



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Daniel Webster School	19-64881-6021760	6/6/22	June 23, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

The Single Plan of Student Achievement (SPSA) is Daniel Webster School's commitment to the continuous cycle of improvement; it provides teachers, staff, parents an detailed outline of successful interventions that ensure student achievement success for ALL Webster students in 2020-2021 school year; in addition, it provides guidance in identified area needing improvement; the school staff, parents, and administration will continuously refer back to this "living" document as a reminder and/or to modify, add, and/or change school strategies or techniques provided within the school plan; the school staff are expected to build upon the strengths of previous plan, refocus intently on student subgroups identified as still needing improvement English Learners; Hispanic, Socio-Economic Disadvantaged; the school plan is shared with all school stakeholders groups and provides them a guide to success for all students in the upcoming school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Daniel Webster School's SPSA was developed in collaboration with teachers, classified staff members, specialized instructional support, and the parents of Webster students. This collaboration has led to the development of a plan of action that sets goals for improved academic performance. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including English learners, socio-economically disadvantaged students, foster youth, students with disabilities, and racial/ethnic subgroups.

The SPSA coordinates all educational services and applicable federal and state funding sources. Daniel Webster School did not qualify for CSI, TSI, and/or ATSI; the school was successful in all academic areas overall according the 2019 data dashboard results.- ELA- Green; Math- Green; Suspension-Green; Chronic Absenteeism-Orange; we are proud of our accomplishments,, however, we will continue to work together in collaborative and cooperative manner until all student subgroups meet the proficiency standards for their respective grade level.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

1. School Site Council (SSC) meets monthly throughout the school year; meeting agendas include issues related to student academic achievement, opportunities for parental involvement, attendance, safety, student enrollment updates, and community partnership opportunities
2. School Site Council (SSC): October 21, 2021, January 20, 2022, April 22, 2022
3. Webster Faculty and staff members: A Monday meeting(s): School Staff/Survey (May 9, 2022)
4. ELAC Committee: Gave recommendations via telephone conference due to COVID-19 School Closure
5. GATE Parent Committee

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

For the 2022-2023 School Year, Daniel Webster School will receive \$20,250 in Unrestricted funds, Title 1 funds-\$53,345; \$39,025 from LCFF. Both Title I and LCFF funds have decreased from the 2021-2022 school year, yet salaries and hourly pay rate have increased. In order to fully fund our priorities we will need to supplement our budget with \$12,000 from Annual Fund. Webster is unable to fund a community advocate with site funds. PTA will be asked to contribute some of their annual surplus towards supplementing educational activities voted on by SSC and school staff next school year.

## School Vision and Mission

### Pasadena Unified District Mission Statement

The PUSD's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in and contribute to a diverse, democratic society. Our Children, Learning Today, Leading Tomorrow  
School

### Daniel Webster School Vision and Mission Statement 2022-2023

**DANIEL WEBSTER SCHOOL: "WHERE ALL STUDENTS ACHIEVE SUCCESS"**

At Daniel Webster School, we provide a quality educational environment comprised of powerful teaching and learning to enable all students to succeed in school and in life. We intend that all Webster students, in preschool through fifth grade, will study a viable and common full-core curriculum, which is driven by the California Common Core State Standards and integrated among disciplines and across all content areas. We provide an environment that promotes positive attitudes and builds self-esteem, individually and within the school community through school-wide positive behavior support interventions.

Webster faculty and staff strive to instill pride in each student's culture and enable them to demonstrate understanding and respect for opposing perspectives and people from diverse cultural and social-economic backgrounds.

The Webster faculty and staff are committed to educating all students to achieve higher academic levels than ever before. Our primary goal is to provide our students with the knowledge and skills needed to become successful middle and high school students and beyond through an established culture of high student engagement that embraces skills needed to be successful in the workplace during the 21st century; the four essential skills to focus on include: Collaboration, Communication, Critical Thinking, and Creativity (4C's). By integrating the 4C's into daily instruction and activities, we feel our students will be better able to compete successfully in our global society and to participate fully in our democracy as informed and thoughtful citizens. We intend that our students will leave Daniel Webster School educated for independent thought and ethical action, as responsible globally-minded, culture-conscious students and citizens who possess a desire to lead and collaborate in the 21st century.

## School Profile

Daniel Webster School opened in 1926, with a sizeable addition completed in 1932. Nestled in the foothills of northeast Pasadena, the school has been designated a Historical Landmark. As a result of the passage of Measure Y, the school was modernized in 2000- 2004. The school is currently benefitting from the passage of Measure TT having installed a new Pre K playground and improved classroom lighting. Renovation of the original auditorium, upgrading the cafeteria serving area, and remodeling the administrative offices for ADA accessibility was completed in March 2013. Soft surface playgrounds were installed in the kinder and upper playgrounds during the 2019-2020 school year.

In 2021, the school served approximately 390 students in Pre-K through grade 5. Student demographics were as follows: 45.7%- White, 41.4%- Hispanic, 5.9%- African American, 3.9% Asian, and 3.1% Other, Multiple or No response. 75.3% of students were Socio-Economically Disadvantaged, 17% were students with Disabilities, and 9.8% were English Learners. We are proud to be a school community that is rich in cultural and ethnic diversity.

The Webster School campus is composed of 13 classrooms, 1 RSP classroom, 1 Music classroom, a library, and Art Loft, a staff lounge, staff workroom, a fully renovated auditorium and front office, three playgrounds and a grassy field. The cafeteria eating area was refurbished and painted by parent volunteers in August, 2009 and was repainted in December, 2018; the cafeteria tables were purchased with PTA funds as well, and air conditioning was installed in summer 2012. The Parent Center provides space for PTA and other parent committees and after-school enrichment classes sponsored by Parker-Anderson.

Daniel Webster offers all needed supports and services for students with Individualized Education Plans in the general education program. Additionally, there are five Special Day Classes to support students whose placement is in a more restrictive environment in Pre-K, TK-1st grades, and grades 2-5.

The Webster parents and the community have been extremely supportive of the educational programs at Daniel Webster School. To begin with, the school site opened an Art Loft in the fall of 2010. Then, during the 2012-13 school year, PTA purchased new playground equipment. Every student at Daniel Webster has an assigned Chromebook to access district applications and academic programs.

Since the 2012-2013 school year, the Webster PTA averaged approximately \$30,000 each year, which provided a supplemented and/or fully funded the following: School library coordinator, Choir Risers, \$150.00 in supplies for every classroom teacher, school field trips, school buses for each class, a renovated school garden, and various environmental and/or bully prevention assemblies; traditionally, Webster has always had one of the highest number of volunteer hours in the Pasadena Unified School District. At onset of the 2016-17 school year, the Webster Annual Fund once again provided partial funding for Webster's Music Instruction for each grade level; in addition, our Annual Fund Committee raised the funding to purchase a electronic school marquee in 2017, renovations to the school garden, and instructional materials for the teachers. A beautification day was held on MLK Day in January, 2018; due to the hard work of many school and community volunteers, the front of the school looks fantastic with replanted with flowers, trees, and bushes as well as an above-ground sprinkler system. In August, 2018, a family built and donated a "little library", which was installed at the front of the school site as well. PTA families have also donated more picnic tables for the kindergarten playground areas since last Spring, 2017.

