Fremont	80.3%	6.9%	79.7%	-3.3%	84.3%	23.3%	78.1%	-1.1%	Hispanic	67.2%	1.0%
Gant	79.1%	-3.9%	75.5%	-10.4%	76.5%	0.4%	86.0%	-0.9%	Hispanic	69.0%	-3.6%
Garfield	43.5%	4.3%	43.3%	10.6%	35.8%	-0.2%	52.8%	3.3%	Hispanic	39.1%	3.6%
Gompers	59.5%	7.0%	54.3%	7.1%	52.9%	-3.4%	70.6%	17.0%	Hispanic	56.0%	1.4%
Grant	37.1%	0.4%	43.9%	16.4%	30.4%	-7.8%	36.9%	-7.3%	African American	34.1%	-7.2%
Harte	36.0%	3.6%	36.5%	4.9%	29.1%	-0.8%	42.0%	6.1%	African American	16.7%	-9.1%
Henry	66.2%	0.3%	62.7%	-8.5%	67.4%	12.7%	68.1%	-4.2%	Hispanic	62.9%	-1.0%
Herrera	40.4%	-1.8%	28.2%	-5.4%	31.7%	-11.1%	57.1%	7.1%	African American	25.5%	5.1%
Holmes	57.6%	5.8%	60.0%	9.2%	61.5%	10.6%	50.9%	-2.6%	African American	46.6%	3.7%
Hudson	36.9%	5.4%	45.6%	18.1%	28.2%	-3.9%	38.0%	3.4%	African American	20.0%	5.7%
Kettering	70.2%	-8.0%	68.1%	6.5%	72.5%	-4.6%	70.5%	-23.0%	Hispanic	54.3%	-10.9%
King	33.0%	-0.5%	31.0%	3.8%	27.4%	-2.7%	39.6%	-4.7%	African American	26.1%	-3.5%
Lafayette	35.2%	-1.9%	38.5%	1.2%	25.9%	1.7%	41.7%	-6.5%	African American	30.0%	0.7%
Lincoln	40.1%	-1.0%	37.8%	5.3%	36.6%	-3.2%	47.1%	-3.6%	Hispanic	37.1%	-1.4%
Longfellow	60.7%	4.2%	55.5%	4.5%	61.5%	4.3%	64.1%	2.4%	African American	43.8%	10.5%
Los Cerritos	72.6%	-1.3%	70.0%	0.5%	70.4%	-4.0%	77.5%	-0.9%	African American	54.5%	-5.9%
Lowell	75.0%	7.3%	79.2%	13.4%	71.6%	3.7%	74.4%	5.4%	Hispanic	61.2%	6.6%
Macarthur	59.7%	0.6%	72.5%	10.8%	53.5%	-6.5%	52.7%	-3.0%	Hispanic	56.1%	1.0%
Madison	57.2%	-3.7%	50.0%	-10.0%	63.2%	-3.5%	58.1%	1.3%	African American	40.0%	0.7%
Mann	35.4%	1.0%	33.3%	2.9%	35.2%	-8.2%	37.3%	8.0%	African American	31.0%	-12.3%
McKinley	36.8%	0.0%	24.6%	-6.3%	35.6%	1.2%	48.2%	2.1%	Hispanic	35.3%	-4.3%
Muir	41.3%	-4.7%	40.0%	3.6%	33.1%	-5.1%	38.8%	-4.1%	African American	30.4%	0.4%
Naples	86.4%	-1.3%	88.2%	3.8%	84.8%	-6.5%	86.0%	-1.2%	Hispanic	75.0%	5.3%
Newcomb	81.1%	-2.6%	71.6%	-1.5%	73.9%	-4.6%	85.1%	-1.1%	African American	75.0%	-0.8%
Oropeza	32.4%	-0.7%	42.7%	7.1%	30.2%	16.3%	26.7%	-26.1%	African American	17.5%	-0.7%
Powell	36.0%	1.1%	45.7%	6.8%	37.6%	8.3%	37.8%	-5.1%	Other	18.2%	-20.3%
Prisk	78.4%	-2.0%	75.0%	9.9%	74.5%	-10.6%	85.7%	-5.5%	African American	47.6%	-21.1%
Riley	45.4%	-2.3%	34.8%	-3.3%	50.9%	-3.0%	50.7%	0.7%	African American	24.0%	6.6%
Robinson	31.4%	-7.2%	18.3%	-12.2%	26.1%	-11.1%	35.9%	-5.3%	African American	22.8%	-5.9%

SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
57	14.4%	Hispanic	282	34.2%	-2.6%	34.0%	7.3%	11.8%	11.8%	7.1%	7.1%
22	38.7%	Cambodian	50	50.9%	8.4%	26.3%	-11.2%	5.3%	-11.4%	5.3%	-11.4%
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
65	15.8%	Hispanic	112	10.9%	-8.4%	27.8%	9.6%	5.7%	1.4%	6.0%	3.0%
35	36.0%	Filipino	25	36.4%	-13.6%	35.1%	-20.2%	9.7%	-2.8%	6.8%	-4.8%
25	25.9%	Other	23	53.8%	-0.3%	69.2%	14.7%	21.7%	-3.3%	21.7%	-2.3%
20	14.2%	Hispanic	86	28.1%	1.5%	75.0%	35.0%	28.6%	14.3%	11.1%	6.1%
212	12.5%	African American	37	33.9%	3.7%	27.0%	-13.0%	7.7%	-3.1%	7.5%	-3.0%
70	21.8%	White	52	28.6%	-4.8%	60.0%	-15.0%	47.8%	4.3%	47.8%	4.3%
88	30.7%	Other	39	75.0%	30.6%	54.5%	12.9%	21.7%	-6.8%	20.8%	-7.7%
109	4.9%	African American	36	28.6%	9.0%	17.6%	-9.6%	26.3%	20.1%	11.9%	6.6%
91	8.7%	White	80	60.0%	-28.9%	50.0%	-22.2%	67.4%	8.5%	63.0%	4.1%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
64	7.1%	Hispanic	283	33.6%	0.6%	30.8%	2.8%	9.4%	4.2%	7.7%	3.0%
26	8.7%	Hispanic	160	34.9%	5.8%	21.1%	8.6%	28.0%	17.5%	15.2%	9.8%
55	16.1%	White	69	50.0%	-25.0%	20.0%	-17.5%	46.2%	20.1%	38.5%	12.4%
67	19.7%	White	84	37.5%	4.2%	66.7%	20.5%	50.0%	16.7%	50.0%	18.4%
87	26.0%	Asian	20	66.7%	-3.3%	75.0%	25.0%	71.4%	17.3%	71.4%	17.3%
225	21.8%	Filipino	23	32.4%	0.6%	18.2%	-0.3%	25.0%	-0.9%	25.0%	-0.9%
84	0.0%	Hispanic	84	18.8%	-16.3%	63.2%	13.2%	44.4%	8.7%	35.3%	9.4%
44	24.2%	Cambodian	24	29.1%	-1.8%	20.5%	-8.7%	13.8%	3.4%	13.3%	3.3%
54	43.3%	Asian	45	33.8%	8.6%	35.1%	18.4%	12.5%	4.5%	6.9%	2.9%
272	13.7%	White	64	51.5%	-8.0%	81.8%	-1.5%	40.0%	4.3%	40.0%	4.3%
47	36.4%	Cambodian	42	41.0%	3.4%	38.3%	4.3%	7.4%	-3.7%	7.4%	-3.7%
58	8.5%	Hispanic	69	60.0%	19.3%	30.0%	0.6%	17.6%	-4.6%	17.6%	-3.4%
45	40.0%	Filipino	30	33.3%	0.0%	28.0%	6.6%	14.3%	4.3%	8.7%	3.8%
35	28.3%	White	46	71.4%	7.8%	44.4%	-25.6%	22.7%	1.3%	22.7%	1.3%
23	6.5%	Hispanic	267	27.0%	-4.4%	22.9%	-11.8%	14.7%	-6.7%	15.8%	-6.1%
40	4.3%	Hispanic	329	27.7%	-10.7%	20.5%	2.3%	5.1%	2.0%	5.1%	2.2%
334	22.2%	Cambodian	32	37.4%	-1.8%	32.3%	4.8%	15.9%	-7.3%	15.4%	-6.8%
73	39.9%	Cambodian	37	47.5%	12.9%	42.9%	4.4%	25.6%	7.4%	25.6%	8.2%
44	33.5%	Cambodian	25	69.6%	2.9%	50.0%	-5.6%	30.8%	-12.1%	29.6%	-11.3%
67	26.3%	Other	24	70.6%	18.0%	57.1%	23.8%	54.5%	24.5%	34.2%	16.0%
82	10.6%	White	36	66.7%	10.4%	54.5%	-12.1%	47.8%	16.0%	47.8%	17.4%
30	6.5%	Hispanic	71	66.7%	12.1%	43.8%	-17.4%	9.1%	9.1%	9.1%	9.1%
29	0.6%	Hispanic	98	20.0%	10.6%	30.0%	-9.1%	13.3%	0.0%	6.1%	-0.6%
173	14.7%	African American	34	29.8%	2.3%	50.0%	26.2%	6.1%	3.4%	5.9%	3.3%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
36	16.9%	White	74	80.0%	13.3%	100.0%		50.0%	-10.0%	50.0%	-4.5%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
40	14.5%	Hispanic	203	26.7%	-5.9%	28.6%	9.7%	5.9%	-11.2%	5.7%	-9.8%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
21	44.3%	Other	37	75.0%	37.5%	68.8%	8.8%	63.8%	-3.7%	63.8%	-3.7%
25	41.0%	Cambodian	20	31.4%	-10.0%	48.0%	1.6%	24.1%	-6.3%	12.7%	-7.3%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%

