School Year: **2023-24**

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	5/30/23	June 29, 2023

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 qualify for ATS under Students with Disabilities: Attendance. We will continue to work together in a collaborative and cooperative manner until all student subgroups meet the proficiency standards for their respective grade level.

Educational Partner 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 2022, January 2023, April 2023

3. Webster Faculty and staff members: A Monday meeting(s): School Staff/Survey (May 2023)
4. ELAC Committee:
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 2023-2024 School Year, Daniel Webster School will receive $22,872 in Unrestricted funds, Title 1 funds-$46,015; $130,872 from LCFF S&C including estimated carryover. Title I funds have decreased from the 2022-2023 school year, yet salaries and hourly pay rate have increased.

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 School District Mission Statement
Pasadena Unified prepares students for success in an ever-evolving world. We are committed to cultural responsiveness and academic excellence.
Pasadena Unified School District Vision:
We will transform education to empower students to succeed.

Daniel Webster School Vision and Mission Statement
We will create a nurturing and inclusive learning community where every child thrives, embraces curiosity, and achieves their full potential.

At Webster Elementary School, our mission is to prepare students for an ever-evolving world. We create a nurturing, inclusive learning community where every child thrives, embraces curiosity, and achieves their full potential. We foster independent thought and ethical action, encouraging students to think critically, make informed decisions, and act responsibly. We are committed to cultural responsiveness and academic excellence, cultivating lifelong learners who contribute positively to our world.

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 2022, 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 Armenian Academy will offer daily Armenian language and culture class to all students who opt-in to the academy TK-5th grade beginning in the Fall of 2023.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.67%	0.66%	2	2	2
African American	6.2%	5.39%	5.61%	21	16	17
Asian	3.0%	2.69%	2.97%	10	8	9
Filipino	0.9%	1.35%	1.98%	3	4	6
Hispanic/Latino	38.9%	40.40%	39.93%	132	120	121
Pacific Islander	%	%	0%			0
White	47.2%	45.45%	31.02%	160	135	94
Multiple/No Response	2.1%	2.36%	3.63%	7	7	11
			Total Enrollment	339	297	303

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	46	60	52
Grade 1	56	37	47
Grade 2	53	53	42
Grade3	57	45	49
Grade 4	56	54	50
Grade 5	71	48	63
Total Enrollment	339	297	303

Conclusions based on this data:

1. By the end of the 2022-23 school year, two 1st, two 2nd, six 4th graders and two 5th graders transferred to Webster from private schools to enroll in the foundational year of Webster's Armenian Academy, It is expected that the enrollment will continue to increase as students continue to enroll in the Armenian Academy.
2. Due to large % of Armenian speaking students and parents, the school continues to benefit from having an full-time Instructional coach and community assistant assigned who speak 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.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	36	43	34	10.60%	14.5%	11.2%
Fluent English Proficient (FEP)	57	46	55	16.80%	15.5%	18.2%
Reclassified Fluent English Proficient (RFEP)	0			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 consistent designated ELD support of both a full-time Instructional coach, bilingual aide, and part-time EL teacher (spring) in the 2022-2023 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	43		0	43		0	43		0.0	100.0	
Grade 4	54	55		0	53		0	53		0.0	96.4	
Grade 5	70	48		0	48		0	48		0.0	100.0	
All Grades	181	146		0	144		0	144		0.0	98.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.			23.26			20.93			25.58			30.23	
Grade 4		2435.			11.32			22.64			33.96			32.08	
Grade 5		2451.			14.58			14.58			18.75			52.08	
All Grades	N/A	N/A	N/A		15.97			19.44			26.39			38.19	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.60			58.14			23.26	
Grade 4		11.32			69.81			18.87	
Grade 5		14.58			47.92			37.50	
All Grades		14.58			59.03			26.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.28			55.81			27.91	
Grade 4		3.77			60.38			35.85	
Grade 5		6.25			39.58			54.17	
All Grades		8.33			52.08			39.58	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.63			67.44			20.93	
Grade 4		11.32			73.58			15.09	
Grade 5		6.25			75.00			18.75	
All Grades		9.72			72.22			18.06	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.63			60.47			27.91	
Grade 4		3.77			83.02			13.21	
Grade 5		10.42			62.50			27.08	
All Grades		8.33			69.44			22.22	

Conclusions based on this data:

1. 63.63% of students were at or above ELA proficiency levels in 2019; This decreased to 35.41% of students who were at or above ELA proficiency levels in 2022. This is demonstrating learning loss due to school closure during the pandemic.
2. An effective Instructional Leadership Team can help the school improve teaching and learning through increased collaboration and distributive leadership with a lens toward a growth mindset approach.
3. Tier 2 students will benefit from focused instruction of foundational skills.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	43		0	43		0	43		0.0	100.0	
Grade 4	54	55		0	55		0	55		0.0	100.0	
Grade 5	70	48		0	48		0	48		0.0	100.0	
All Grades	181	146		0	146		0	146		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2427.			18.60			34.88			11.63			34.88	
Grade 4		2449.			9.09			23.64			38.18			29.09	
Grade 5		2438.			10.42			8.33			25.00			56.25	
All Grades	N/A	N/A	N/A		12.33			21.92			26.03			39.73	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.26			51.16			25.58	
Grade 4		14.55			54.55			30.91	
Grade 5		8.33			47.92			43.75	
All Grades		15.07			51.37			33.56	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.26			44.19			32.56	
Grade 4		10.91			56.36			32.73	
Grade 5		8.33			37.50			54.17	
All Grades		13.70			46.58			39.73	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.58			55.81			18.60	
Grade 4		14.55			60.00			25.45	
Grade 5		6.25			45.83			47.92	
All Grades		15.07			54.11			30.82	