Webster has been a recipient of the Sage Garden Grant since the 2020-2021 school year. The has funded and trained a master gardener and cooking instructor to help students at underserved elementary schools experience hands-on, standards-based lessons as they grow, prepare, and share nourishing food.

Additionally, there were many enrichment programs provided at Webster, which included, but were not limited to, the following programs/activities: Instrumental Music (3rd/4th/5th), Lego Robotics, Innovation Club, Marine Biology, Science Explosion classes, Math Field Day coaching, 3rd grade Swimming lessons (Aquatics Center), MatheMagic classes, Robot Building, Character/Bullying and Environmental Assemblies, Dance lessons for Kinder and 1st grade classes, and various field trips sponsored by the Pasadena Armory. An after-school Armenian language and history program is normally held weekly.

Webster is a diverse community; families speak a multitude of languages consisting primarily of English, Armenian and Spanish. Oral interpretation and child care are always available at all parent meetings as we strongly believe that parent involvement and high student achievement are synonymous. Weekly Principal voice and email messages are provided via the Blackboard Parent Link System. Monthly newsletters and school tours are provided by the Webster principal, as well as Webster parent volunteers.

The PUSD School Board approved Webster Elementary School to become an Armenian World Language school starting in the 2022-2023 school year. Webster's inaugural Armenian Language and Culture class will consist on TK, Kinder, and 1st grade students.

Daniel Webster School is a diverse, rich learning community. It is a well-respected school that attracts both neighborhood and other families. The ethnicities of the staff reflect the diversity of the community. In a caring, nurturing environment, the instruction is designed to meet the needs of all students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.94%	0.6%	0.67%	3	2	2
African American	6.25%	6.2%	5.39%	20	21	18
Asian	2.5%	3.0%	2.69%	8	10	8
Filipino	1.88%	0.9%	1.35%	6	3	4
Hispanic/Latino	37.81%	38.9%	40.40%	121	132	126
Pacific Islander	0.63%	%	%	2		15
White	48.44%	47.2%	45.45%	155	160	139
Multiple/No Response	0.94%	2.1%	2.36%	3	7	7
<b>Total Enrollment</b>				320	339	312

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	46	46	67
Grade 1	50	56	38
Grade 2	53	53	52
Grade3	55	57	46
Grade 4	66	56	58
Grade 5	50	71	51
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	320	339	312

### Conclusions based on this data:

1. Daniel Webster School would benefit if there were one or more of following programs placed at school site by 2020-2021 school year: Arts Magnet, or Language Immersion programs); student enrollment would increase as their is a

strong parent base of support; I'm confident the student enrollment at Webster will rebound quickly if a signature program and a TK program continues at Webster next school year.

2. Due to large % of Armenian speaking students and parents, the school continues to benefit from having an full-time Instructional coach assigned who speaks the language the school serves and knows the school community as well.
3. The school was rezoned in 2014 and 2019; since the rezoning occurred, the incoming group of kinder students has decreased each school year; the overall enrollment has dropped steadily over the past 4 or 5 years; parents who have left the school and transferred inside and/or outside the district have shared that these other school sites offer educational opportunities that Webster cannot afford to fund, however, they are funded at other school sites across the district...

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	40	36	30	12.5%	10.6%	9.8
Fluent English Proficient (FEP)	64	57		20.0%	16.8%	
Reclassified Fluent English Proficient (RFEP)	28	0		42.4%	0.0%	

### Conclusions based on this data:

1. The English Learner population has decreased due to decrease in student enrollment, however, the students identified as Level 1 and level 2 learners will continue to have their pull-out time increased to meet their needs as second language learner in general ed classrooms
2. The % of FEP students increased due to the hard work and dedication of both a full-time Instructional coach and bilingual aide in the 2021-2022 school year.
3. Webster's English Learner reclassification rate is over 15% each school year.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	57	46	65	0		65	0		94.2	0.0	
Grade 4	52	54	58	51	0		51	0		98.1	0.0	
Grade 5	62	70	51	60	0		60	0		96.8	0.0	
Grade 11												
All Grades	183	181		176	0		176	0		96.2	0.0	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2449.			33.85			29.23			21.54			15.38		
Grade 4	2510.			43.14			29.41			11.76			15.69		
Grade 5	2522.			33.33			23.33			25.00			18.33		
Grade 11															
All Grades	N/A	N/A	N/A	36.36			27.27			19.89			16.48		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36.92			47.69			15.38		
Grade 4	45.10			41.18			13.73		
Grade 5	36.67			45.00			18.33		
Grade 11									
All Grades	39.20			44.89			15.91		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24.62			47.69			27.69		
Grade 4	29.41			52.94			17.65		
Grade 5	41.67			36.67			21.67		
Grade 11									
All Grades	31.82			45.45			22.73		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.77			61.54			7.69		
Grade 4	27.45			64.71			7.84		
Grade 5	16.67			66.67			16.67		
Grade 11									
All Grades	25.00			64.20			10.80		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.54			63.08			15.38		
Grade 4	41.18			39.22			19.61		
Grade 5	31.67			41.67			26.67		
Grade 11									
All Grades	30.68			48.86			20.45		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 63.63% of students were at or above ELA proficiency levels in 2019; Overall, the ELA increased by 4.59 percentage points as a result of teachers differentiating instruction more readily through balanced literacy instruction as well as supplementing their instruction with SBAC type questions and text on weekly basis; standards were focused on by teachers and emphasized at A Monday PD meetings... also, Teachers will continue to have follow up PD sessions on A Monday regarding on ELD strategies in classroom for all learners;

2. An effective Instructional Leadership Team will help the school improve teaching and learning through increased collaboration and distributive leadership with a lens toward a growth mindset approach.
3. Grade levels must focus on Priority Grade Level Standards for each subject area to continue to make positive growth toward meeting and exceeding standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	57	46	68	0		68	0		98.6	0.0	
Grade 4	52	54	58	52	0		52	0		100	0.0	
Grade 5	62	70	51	62	0		62	0		100	0.0	
Grade 11												
All Grades	183	181		182	0		182	0		99.5	0.0	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2445.			26.47			32.35			19.12			22.06		
Grade 4	2498.			25.00			32.69			30.77			11.54		
Grade 5	2475.			16.13			14.52			25.81			43.55		
Grade 11															
All Grades	N/A	N/A	N/A	22.53			26.37			24.73			26.37		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.82			42.65			23.53		
Grade 4	36.54			36.54			26.92		
Grade 5	14.52			25.81			59.68		
Grade 11									
All Grades	28.02			35.16			36.81		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.88			47.06			22.06		
Grade 4	32.69			46.15			21.15		
Grade 5	17.74			37.10			45.16		
Grade 11									
All Grades	26.92			43.41			29.67		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.82			47.06			19.12		
Grade 4	36.54			48.08			15.38		
Grade 5	14.52			41.94			43.55		
Grade 11									
All Grades	28.02			45.60			26.37		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 48.9% overall of students met or were above proficiency in Mathematics in 2019; math standards focused on and emphasized throughout school year in A Monday PD meetings
2. Additional training analyzing diagnostic assessments and comparing them to inform teacher instruction is needed; all Webster teachers should be using I-ready math curriculum and assessments regularly.
3. Fifth grade overall proficiency in math is 30.65%. This is far below 3rd and 4th grade for the last three years. 5th grade teachers will require intensive PD in Ready Math to improve instruction