SBAC ELA 2023

Gender Diff
4.7%
2.3%
7.7%
4.1%
13.5%
10.0%
10.0%
7.2%
5.4%
7.3%
8.1%
10.6%
14.1%
0.4%
19.9%
17.4%
6.1%
3.2%
14.8%
9.2%
5.0%
9.5%
8.8%
7.6%
7.2%
4.9%
0.1%
8.9%
0.4%
8.7%
4.5%
2.8%
14.6%
3.7%
1.3%
7.2%
18.3%
13.3%
5.7%
13.6%
7.8%
5.4%
0.4%
5.5%
13.8%

SBAC ELA 2023

Roosevelt	29.9%	1.2%	28.5%	5.4%	24.5%	4.0%	37.2%	-5.0%	African American	23.5%
Signal Hill	52.0%	0.2%	41.1%	-4.2%	53.3%	6.1%	61.7%	0.0%	African American	43.1%
Smith	34.9%	-1.9%	30.9%	-5.6%	31.1%	-6.7%	42.5%	6.3%	African American	26.3%
Stevenson	32.0%	-3.7%	31.7%	6.4%	28.6%	-12.7%	35.4%	-6.0%	Hispanic	28.9%
Tincher	68.8%	0.2%	74.4%	8.6%	65.9%	-3.8%	67.6%	-1.4%	African American	50.0%
Twain	55.8%	4.0%	60.8%	7.3%	51.5%	9.2%	56.3%	-2.0%	African American	37.5%
Webster	29.3%	-4.8%	32.4%	12.7%	25.8%	-13.1%	29.5%	-12.6%	African American	11.4%
Whittier	22.6%	5.1%	22.0%	5.5%	19.6%	0.8%	26.3%	8.9%	African American	11.5%
Willard	32.2%	4.1%	32.3%	9.4%	30.2%	6.0%	34.1%	-5.2%	African American	30.0%

SBAC ELA 2023

1.8%	51	6.7%	Hispanic	367	27.0%	-1.7%	19.4%	-0.3%	12.1%	4.1%	11.7%
2.4%	58	21.9%	Other	20	48.4%	5.2%	50.0%	0.0%	19.2%	3.4%	10.2%
-1.6%	38	26.3%	Cambodian	38	27.3%	-3.0%	35.0%	6.7%	4.3%	-11.3%	2.8%
-6.6%	180	2.8%	African American	41	24.5%	-8.8%	31.6%	13.9%	11.1%	-9.5%	11.1%
-8.2%	56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%
11.8%	24	19.2%	White	30	47.1%	21.0%	54.5%	6.3%	35.0%	4.6%	22.6%
-2.0%	44	16.6%	Hispanic	143	26.9%	-6.5%	20.8%	-11.3%	12.1%	12.1%	11.4%
-3.6%	26	23.5%	Cambodian	40	18.6%	1.2%	13.8%	8.9%	8.6%	5.7%	5.9%
10.0%	40	10.0%	Asian	20	26.3%	-0.2%	33.3%	3.7%	5.0%	-6.1%	5.0%

SBAC ELA 2023

4.1%	1.4%
2.9%	11.0%
-7.5%	10.4%
-8.3%	1.9%
11.2%	8.9%
5.9%	7.2%
11.4%	5.8%
4.0%	6.0%
-5.7%	11.2%

i-Ready Math Overall Relative Placement
School Data by Subgroup
Webster 2022-2023