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		9	7	
1	*	*		*	*		*	*		8	*	
2	*	*		*	*		*	*		5	9	
3	*	*		*	*		*	*		6	9	
4	*	*		*	*		*	*		8	7	
5	*	*		*	*		*	*		6	7	
<b>All Grades</b>										42	42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	7.14	50.00		40.48	35.71		38.10	7.14		14.29	7.14		42	42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	16.67	78.57		42.86	7.14		21.43	7.14		19.05	7.14		42	42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	4.76	35.71		30.95	21.43		45.24	26.19		19.05	16.67		42	42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	*		*	*		*	*		*	*	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	19.05	54.76		52.38	35.71		28.57	9.52		42	42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	*		*	*		*	*		*	*	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	30.95	78.57		54.76	11.90		14.29	9.52		42	42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
<b>All Grades</b>	4.76	47.62		66.67	35.71		28.57	16.67		42	42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
<b>All Grades</b>	40.48	28.57		42.86	54.76		16.67	16.67		42	42	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. There is no data on ELPAC due to low number of EL students per grade level. All intervention will continue for next school year; during the daily ELD period, in BL guided reading groups, teachers will use the in house data to inform their instructional practices, but especially for ELL students.
2. The primary conclusion is that teachers need support from 100% Instructional Coach position; it is strongly recommended by SSC that this position is filled by person who speaks the language of the school community it serves at Webster; next, it is essential that the school keep 100% Bilingual aide for pull out intervention services with Level 1 and Level 2 EL students; finally, it will be beneficial to have an approved alternative assessment for Special Ed students who are identified as EL students as well.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>339</b>	<b>65.2</b>	<b>10.6</b>	<b>0.3</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	10.6
Foster Youth	1	0.3
Homeless	9	2.7
Socioeconomically Disadvantaged	221	65.2
Students with Disabilities	47	13.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	6.2
American Indian or Alaska Native	2	0.6
Asian	10	2.9
Filipino	3	0.9
Hispanic	132	38.9
Two or More Races	7	2.1
Native Hawaiian or Pacific Islander		
White	160	47.2

### Conclusions based on this data:

1. Webster's Socioeconomically Disadvantaged population continues to be significant with a need for additional supports

2. Webster has growing population of students with disabilities as there are more students qualifying for Special Ed services; there are 6 SDC classroom units at Webster w/ 3 different types of Pre-K classrooms.
3. The Hispanic and White populations are nearly equal. Much of our White population is made up of our Armenian students, who significantly contribute to the culture of the school.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green	<b>Chronic Absenteeism</b>  Orange	
<b>English Learner Progress</b>		
<b>College/Career</b>		

#### Conclusions based on this data:

- 2019-ELA-Green- increased 4.8 points as compared to 2018 SBAC results  
 Conclusions include: an Increased usage and familiarity with BL; with supplements from other reading programs such as Newsela app; more differentiation of instruction in guided reading groupings  
 Students were matched and assigned to teacher who would best serve student needs- (Principal); teacher collaboration on specific grade levels was strong; teachers were experienced on each grade level team; There was a 50% Instructional coach who supported all teachers and spoke the language of the community the school served; ongoing instructional assistance/support for teachers through coaching; each A Monday/staff development meetings were aligned with content standards by principal; monitored assessments and modified instruction to meet needs of diverse student population  
 Positive Behavior Intervention Support (PBIS) model continues to be successful school-with with few suspensions and/or detentions assigned during 2018-19 school year due to consistent usage of Tier 1, Tier 2, and Tier 3 supports by school staff

2. Due to the fact that several subgroups were still below proficiency levels for their respective grade levels; the following practices will continue to be reviewed and emphasized by classroom teachers next school year:
- Providing Evidence from text: daily practice; utilize state rubric scale for student answers in ELA section of test- students practice writing answers using rubric
  - DOK Question Stems; (use new booklets provided) Posted in all classrooms
- Surface Learning vs. Deep Learning lesson plans
- BL 90 minutes per day; 30 minutes for writing; writing on daily basis
  - We will continue to expose students to academic vocabulary by grade level utilized on SBAC assessments using interim SBAC assessments
  - We will continue to build student's stamina for longer reading passages and more complicated questioning and writing answers using rubrics from state assessment
  - Math problem solving; Math facts must be memorized by all students before moving onto next grade level; communicative reasoning in math in the 5th grade is major concern; responding appropriately to math questions by explaining their answer in writing correctly and understanding how the rubric is utilized to grade their answers on SBAC/classroom assessments.-Math problem solving involves reading problems- breaking down the problem strategies given before solving the problems;
- During daily 30 minute ELD class period, in BL guided reading groups, teachers will use the in-house data to inform their instructional practices, but especially for ELL students.
- All students will practice responding to question in an appropriate manner, which includes teaching students how to go back and review the text already read to provide a complete written response to any questions
3. We continue to have a significant number of students who are chronically absent, even after implementing attendance incentives.

# School and Student Performance Data

## Academic Performance English Language Arts

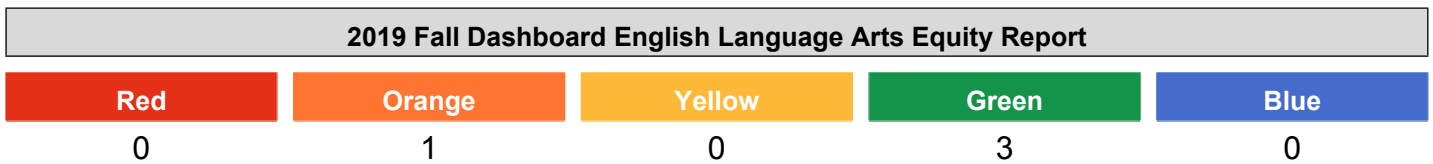
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 22.6 points above standard Increased ++4.8 points 175	<p><b>English Learners</b></p> Orange 31.1 points below standard Maintained ++0.3 points 43	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Green 6.2 points above standard Increased Significantly ++20.2 points 113	<p><b>Students with Disabilities</b></p> No Performance Color 49.5 points below standard Increased Significantly ++10.6 points 31

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3 points below standard Increased ++10.9 points 74	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 41.2 points above standard Increased ++5.3 points 77

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
113.1 points below standard Declined Significantly -34.3 points 14	8.6 points above standard Declined -4 points 29	44.1 points above standard Increased ++6.1 points 112

**Conclusions based on this data:**

- Each subgroup increased according to Data Dashboard results, however, several student sub groups are below standard for their respective grade level; therefore, all intervention strategies on previous school plan will continue to be implemented for next school year however, they will now be organized under MTSS umbrella of tier support in academics, behavior, and social emotional health  
 The conclusion: continued emphasis on ELD strategies for all teachers on A Mondays, however, first identify exactly who the struggling students are in Grades 3-5 in order to provide additional support for struggling students in ELA (ie. 30 minute in-house intervention sessions in addition to regular daily instruction; also, after school intervention sessions for same students)  
 PD training for social emotional trauma of students will be provided during A Monday PD sessions; MTSS team will provide background and support by grade level to both teachers and aides at school site; there will be a rotating member of MTSS team assigned to attend monthly MTSS meetings; the Second Step program will be implemented during the 2022-2023 school year.
- English Learners, Hispanic, and Socio-economically Disadvantaged students will be identified in September, 2022, and appropriate interventions will be matched to students using academic tiers of supports (or behavior or social emotional tiers) under developing MTSS umbrella of support at school site next school year; Imagine Learning is provided in After school Learns program for all students not just EL students...  
 Students with disabilities will need to be given new alternate assessment especially if they are EL students.

3. MTSS team will meet monthly to identify struggling and/or enriched students and match appropriate interventions to help students achieve success in school  
Focusing on Priority Grade Level Standards for each subject area and using them across the entire curriculum on each grade level



# School and Student Performance Data

## Academic Performance Mathematics

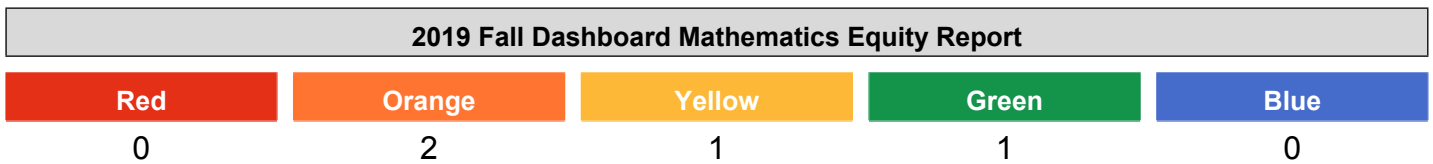
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>8.7 points below standard</p> <p>Increased ++3.4 points</p> <p>174</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>60.5 points below standard</p> <p>Declined -3.1 points</p> <p>43</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>25.2 points below standard</p> <p>Increased ++14 points</p> <p>113</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>67.7 points below standard</p> <p>Increased ++5.8 points</p> <p>30</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0; padding: 2px;">40.8 points below standard</span> Declined -3.9 points 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green <span style="background-color: #e0e0e0; padding: 2px;">16 points above standard</span> Increased ++9.7 points 77

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0; padding: 2px;">121.7 points below standard</span> Declined Significantly -31.3 points 14	<span style="background-color: #e0e0e0; padding: 2px;">31 points below standard</span> Declined -4.2 points 29	<span style="background-color: #e0e0e0; padding: 2px;">15.1 points above standard</span> Increased ++10.3 points 111

#### Conclusions based on this data:

1. The conclusion will be to emphasize and revisit PD on Mathematical strategies for all teachers on A Mondays, however, first identify exactly who the struggling students are in Grades 3-5 in order to provide additional support for struggling students in Math such as English Learners who significantly declined by 31.3 points. (ie. 30 minute in-house intervention sessions in addition to regular daily instruction; also, after school intervention sessions for some students)
2. Focusing on and understanding the Priority Math Standards and using Depth of Knowledge and to explain their answers clearly orally and written format
3. Build fluency and understanding of SBAC and I-Ready data by providing the staff individualized PD, Individual Data Chats, and grade level collaboration time with a coach; how to use I-Ready math to teach the standards for their respective grade level they have been assigned to  
Individualized PD will need to be provided for teachers who have not bought into I-Ready Math program; all teacher will need better understanding with analyzing diagnostic math assessments each trimester

# School and Student Performance Data

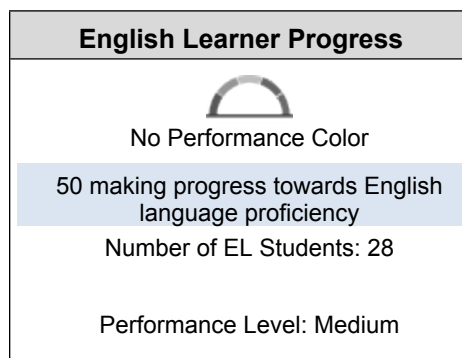
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2	35.7	3.5	46.4

#### Conclusions based on this data:

- 46% of ELs progressed at least one level. 36% maintained ELPI levels. Bilingual aide to provide designated ELD time for levels 1 and 2 students under the direction of the instructional coach. Veteran Teachers will benefit from additional training with instructing non-English speaking students...
- EL strategies to be provided and discussed at A Monday meetings are listed below:  
Training provided by instructional coach and principal  
Developing Vocabulary to Express Meaning in CCSS
- Integrated ELD will be included in lesson planning by teachers.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.



**Conclusions based on this data:**

1. N/A for Elementary
2. College and Career Day Event can be utilized to increase community and parental involvement at the school site next school year
3. College and Career Day event will continue and be expanded for all grade levels next school; also, students will need to be given the background information about college and career in order to better create a college and career oriented school environment

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

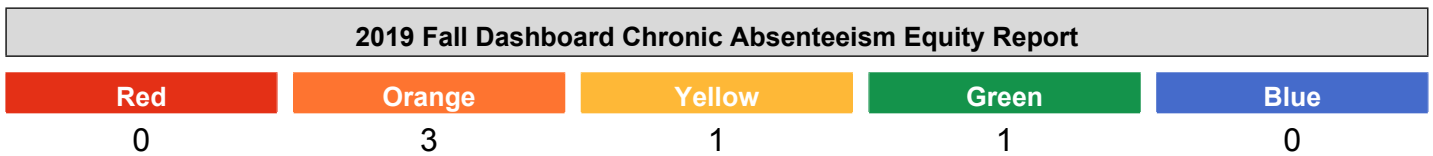
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 11.1 Maintained -0.3 361	<p><b>English Learners</b></p>  Green 10 Declined -3.8 70	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 14.7 Maintained +0.2 252	<p><b>Students with Disabilities</b></p>  Orange 22.6 Declined -3.5 62

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 19 Increased +5.3 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.6 Declined -3.8 147	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 11.2 Increased +2.1 161

**Conclusions based on this data:**

1. Close monitoring of chronically truant students by teachers and staff; more buy-in by the staff this school year  
Perfect attendance and most improved attendance recognition programs to encourage improved attendance %'s
2. Continued focus on attendance each trimester with parent and staff communication and reminders  
Continued schoolwide recognition on weekly, monthly, and trimester basis during this school year  
Many more SART meetings held with parents especially those identified as chronically truant  
Students with medical excuses for attendance are sought out and monitored closely by nurse
3. CWAS assistance needed for Back to School and Open House Events  
CWAS office assistance with habitual offenders through data monitoring and assistance  
More assistance is needed by district with parent trainings since there is no community assistant

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
<b>All Students</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students with Disabilities</b>				
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>				
<b>Two or More Races</b>				