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Category		Diagnostic Window	# Students	Percent by Category				
				3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
All Students	378	3	378	8	15	46	15	17
Grade	Gr. 01	3	81		17	57	10	16
	Gr. 02	3	75		21	48	13	17
	Gr. 03	3	70	7	16	43	19	16
	Gr. 04	3	65	14	5	49	17	15
	Gr. 05	3	87	17	13	36	16	18
Ethnicity	African American	3	73	10	22	58	4	7
	Filipino	3	24		4	42	17	38
	Hispanic	3	246	9	14	46	16	15
Gender	Female	3	199	8	15	51	12	15
	Male	3	179	8	14	41	18	19
Special Populations	Low SES	3	370	8	15	46	15	17
	ELL	3	80	9	16	59	13	4
	RFEP	3	27		4	37	22	37
	EL + RFEP	3	107	7	13	53	15	12
	Special Ed.	3	53	28	26	25	11	9
	Spec Ed. Speech/RSP	3	52	27	27	25	12	10
	Homeless	3	31	26	19	32	19	3
	GATE/Excel	3	66		2	23	24	52

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 12/7/2023

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Webster 2022-2023

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Category		Diagnostic Window	# Students	Percent by Category
All Students	382	3	382	6 / 17 / 38 / 18 / 21
Grade	Gr. 01	3	81	6 / 58 / 9 / 27
	Gr. 02	3	76	22 / 39 / 12 / 26
	Gr. 03	3	72	11 / 14 / 21 / 32 / 22
	Gr. 04	3	64	9 / 3 / 52 / 22 / 14
	Gr. 05	3	88	10 / 34 / 23 / 17 / 16
Ethnicity	African American	3	75	8 / 23 / 39 / 19 / 12
	Filipino	3	24	4 / 29 / 13 / 54
	Hispanic	3	248	7 / 17 / 40 / 19 / 17
Gender	Female	3	201	6 / 17 / 41 / 16 / 19
	Male	3	181	6 / 16 / 35 / 20 / 23
Special Populations	Low SES	3	374	6 / 17 / 38 / 18 / 21
	ELL	3	80	10 / 23 / 48 / 13 / 8
	RFEP	3	27	22 / 19 / 26 / 33
	EL + RFEP	3	107	7 / 22 / 40 / 16 / 14
	Special Ed.	3	55	20 / 29 / 31 / 13 / 7
	Spec Ed. Speech/RSP	3	52	17 / 31 / 33 / 12 / 8
	Homeless	3	32	22 / 25 / 34 / 13 / 6
	GATE/Excel	3	67	3 / 13 / 22 / 61

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 12/7/2023

ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Webster

Site Level Overall Performance Level Summary

16% Beginning Stage	**43%** Somewhat Developed	**36%** Moderately Developed	**6%** Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
10% Beg.	67% Some/Mod.	22% Well Dev.	13% Beg.	61% Some/Mod.	26% Well Dev.	33% Beg.	62% Some/Mod.	6% Well Dev.	35% Beg.	57% Some/Mod.	8% Well Dev.
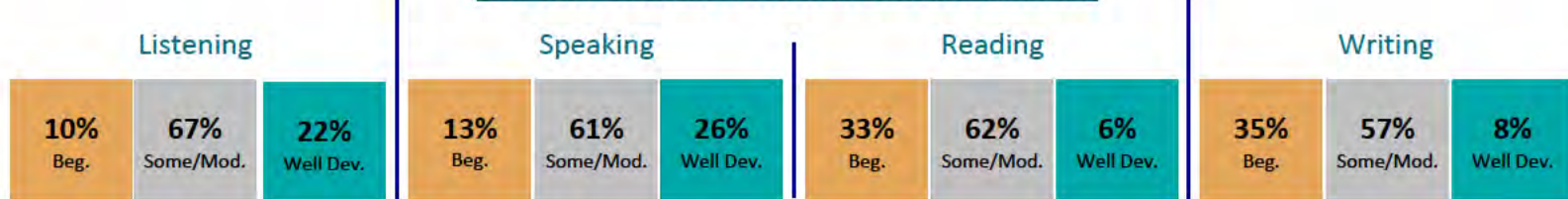
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	0%	67%	33%	0%	0%	83%	17%	0%	83%	17%	33%	67%	0%	50%	50%	0%
01	20%	50%	20%	10%	5%	70%	15%	15%	65%	10%	5%	80%	5%	55%	20%	15%
02	25%	45%	25%	5%	15%	55%	20%	15%	65%	10%	30%	40%	20%	40%	50%	0%
03	6%	31%	63%	0%	6%	88%	0%	13%	50%	31%	19%	75%	0%	19%	69%	6%
04	16%	42%	32%	11%	11%	37%	32%	16%	32%	32%	42%	37%	0%	11%	58%	11%
05	14%	36%	45%	5%	9%	41%	27%	5%	41%	32%	41%	36%	0%	18%	55%	5%

Reclassifcation Criteria   ELPAC Results (CDE Site)

School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Webster Elementary School ▾

If ATSI, identify subgroups:

- ☐ African-American
- ☐ American Indian
- ☐ Asian-American
- ☐ English Learner
- ☑ Filipino

- ☐ Foster Youth
- ☐ Hispanic
- ☑ Homeless
- ☐ Pacific Islander

- ☐ Socioeconomically Disadvantaged
- ☑ Students with Disabilities
- ☐ Two or More Races
- ☐ White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC	October 30, 2023
Signature of Principal	
Signature of SSC Chair	

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☑ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits**: School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Home-School Compact: Partners In Learning
Webster Elementary School 2023-2024

We know that learning can take place only when there is a combination of effort, interest and motivation. We are committed to _____'s success in school. We are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together, we can improve teaching and learning.

Student's Signature _____ **As a student, I pledge to:**
◊ Work as hard as I can on my school assignments.
◊ Take responsibility for my behavior in school.
◊ Respect everyone, including self, other students, staff, parents, and community members by treating them how you would like to be treated.
◊ Discuss with my parents what I am learning in school.
◊ Ask my teacher questions when I don't understand something.
◊ Read daily.
◊ Practice math facts daily.
◊ Come to school everyday, on time and in uniform (or appropriate dress during distance learning).

Parent's Signature _____ **As a parent I pledge to:**
◊ Provide a quiet study area at home and encourage good study habits.
◊ Talk with my child about his/her school activities everyday.
◊ Support my child in ways to respect the rights of others and accept responsibility for his/her behavior.
◊ Participate in school activities and parent education workshops.
◊ Encourage literacy in my home by reading with my child and on my own.
◊ Limit my child's screen time and help select worthwhile programs.
◊ Limit my child's use of technology i.e. smartphones, tablets, and game stations.
◊ Support my child's teacher with their classroom expectations.
◊ Ensure that my child attends school regularly and is on time everyday in uniform.
◊ Practice reading fluently with my child each night.
◊ Attend all scheduled parent/teacher conferences.
◊ Monitor parent information emailed and/or sent home with my child.
◊ Support my child's learning by bringing him/her to school every day on time, for the full day.

Teacher's Signature _____ **As a teacher I pledge to:**
◊ Provide motivating, interesting and challenging learning experiences in my classroom.
◊ Explain my expectations, instructional goals and grading system to children and parents.
◊ Communicate and cooperate with each parent to ensure the best education possible.
◊ Find out what techniques work best for the child.
◊ Integrate technology into the curriculum.
◊ Promote the Webster Guidelines for Success.
◊ Incorporate SEL into our classroom curriculum.
◊ Encourage parent participation on campus.
◊ Meet with parents by appointment.

Principal Signature *Matthew Monaghan* **Principal and support staff pledge to:**
◊ Create a welcoming environment for children and parents.
◊ Monitor and support the goals of students reading at grade level.
◊ Ensure a safe and orderly learning environment.
◊ Reinforce the partnership between child, parent, and staff.
◊ Act as the instructional leader by supporting teachers in their classroom.
◊ Provide appropriate in-services and training for teachers and parents.

Compromiso entre el Hogar-Escuela: Compañeros en el Aprendizaje
Escuela Primaria de Webster 2023-2024

Sabemos que el aprendizaje solamente puede tomar lugar cuando hay una combinación de esfuerzo, interés y motivación. Nos comprometemos al éxito de _____ en la escuela. Trataremos de promover el logro de el/ella. Este compromiso es para trabajar juntos. Creemos que este compromiso se logrará con el esfuerzo de todos nosotros. Juntos, podemos mejorar la enseñanza y el aprendizaje.

Firma del Estudiante _____ **Como niño/niña prometo:**
◊ En la escuela trabajar muy duro en mis trabajos.
◊ Tomar responsabilidad de mi conducta y respetar los derechos de los demás en la escuela.
◊ Respete a todos, incluido tú mismo, los demás estudiantes, los maestros, los padres y los miembros de la comunidad, tratándolos como le gustaría que lo trataran a usted.
◊ Hablar con mis padres lo que aprendí en la escuela.
◊ Hacerle preguntas a mi maestro/a cuando no entiendo algo.
◊ Leer diariamente.
◊ Practicar las matemáticas básicas diariamente.
◊ Venir diariamente a la escuela y llegar a tiempo y en uniforme.