**Conclusions based on this data:**

1. N/A for Elementary
2. N/A for Elementary
3. N/A for Elementary

# School and Student Performance Data

## Conditions & Climate Suspension Rate

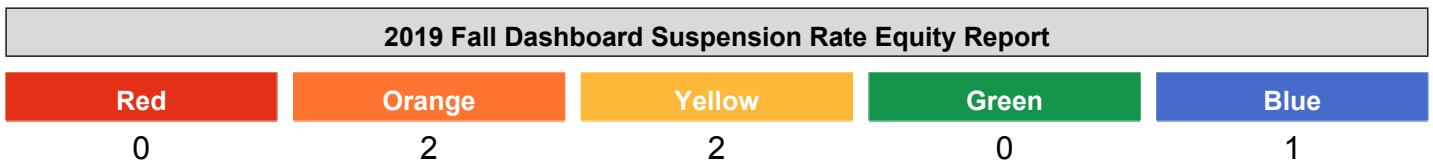
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.5</p> <p>Increased +0.3</p> <p>377</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.4</p> <p>Increased +1.4</p> <p>72</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>0.8</p> <p>Increased +0.8</p> <p>258</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>1.4</p> <p>Maintained 0</p> <p>69</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; display: inline-block; margin: 5px 0;">0</div> Maintained 0 25	 No Performance Color Less than 11 Students - Data <div style="margin: 5px 0;">3</div>	 No Performance Color Less than 11 Students - Data <div style="margin: 5px 0;">8</div>	 No Performance Color Less than 11 Students - Data <div style="margin: 5px 0;">6</div>
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; display: inline-block; margin: 5px 0;">1.3</div> Increased +1.3 153	 No Performance Color Less than 11 Students - Data <div style="margin: 5px 0;">8</div>	 No Performance Color Less than 11 Students - Data <div style="margin: 5px 0;">8</div>	 Blue <div style="background-color: #e6f2ff; padding: 5px; display: inline-block; margin: 5px 0;">0</div> Declined -0.5 166

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.5

**Conclusions based on this data:**

1. School Staff will continue to provide PBIS interventions for students "Caught Doing Good" such weekly wolf tickets recognition on Monday mornings as well as monthly recognition ceremonies for students following the character trait of the month; good citizenship, and Most Improved in specific areas
2. Continual reminders and trainings being provided to school staff; suspensions have almost been eliminated at Webster thanks to teachers and staff buying into PBIS program several years ago  
MTSS team formed to better address issues with behavior and will meet monthly in 2022-2023 school year to review and implement the 3 Tiers of support for students ( for academics, behavior, and social emotional)
3. CWAS support with training teachers and staff on PBIS program and Trauma care programs  
Staff will focus on implementation of PBIS program; teachers primarily handle discipline but need the behavior aide and other supports as well...  
Staff members will develop authentic relationships with their students; more trauma informed school training and supports will be provided next school year

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

LCAP Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -8.7 (Green) from 2019 by a total of 8.7 or more (to reach Blue) to end at 0 or higher by the end of the 2022-2023 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -60.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 35.5 or more (to reach Green) to end at -57.5 or higher by the end of the 2022-2023 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -25.2 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 25.2 or more (to reach Blue) to end at -22.2 or higher by the end of the 2022-2023 school year.

iReady Diagnostic 2 will increase from the baseline of 24% typical growth from 2021 by a total of 51% to reach 75% or higher typical growth by the end of the 2022-2023 school year.

Draw from PUSD curriculum and programming as the primary source of instructional material

Form an Instructional Leadership Team to meet monthly

## Identified Need

48.9% overall of students met or were above proficiency in Mathematics in 2019

Fifth grade overall proficiency in math is 30.65%. This is far below 3rd and 4th grade for the last three years. 5th grade teachers will require intensive PD in Ready Math to improve instruction

Staff to focus on Ready Math Professional Development to improve instructional delivery and student success

Student access to Math instruction in the event of remote learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>SBAC assessment; Data Dashboard cut scores</p>	<p>2018-2019 School Proficiency Level - 48.9% overall</p>	<p>2022-2023 School Proficiency Level Target-56%            2021-2022 School Proficiency Level Target-54%            2020-2021 School Proficiency Level Target-52%</p> <p>1. By the end of 2022-2023 school year, the school will increase the number of 3-5 Grade students meeting or exceeding standards on SBAC to 52% overall            2. By end of 2022-2023 year, the school will decrease the distance from standard for all students overall by 8.7 points to 0.            3. Decrease the baseline by 3 for socio-economically disadvantaged students.            4. Decrease the distance from standard for English Learners by 3 or more points.</p> <p>Fifth grade will increase proficiency by 5% overall to 35.65%</p>
<p>Ready Math Diagnostic Assessment scores</p>	<p>2019-2020 Diagnostic 2 Overall Placement *last diagnostic prior to school closure due to COVID-19; 11% at risk tier 3, 50% tier 2, 38% tier 1, Progress toward typical growth-49%            2020-2021 Diagnostic 2 Overall Placement-15% at risk tier 3, 45% tier 2, 40% tier 1, Progress toward typical growth-24%            2021-2022 Diagnostic 2 Overall Placement-18% at risk tier 3, 50% tier 2, 33% tier 1; Progress toward typical growth-55%</p>	<p>2022-2023 Decrease in at risk tier 3, increase in tier 1, Progress toward typical growth-75%</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher planning time with the instructional coach around Ready Math	Number of teacher planning sessions with instructional coach per year	teachers will be able to plan per grade level how to integrate Ready Math Materials

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students; Socio-economically disadvantaged students, English Learner Students, FY

Strategy/Activity

Provide professional development around Ready Math three times per year

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students; Socio-economically disadvantaged students, English Learner Students, FY

Strategy/Activity

Teachers receive grade level planning time with the instructional coach 2x per year (Substitutue funding pending LCFF carryover)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1200

LCFF - Supplemental and Concentration (S/C)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students; Socio-economically disadvantaged students, English Learner Students, FY

Strategy/Activity

Hold student conferences with each students at least 1 time every two weeks - small groups model

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students; Socio-economically disadvantaged students, English Learner Students, FY

Strategy/Activity

Provide teachers with time to backward map Math Priority Standards using Scope and Sequence within the first month of the new school year and in February of 2023

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students; Socio-economically disadvantaged students, English Learner Students, FY

Strategy/Activity

Teachers work in small groups with students implementing the accelerated learning model

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students; Socio-economically disadvantaged students, English Learner Students, FY

Strategy/Activity

Daily spiral review of math concepts/skills. Additional resources also include supplemental materials to enhance ELA and math resources available for classroom instruction.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3500

Title I

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the goal was successful; the strategies and /or activities were not always been implemented with fidelity due to lack of follow up training for support staff and teachers. Due to school closure from 3/16/20 through the end of the 2021 school year, some students continue to demonstrate gaps in learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The roving subs required to cover classrooms during teacher trainings and/or grade level meetings are often not available. Professional Development plan changed due to other mandated topics. Admin expectation for delivery of instruction using district provided curriculum must be reiterated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Training dates and professional development will be documented and scheduled ahead of time on a Professional Development Calendar that will be update three times per year; Instructional Coach will provide support and training to teachers with backwards mapping training and implementation for each trimester of school year. Due to school closure due to COVID-19, CAASPP testing did not occur in the Spring of 2021, so this metric is not be available. Local assessment data of iReady Math will be available and used as Spring 2022 data points. Due to school closure from 3/16/20 through the end of the 2021 school year, students will continue to benefit from the accelerated learning model.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 2

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -31.1 (Orange) from 2019 by a total of 26.1 or more (to reach Yellow) with a stretch goal of 41.1 or more (to reach Green) to end at -5 or higher by the end of the 2022-2023 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will increase the baseline of 6.2 (Green) from 2019 by a total of 3.8 or more (to reach Blue) to end at 10 or higher by the end of the 2022-2023 school year.

CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 22.6 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 37.6 or higher by the end of the 2022-2023 school year.

iReady Reading Diagnostic 2 percent correct will increase from the baseline of 68.3% from 2021 by a total of 5% to reach 73.3% by the end (Spring IRI) of the 2022-2023 school year. (Due to COVID quarantine, the participation rate of the 2nd diagnostic was low)

Draw from PUSD curriculum and programming as the primary source of instructional material

Increase the use of Units of Study

Strategically monitor the rollout of Phonics Units of Study.

Form an Instructional Leadership Team to meet monthly.

## Identified Need

Currently, only 39% of our students are reading at grade level on the Winter IRI. On the 2019 CAASPP, only 59% of our students met or exceeded standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessment data; Data Dashboard	2018-2019- 59% of all students met or exceeded standard (19.7 points above)	2021-2022 School Proficiency Tagert-67% meet or exceed standard on the 2022 CAASPP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2020-2021 School Proficiency Target-65% meet or exceed standard on the 2021 CAASPP 2019-2020 School Proficiency Target-63% 2018-2019 School Proficiency - 59% 2017-2018 School Proficiency - 52%
Measure of student conferences in ELA	Number of student conferences held every two weeks	Conference log showing student conferences being held 1 time every 2 weeks
Reading iReady Diagnostic	no iReady baseline from 2020, but IRI baseline was 68.3% correct	Increase percent correct by 5% on the Spring 2022 IRI to 73.3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students; Socio-Economically Disadvantaged students; English Learner students, FY

#### Strategy/Activity

Spelling pattern instruction through Word Study; Study of root words, Greek and Latin, Words Their Way On Demand Training

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students; Socio-Economically Disadvantaged students; English Learner students, FY

#### Strategy/Activity

Teaching literacy through all subjects

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students; Socio-Economically Disadvantaged students; English Learner students, FY

Strategy/Activity

Incorporate ELD strategies during all lesson planning and instruction

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students; Socio-Economically Disadvantaged students; English Learner students, FY

Strategy/Activity

Provide continued professional development around Units of Study and Phonics Units of Study

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students; Socio-Economically Disadvantaged students; English Learner students, FY

Strategy/Activity

Increase instructional focus on grade level priority ELA standards  
Use of the accelerated learning model.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide designated ELD for level 1 and level 2 students in a small pull-out group

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall effectiveness of strategies and activities listed achieved overall proficiency goal last school year; however, instructional coach to ensure successful implementation of strategies and activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The majority of the roving subs money for PD, PLCs and trainings were spent on roving subs for IEPs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to school closure due to COVID-19, CAASPP testing will not occur in the Spring of 2021, so this metric will not be available. Local assessment data of iReady Reading will be available and used as Spring 2022 data points.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 3

iReady Reading Spring Diagnostic for EL students will Increase by 15 percentage points by Spring of 2022

iReady Math Spring Diagnostic for EL students will Increase the % of proficient EL students by 25 points by Spring 2022.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -31.1 (Orange) from 2019 by a total of 26.1 or more (to reach Yellow) with a stretch goal of 41.1 or more (to reach Green) to end at -5 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -60.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 35.5 or more (to reach Green) to end at -57.5 or higher by the end of the 2021-2021 school year.

## Identified Need

English Learners were 31.1 points below standard on the 2019 CAASPP in ELA. English Learners were 60.5 points below standard on the 2019 CAASPP in Math. Only 7.69% of EL students met or exceeded standard on the 2019 ELA SBAC. Only 5.26 of EL students met or exceeded standard on the 2019 Math SBAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring iReady Reading Diagnostic (Due to no CAASPP for the 2021 year)	English Learners average distance from standard in ELA is -31.1 on the 2019 CAASPP	English Learners will demonstrate proficiency equivalent to or great than All Students on the SpringiReady Reading Diagnostic

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring iReady Math Diagnostic (Due to no CAASPP for the 2021 year)	English Learners average distance from standard in Math is -60.5 on the 2019 CAASPP	English Learners will demonstrate proficiency equivalent to or greater than All Students on the Spring iReady Math Diagnostic Assessment

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner students

#### Strategy/Activity

Use of Scholastic Magazine for EL comprehension and vocabulary growth

Coordinated ELD instruction across all grade levels (RTI)

Incorporate use of EL strategies across all content areas; writing through science content

Embed ELD and academic language development across all curricular areas

Provide ELL parents trainings for helping children at ELAC meetings

Provide training for teachers A Monday staff meetings w/ focus on one area or strategy on monthly basis

Instructional Bilingual Aide to work with EL students using the accelerated learning model to support ELD.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies and activities are implemented by coach and bilingual aide on regular basis; however, teachers will need to be provided more training for effectively implementing during their ELD time period

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Instructional Coach and bilingual aide have increased pull out time schedule to meet the needs of growing population of beginning level ELs at Webster

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Closing the achievement gap success will be not be measured by CA Dashboard cut points in 2020-2021 due to COVID-19 school closures. The accelerated learning model will be implemented across all Common Core Standard areas in response to COVID 19 school closure and as a research driven model.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 3

Goal #3: Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

## Goal 4

Suspension Rate for English Learners will decrease the baseline of 1.4 (Orange) from 2019 by a total of -0.2 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 1 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for All Students will decrease the baseline of 11.1 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.1 or more (to reach Green) to end at 7.81 or lower by the end of the 2021-2022 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 22.6 (Orange) from 2019 by a total of -2.6 or more (to reach Yellow) with a stretch goal of -12.6 or more (to reach Green) to end at 20 or lower by the end of the 2021-2022 school year.

Increase the number of lockdown drills from 0 in the 2019-2020 school year to 2 during the 2021-2022 school year.

Fully implement MTSS by the end of the 2021-2022 school year

Increase staff participation in school activities and events throughout the 2021-2022 school year.

Increase staff input on the cleanliness and upkeep of the school facility.

## Identified Need

Increased supports for students who are chronically absent. As of the 8th month attendance report for the 2020-2021 school year, we are averaging 96.09% daily average attendance. This is an increase of .65%

Increased preparedness for emergency lock down situations (i.e. active shooter, unsafe conditions, communication responsibilities for lockdown drill and fire drills). We held 0 lockdown drills during the 2019-2020 and 2020-2021 school year due school closure for COVID-19.