Firma del Padres _____ **Como padre yo prometo:**
◊ Proveer un lugar callado en casa para estudiar y animar buenos hábitos de estudio.
◊ Hablar con mi hijo/a diariamente sobre las actividades en la escuela.
◊ Apoyar a mi hijo en formas de respetar los derechos de los demás y aceptar la responsabilidad de su comportamiento.
◊ Participar en actividades escolares y talleres educativos de padres.
◊ Animar la alfabetización en mi casa al leer con mi hijo/a y yo leer a solas.
◊ Limitar a mi hijo/a ver la televisión y ayudarle a elegir programas que valen la pena.
◊ Limitar a mi hijo/a el uso de tecnología de smart phones, tabletas y videojuegos.
◊ Apoyar al maestro/a de mi hijo/a con las expectativas del salón.
◊ Asegurar que mi hijo/a asista regularmente a la escuela y que llegue a tiempo todos los días y en uniforme.
◊ Practicar con mi hijo/a a leer con fluidez cada noche.
◊ Asistir a las conferencias de padres/maestros.
◊ Revisaré la información de padres que se manda a casa con mi hijo/a.
◊ Apoyar el aprendizaje de mi hijo/a mandándolo a la escuela todos los días a tiempo y por el dia entero.

Firma del Maestro _____ **Como maestro yo prometo:**
◊ Proveer experiencias de aprendizaje motivadoras, interesantes, y con retos en mi salón.
◊ Explicar mis expectativas, metas de instrucción y el sistema de calificaciones a los estudiantes y los padres.
◊ Comunicar y cooperar con los padres para asegurar la mejor educación posible.
◊ Encontrar la mejor técnica que trabaje para cada estudiante.
◊ Integrar la tecnología en el plan de estudios.
◊ Promover las Reglas para el Éxito de Webster.
◊ Incorporar SEL en nuestro plan de estudios en el salón.
◊ Animar la participación de padres en la escuela.
◊ Reunirme con los padres por cita.

Firma del Director _Matthew Monaghan_ **El Director y el personal de apoyo prometen:**
◊ Crear un ambiente placentero para los estudiantes y padres.
◊ Monitorear y apoyar las metas para que los estudiantes lean a su nivel de grado.
◊ Asegurar un ambiente de aprendizaje seguro y en orden.
◊ Reforzar la asociación entre el estudiante, padres y el personal.
◊ Actuar como líder de instrucción al apoyar a los maestros en el salón.
◊ Proveer entrenamientos apropiados para los maestros y los padres.

Daniel Webster Elementary
Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Daniel Webster Elementary has developed jointly with the members of School Site Council and distributed to families of participating children, a School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establishes Webster's expectations for familial involvement and describes how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I
Webster agrees to implement the following requirements:

- jointly develop with families, distribute to families of participating children, a School Family Involvement Guidelines that the school and families of participating children agree on.
- notify parents about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the parents can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II
DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Webster will take the following actions to involve parents in the joint development and joint agreement of its Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
   - Attendance at one of the district trainings or school site training. Topics include:
     i. Responsibilities & Roles of SSC and its members
     ii. Composition of SSCs
     iii. Budgetary considerations
     iv. Single Plan for Student Achievement
     v. Role of ELAC and other advisory committees

   - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
     i. Invite other parents and stakeholders to attend the meeting
     ii. Advertise at Back-to-School night, through School Messenger, etc.

   - At Meeting
     i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary

   ii. Write or update the Family Involvement Guidelines & Home-School Compacts
   iii. Oral and written translations be made available for Spanish speaking parents to allow for discussions

2. Webster will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
- At a SSC & ELAC meeting
- Section of Newsletter
- Annual Title I Meeting
- Main Office Hallway
- Back to School Night

3. Webster will update periodically its school's Family Involvement Guidelines to meet the changing needs of parents and the school:
- At SSC and ELAC meetings
- Parent information meetings
- School Site Council must vote to approve the guidelines

4. Webster will convene an Annual Title 1 Public Meeting to inform parents of the following:
- The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
- Meetings offered hold a flexible number of meetings at varying times
- Notifications/fliers sent home in language parents understand
- Announcement made on school marquee, through Schoolloop and School Messenger
- Incentives, refreshments, and child care provided

5. Webster will provide updated information to parents about Title I programs throughout the school year:
- Section of Newsletter
- At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, Principal Meetings)
- PTO Bulletin Board

6. Webster will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- Parent workshops
- Parent-Teacher Conferences
- Principal chats
- In school newsletters
- Back-to-School night
- At SSC & ELAC meetings

7. Webster will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:

- Coordination of Transitional Kindergarten at selected sites
- Promotion/advertisement of the District's Kindergarten festivals