Increased cleanliness and upkeep of school and grounds.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average daily attendance rate	2019-2020 school year monthly attendance rates Month 1: 97.99%	By the end of 2021-22 school year, we will increase daily monthly attendance rate for the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Month 2: 95.87%  Month 3: 96.13%  Month 4: 95.95%  Month 5: 94.57%  Month 6: 94.77%  Month 7: 94.84%  Month 8: 95.44%</p> <p>2020-2021 school year monthly attendance rates (Distance/Remote through April 13, 2021)  Month 1: 96.69%  Month 2: 95.75%  Month 3: 96.03%  Month 4: 97.19%  Month 5: 95.53%  Month 6: 95.62%  Month 7: 96.85%  Month 8: 96.80%</p>	<p>by 1% for each month in comparison to each month in 2019-2020 school year</p>
Chronic Absenteeism Rate	2021- Chronic Absenteeism rate- 10.17%	<p>By the end of 2021-2022 school year, we will decrease chronic absenteeism for all students, as measured by the Aeries Monthly Attendance Summary Rate by .5%, from 10.17% to 9.67%</p> <p>Chronic Absenteeism for Students with Disabilities will decrease the baseline of 22.6 (Orange) from 2019 by a total of -2.6 or more (to reach Yellow) with a stretch goal of -12.6 or more (to reach Green) to end at 20 or lower by the end of the 2021-2022 school year.</p>
Suspension Rate	2019-Suspension rate for English Learners-1.4%	Suspension Rate for English Learners will decrease the baseline of 1.4 (Orange) from 2019 by a total of -0.2 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 1.2 or lower

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		by the end of the 2021-2022 school year.
School Safety	2019 Lockdown drill-0%	By the end of the 2021-2022 school year, we will increase the percentage of lockdown drills to 20% of monthly emergency drills
Staff Participation rate in school wide/community events (sign-in sheets)	2020-2021 unknown due to COVID 19 school closure	2 staff members will attend at least one school-wide/community event outside school hours during the 2021-2022 school year.
Staff Survey Form on cleanliness and upkeep of the school facility	Feedback form to go out to staff in May of 2021	Increase positive feedback by staff on Staff Survey form on the cleanliness and upkeep of the school facility.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1. --Strategies for providing supports to students who are chronically absent (Students who are absent more than 10%)

### Strategy/Activity

Strategy #1- Overall attendance rate

Be always on time everyday campaign kicked off during Back to School Night presentation

School-wide Attendance Team established with month scheduled meetings

School calendar events calendared on Mondays and/or Fridays purposely to encourage students to attend school)

(attendance trends indicated these two days are poor attendance days for students in district and at Webster)

Consistent school-wide attendance protocol

Student group/individual discussions with Project Aide II/Behavior

MTSS Implementation of School Wide Positive Behavior Interventions (reference TFI)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2. -All students: Strategies to Increase student attendance and reduce chronic absenteeism

### Strategy/Activity

Strategy #2- Chronic Absenteeism  
most improved attendance recognition programs to continue  
SARB Referral for families with habitual attendance issues (at least 2 years) and 2 no shows for SART conferences  
Conduct SST meetings early in the year for students who were chronically absent the previous year  
Provide Tier II Intervention matching to promote participation once per trimester: report out to staff and parents  
Students with medical excuses for attendance and monitored closely by nurse\

At least one Parent Training offered per trimester

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3. -All Students: suspension rate maintained under 1%

### Strategy/Activity

Strategy #3- Suspension rate--Maintain suspension rate below 1% by the following:  
MTSS program: 3 tier levels of support- maintained and followed w/ fidelity by all school staff  
Weekly wolf ticket drawing on Fridays for Being Caught following one of three primary school rules: Be Safe, Be Respectful, Be Responsible  
Reflection Room re-established (Funded Project Aide II/Behavior noted in Strategy 1) Use of reflection form including visuals for early or non-readers (emoticons/emojis)  
Office referral (Tier 2 Intervention) must accompany any students sent to office for disciplinary reasons  
Implement Student Leadership Program (inclusion of primary grades) T-shirts for recognition  
Visuals of Expectations (Posters of Be Safe, Be Respectful, Be Responsible  
Establish multi-grade level teams for games days/field days  
Engaging Supervision at recesses

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4. -All Students:-Strategies for increased preparedness for emergency situations

#### Strategy/Activity

Strategy #4- Emergency Preparedness

Social Emotional training and strategies utilized by teacher

MTSS team established as umbrella for behavior RTI supports

School safety team meets once per trimester

Provide active shooter training for teachers, staff, and students

Collaborate with staff and parent groups regarding campus security, safety procedures (especially drop-off and pick-up), and school information.

Continue communication through Staff Contact Information, Parent Link Text Messaging System, Social Media, Website

Functioning Intercom, marquee, classroom phones working correctly, teacher voicemails set up

School website is updated with correct contact information of school staff (ie emails)

Teachers to keep parent lines of communication; monthly communication of some sort

Maintain and update classroom safety folders posted by classroom door in each classroom (contains school map, class roster, emergency color signage, other pertinent safety reminders)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Fund fully credentialed music teacher to support student engagement in at all grade levels (10%)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)



## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Weekly walk-through of principal and head custodian to observe and discuss facility needs

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Incentivize staff participation in school wide/community events

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The attendance strategies and activities have not been successful with positive support programs implementation for children with Perfect or most improved attendance rates improving dramatically for the during 2021-2022 school year.  
MTSS was not implemented for Rtl nor for PBIS.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budgeted Expenditures are funded by PTA -Perfect attendance certificates and/or treasure box incentives for students; new safety signage; Identakid machine funded through PTA and/or Annual Fund

Second Step curriculum binders - general fund; subs for covering teachers during new curriculum trainings- general fund

MTSS Team will involve a member of each stakeholder group; a rotating member of teaching staff will attend at least one monthly meeting during 2021-2022 school year; MTSS umbrella will bring strategies and activities together under one umbrella rather than being three separate umbrellas of support for students where one doesn't effect the other in the classroom and there's no communication and/or documentation of student support between the grade level teams from year to year regarding students.

We made progress towards increasing the effectiveness of our emergency procedures, and our focus shifted to being centered on Active Shooter scenarios

Desired progress was not made towards expanding our social and emotional curriculum.

Progress was made towards providing consistent Safety/Emergency procedures throughout the campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School wide attendance team established- meets on regular basis (strategies section); new attendance incentive strategies (Pop up assembly, Most improved and Perfect attendance by week, month, trimester

CWAS provided useful monthly attendance data; monitoring of perfect attendance; rewarding the most improved attendance at monthly awards assemblies.

MTSS Team established and trained will be umbrella for all RTI behavioral supports as well as academic tiers and social emotional tiers in 2021-2022 focusing on Social Emotional component;

Second Steps curriculum will begin to implemented next year by grade level teams

Increasing staff participation in school events and activities will increase the number of students feeling that the Webster school community is a caring space.

Improve cleanliness and function of the school facility.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 4

Goal #4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

## Goal 5

Increase attendance at parent meetings, PTA and ELAC, by 10% by the end of the 2021-2022 school year.

Increase staff participation in school group meetings, activities and events by the end of the 2021-2022 school year.

Parent Portal accounts will be increased from 68% as of May 2021 to 75% by May 2022

## Identified Need

Provide EL parent trainings for helping children at ELAC meetings

Need to increase parent involvement on all grade levels; research demonstrates a correlation between parental involvement and academic success for students. Only 6% of parents of EL students participated in giving input into the 2020 school plan.

Increase volunteers and attendees at school wide community events and fundraisers.