8. Webster will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

- At School Site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Webster will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- District trainings offered for parents and staff
- Parent education workshops on site presented by Webster Teachers and Principal
- Parent-Teacher Conferences
- Monthly calendars of Parent workshops sent home with students and posted on Parent Bulletin Board by school secretary
- Monthly calendars of Parent Workshops posted on district website
- DCAC, DELAC and other district parent forums/meetings
- District website resources: click "P" for Parent Involvement

2. Webster will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
- Outline shared responsibility of home, school and student in academic achievement
- Developed, discussed and reviewed at first SSC and ELAC meetings
- School Site Council must vote to approve compact
- Home-School Compact will be shared with and distributed to parents at Parent-Teacher conferences

3. Webster will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:
- the state's academic content standards
- the state and local academic assessments including alternate assessments

4. Webster will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Parent Workshops: Math Facts, Parent/ Student Vue , Sight Words, Grammar, Writing Strategies, Comprehension Skills and Strategies, Hands on Science, Effective Parent/Teacher Conferences, and Study Skills

5. Webster will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Teacher/Staff In-services

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Office Staff will be doing the translations of written materials/notifications that are sent to parents

PART IV.
DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

*   *   *   *   *   *   *   *

PART V.   ADOPTION

This Webster Family Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on October 2, 2023 and will be in effect for the period of 1 year. The school will have the Guidelines available to all parents on or before October 20, 2023. Webster, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Matthew Monaghan
Signature of Principal

October 2, 2023
Date

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Escuela Primaria Daniel Webster
Pautas de Participación Familiar

Como una escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Daniel Webster ha desarrollado junto con los miembros del Consejo del Plantel Escolar y distribuido a las familias de los niños participantes, unas Pautas para la Participación de la Familia Escolar, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA, *por sus siglas en inglés*). Las Pautas establecen las expectativas de Webster para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto entre el Hogar y la Escuela está incorporado en las Pautas de participación de la familia en la escuela.

PARTE I
Webster se compromete a implementar los siguientes requisitos:

- desarrollar conjuntamente con las familias, distribuir a las familias de los niños participantes, unas Pautas para la participación de la familia en la escuela que la escuela y las familias de los niños participantes acuerden.
- notificará a los padres sobre las Pautas para la Participación de la Familia en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que los padres puedan entender.
- hacer disponible a la comunidad local las Pautas para la Participación de la Familia en la escuela.
- actualizar periódicamente las Pautas de participación de la familia en la escuela para satisfacer las necesidades cambiantes de las familias y la escuela.
- adoptar el pacto entre el hogar y la escuela de la escuela como un componente de sus Pautas para la participación de la familia en la escuela.
- acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II
DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN DE LA FAMILIA EN LA ESCUELA

1. Webster tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación Familiar y su plan escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de ESEA:
   - Asistencia a una de las capacitaciones del distrito o capacitación en la escuela. Los temas incluyen:
     i. Responsabilidades y funciones del SSC y sus miembros
     ii. Composición de los SSC
     iii. Consideraciones presupuestarias
     iv. Plan Único para el Rendimiento Estudiantil
     v. Papel del ELAC y otros comités asesores

   - Planificar una reunión con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil
     i. Invitar a otros padres y partes interesadas a asistir a la reunión
     ii. Anunciar en la Noche de Regreso a la Escuela, a través de School Messenger, etc.

- En la reunión
    i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (eliminaciones o adiciones) según sea necesario.
    ii. Escriba o actualice las Pautas de Participación Familiar y los Pactos entre el Hogar y la Escuela
    iii. Las traducciones orales y escritas estarán disponibles para los padres de habla hispana para permitir las discusiones.

2. Webster tomará las siguientes medidas para distribuir a los padres y la comunidad local las Pautas de Participación de los Padres de la escuela:
   - En una reunión de SSC y ELAC
   - Sección de un Boletín
   - Reunión Anual de Título I
   - Pasillo de la Oficina Principal
   - Noche de Regreso a la Escuela

3. Webster actualizará periódicamente las Pautas de Participación Familiar de su escuela para satisfacer las necesidades cambiantes de los padres y la escuela:
   - En las reuniones de SSC y ELAC
   - Reuniones informativas para padres
   - El Consejo del Sitio Escolar debe votar para aprobar las pautas