Parents need to feel that they are in partnership with school staff; research demonstrates a correlation between an early-on established relationship between parent and teacher and academic success for students.

Increasing the percentage of Parent Portal accounts will increase parent knowledge to successfully support and advocate for their child.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Hours	2019-2020 Sign-in sheets (Unknown number at time of writing due to no access to school office due to school closure from COVID-19)	For the 2021-2022 school year, there will be at least 1000 hours donated by Webster parents as demonstrated by visitor and volunteer sign-in sheets in front office.
Parent involvement on all grade levels	2019-2020 Attendance at PTA meetings, ELAC meetings and school events	For the 2021-2022 school year, at least 50% of all students at Webster will have a parent attend 2 or more school events as measured by meeting sign-in sheets.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in school group meetings, activities and events	2019-2020 staff attendance at PTA meetings, ELAC meetings and school events	For the 2021-2022 school year, staff attendance at meetings and school events will increase by 10%
Parent Portal Account Percentage	68% of Parents have Parent Portal accounts in May 2021	By May 2022, the percentage of Parent Portal accounts will increase by 7%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit from increased parent support  
 Parents and guardians feel welcome and part of a two-way community.

### Strategy/Activity

#### Parent Involvement #1 and # 2

PTA Welcome Back Social encourages registration in PTA, SSC, GATE, ELAC parent meetings before school starts

Membership drive kick off in August with incentives for students

New families orientation/ incoming kindergarten parent meetings in September and January

Teacher use parent link system once per month; email parents group at least once per month

Teachers send home monthly newsletter of classroom activities and upcoming events for their respective classes

Back To School Night incentives provided by school site

Childcare services provided by classified staff volunteers during Back To School Night and Open house Night events in 2020-21 school year

Parent Conference Night- parent phone numbers, emails, and other contact number information is taken by teachers and submitted to office for uploading

Staff will communicate regularly w/ parents via monthly newsletters, progress reports, teacher websites about upcoming events posted PTA Events posted on bulletin boards, school website page

keep documentation of parent attendance for all school/classroom events-

PTA School Newsletter:

New website postings updated, distributing hard copies of upcoming events/activities and/or important meetings in Spanish, Armenian, and English to all students

Digital marquee; Peachjar; Smores newsletters; new school wide community events; new fundraising ideas for the school site;

Twitter account, Facebook, Nextdoor, and Instagram account added to social media items to be utilized to reach all parents.

Continue to offer a remote attendance option for parent meetings.

Include staff and students in school wide events such as staff vs. student kickball games, international dance festival, field games during the school day.

Ask staff to commit or pledge to attend a minimum of 2 meetings and/or events per year.

Increasing staff participation in school events and activities will increase the number of students feeling that the Webster school community is a caring space.

Increase parent communication and hands on technical support in English, Spanish, and Armenian to increase parent access to Parent Portal.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

PTA meeting attendance by staff and parents increased due to the remote option for the 2020-2021 school year.

Throughout the school year, students, teachers, and parents were provided communication about school wide events and/or activities primarily through administration

Staff participation and interest toward parent events after school during the school year was limited.

Maintain a positive school climate and welcoming environment for students was noted by parents and staff as noted in communication with administrator.

Maintain a culturally responsive school environment- refocus school wide efforts to include all parents groups through written communication and verbal in both Spanish and Armenian was not achieved

Parents understanding the importance of becoming involved in a child's education and school events was achieved

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PTA and Annual Fund will be needed to provide additional parental communication throughout the school year; lack of funding for community assistant is contributing factor to reduction of parent communication.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Educate parents on the importance of becoming involved in each child's education and school events

Website school calendar will match staff Google calendar with events and meetings for consistency.

School office clerk will take over Parent volunteer program to ensure compliance and participation by all parents; PTA organization will be a part of encouraging parent participation; at all PTA meetings,

Teachers will communicate with their parents once per month and will be encouraged to become more involved with school site events

Increase support in English, Spanish, and Armenian to reach parents and increase the number of parents who access Parent Portal

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal # 1

Goal 1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

## Goal 6

All teachers will teach science at least two times per week as measured by observations, lesson plans, and benchmark assessments with 60% of all students scoring at proficient or higher.

## Identified Need

Average percent of 4th and 5th graders who nearly met or exceeded standard on the Fall Science benchmark was 32.4%  
 Students need to receive science instruction aligned with grade level NGSS standards.  
 Teachers need additional PD in Stemscores; Kinder and 1st grade students would benefit from having a Stemscores Science books, not only online access  
 Class access to Sage Garden Project Lessons and access to the Webster School Garden.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher lesson plans	60 SGP lessons delivered school-wide 2021-2021	Science/Instruction of NGSS standards will be on all lesson plans at least two times per week using Stemscores and SGP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers will instruct using key NGSS standards.  
 Teachers will follow scope and sequence for the NGSS and develop assessments and performance tasks to align to the standards.  
 Sage Garden Grant with master gardener will provide access to life and environmental sciences  
 Stemscores PD for teachers

ELA and Math will be integrated in science lessons

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stemscopes training provided to teachers in November, 2018; previous trainings have been held in previous school years; need 100% of teachers to be utilizing this program to teach science; Science was not taught regularly in all classrooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Science curriculum materials despite the access to science materials in warehouse for teachers to order was limited; teachers will need much more training to be comfortable using Stemscopes; Kinder and 1st grade students would benefit from books rather than online access; substitute coverage was difficult to pay for because much of the roving sub funds went for IEPs; school will need additional support from PTA for science related assemblies next school year

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Backwards mapping for teachers on each grade level for each trimester; daily schedule changes needed on every grade level to accommodate science instruction; teaching science across content areas will be emphasized; science vocabulary walls set up in every classroom; Webster will continue to receive a \$15,000 Sage Garden Grant for the 2021-2022 school year. This will bring additional opportunity to experience science with a master gardener.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal #

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal #

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal #

## Goal 9

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LCAP Goal #

## Goal 10

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$53345
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$53345
Other State/Local Funds provided to the school	\$39025

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
Title I	\$52406
Title I Part A: Parent Involvement	\$939

Subtotal of additional federal funds included for this school: \$53,345

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$39025

Subtotal of state or local funds included for this school: \$39,025

Total of federal, state, and/or local funds available for this school: \$92,370

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	52406	48,906.00
LCFF - Supplemental and Concentration (S/C)	39025	37,825.00
Title I Part A: Parent Involvement	939	939.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	1,200.00
Title I	3,500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kristin Forrest	Principal
Cynthia Amaya	Classroom Teacher
Sabrina Mandigo	Classroom Teacher
Arpine Khrlpoyan	Other School Staff
Amy Froeschle	Classroom Teacher
Deborah Pandullo	Parent or Community Member
Talia Glasberg	Parent or Community Member
Tracy Gauci	Parent or Community Member
Tracy Traver	Parent or Community Member
Carolina Ventura Peralta	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/20/21.

Attested:



Principal, Kristin Forrest on

SSC Chairperson, Tracy Gauci on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019





# PASADENA UNIFIED SCHOOL DISTRICT

## Title I - Other Authorized Activities Reservations

*Our Children. Learning Today. Leading Tomorrow*

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

**School: Webster Elementary**

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	175	\$38,848.25