4. Webster convocará una reunión pública Anual del Título 1 para informar a los padres sobre lo siguiente:
   - Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela, y el derecho de los padres a participar
   - Las reuniones ofrecidas tienen un número flexible de reuniones en diferentes horarios
   - Notificaciones/avisos enviados a casa en un idioma que los padres entiendan
   - Anuncio realizado en la marquesina de la escuela, a través de Schoolloop y School Messenger
   - Se proporcionan incentivos, refrigerios y cuidado de niños

5. Webster proporcionará información actualizada a los padres sobre los programas de Título I durante todo el año escolar:
   - Sección de un Boletín
   - En SSC, reuniones de ELAC y otras reuniones de padres (PTA/PTO/CAAP, Reuniones de Directores)
   - Tablero de Anuncios del PTO

6. Webster proporcionará a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. La escuela también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
   - Talleres de Padres
   - Conferencias de Padres y Maestros

- Pláticas con el Director
- Boletines Escolares
- Noche de Regreso a la Escuela
- En las reuniones de SSC y ELAC

7. Webster coordinará e integrará programas y actividades de participación de los padres con Head Start, Early Reading First, escuelas preescolares públicas y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional en sitios seleccionados
- Promoción/publicidad de los festivales de Kindergarten del Distrito

8. Webster enviará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:

- En las reuniones del Consejo del Sitio Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Webster desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicamente descritas abajo:

- Capacitaciones del distrito ofrecidas para padres y personal
- Talleres de educación para padres en el sitio presentados por los Maestros y el Director de Webster
- Conferencias de Padres y Maestros
- Calendarios mensuales de talleres para padres enviados a casa con los estudiantes y publicados en el tablero de anuncios para padres por la secretaria de la escuela
- Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Recursos del sitio web del distrito: haga clic en "P" para Participación de los Padres

2. Webster incorporará el Pacto entre el Hogar y la Escuela como un componente de sus Pautas para la Participación de la Familia en la escuela:
- Descripción de la responsabilidad compartida del hogar, la escuela y el estudiante en el logro académico
- Desarrollado, repasado, y revisado en las primeras reuniones de SSC y ELAC
- El Consejo del Sitio Escolar debe votar para aprobar el pacto
- El Pacto entre el Hogar y la Escuela se compartirá y distribuirá a los padres en las Conferencias de Padres y Maestros.

3. Webster, con la asistencia de su distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender temas como los siguientes:

- los estándares de contenido académico del estado
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas

4. Webster, con la asistencia de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, al:
- Talleres de Padres: Matemáticas, ParentVue y StudentVue, Palabras de Uso Frecuente, Gramática, Estrategias de Escritura, Habilidades y Estrategias de Comprensión, Ciencias Prácticas, Conferencias Efectivas de Padres/Maestros y Habilidades de Estudio.

5. Webster, con la ayuda de su distrito y los padres, educará a sus maestros y demás personal sobre cómo comunicarse y trabajar con los padres como socios iguales, sobre el valor y la utilidad de las contribuciones de los padres y sobre cómo para implementar y coordinar programas para padres y crear vínculos entre los padres y las escuelas, mediante:
- Capacitación para Maestros/Personal

6. La escuela, en la medida que sea posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, que incluya información en formatos alternativos si es solicitado, y en la medida que sea posible, en un idioma que los padres puedan entender:
- El Personal de la Oficina hará las traducciones de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV.
COMPONENTES DISCRECIONALES DE LAS PAUTAS PARA LA PARTICIPACIÓN DE LA FAMILIA EN LA ESCUELA

NOTA: Las Pautas para la Participación de la Familia en la escuela pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con sus padres, elige emprender para desarrollar la capacidad de participación de los padres en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en la sección 1118(e) del ESEA:

- involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- capacitar a los padres para mejorar la participación de otros padres;
- con el fin de maximizar la participación parental y la participación de los padres en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizando conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con padres que no pueden asistir a esas conferencias en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación de los padres;

- establecer un consejo asesor de padres de todo el distrito (DCAC, *por sus siglas en inglés*) para brindar consejos sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;
- desarrollar funciones apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y
- proporcionando otro apoyo razonable para las actividades de participación de los padres bajo la sección 1118 según lo soliciten los padres.

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PARTE V.   ADOPCIÓN

Estas Pautas de Participación Familiar de Webster se desarrollaron en conjunto con los padres de los niños que participan en los programas del Título I, Parte A, y fueron acordadas por ellos. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del Sitio el 2 de octubre de 2023 y estarán vigentes por un período de 1 año. La escuela tendrá las Pautas disponibles para todos los padres el 20 de octubre de 2023 o antes. Webster, cuando sea posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

Matthew Monaghan
Firma del Director

2 de octubre del 2023
Fecha