Conclusions based on this data:

1. 48.9% overall of students met or were above proficiency in Mathematics in 2019; this percentage decreased to 34.25% on the 2022 CAASPP in overall math.
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 45.83%. This is below 3rd and 4th grade for the last three years. 5th grade teachers will require intensive PD in 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		7	6	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		9	*	
3	*	*		*	*		*	*		9	4	
4	*	1507.6		*	1489.0		*	1525.9		7	11	
5	*	*		*	*		*	*		7	4	
All Grades										42	28	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	63.64		*	9.09		*	0.00		*	27.27		*	11	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	50.00	39.29		35.71	25.00		7.14	21.43		7.14	14.29		42	28	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	72.73		*	0.00		*	9.09		*	18.18		*	11	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	78.57	46.43		7.14	21.43		7.14	25.00		7.14	7.14		42	28	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	18.18		*	45.45		*	9.09		*	27.27		*	11	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	35.71	14.29		21.43	39.29		26.19	28.57		16.67	17.86		42	28	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	63.64		*	9.09		*	27.27		*	11	
5	*	*		*	*		*	*		*	*	
All Grades	54.76	39.29		35.71	42.86		9.52	17.86		42	28	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	72.73		*	9.09		*	18.18		*	11	
5	*	*		*	*		*	*		*	*	
All Grades	78.57	53.57		11.90	32.14		9.52	14.29		42	28	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	18.18		*	63.64		*	18.18		*	11	
5	*	*		*	*		*	*		*	*	
All Grades	47.62	14.29		35.71	60.71		16.67	25.00		42	28	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	63.64		*	18.18		*	18.18		*	11	
5	*	*		*	*		*	*		*	*	
All Grades	28.57	42.86		54.76	46.43		16.67	10.71		42	28	

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
297	**70.7**	**14.5**	**0.7**
Total Number of Students enrolled in Daniel Webster School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	43	14.5
Foster Youth	2	0.7
Homeless	11	3.7
Socioeconomically Disadvantaged	210	70.7
Students with Disabilities	54	18.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	5.4
American Indian	2	0.7
Asian	8	2.7
Filipino	4	1.3
Hispanic	120	40.4
Two or More Races	7	2.4
Pacific Islander		
White	135	45.5

Conclusions based on this data:

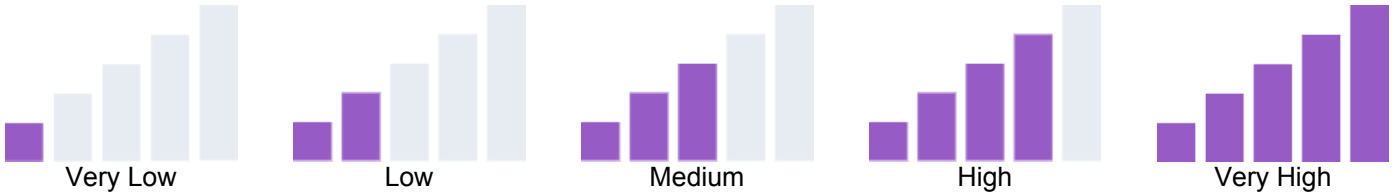
1. Webster's Socioeconomically Disadvantaged population continues to be significant with a need for additional supports
2. Webster has growing population of students with disabilities as there are more students qualifying for Special Ed services; there are 5 SDC classroom units at Webster, 3 of which are 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Student academic needs were not met during the 2021-22 academic year.

3. We continue to have a significant number of students who are chronically absent, even after implementing attendance incentives. This is primarily students with disabilities.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

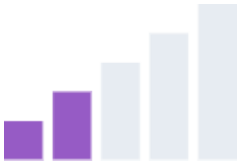
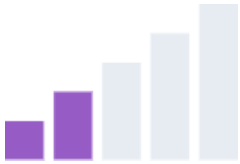
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
38.6 points below standard	64.7 points below standard	0 Students
135 Students	39 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
6 Students	45.3 points below standard	103.7 points below standard
	107 Students	25 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 50.3 points below standard 55 Students	No Performance Level 3 Students		 Low 24.1 points below standard 54 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
71.3 points below standard 15 Students	60.5 points below standard 24 Students	28.3 points below standard 82 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

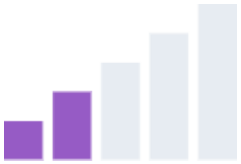
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low 41.7 points below standard 134 Students	Low 55.5 points below standard 39 Students	No Performance Level 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 5 Students	Low 50.3 points below standard 106 Students	No Performance Level 121.8 points below standard 24 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 57.9 points below standard 54 Students	No Performance Level 3 Students		Medium 24.6 points below standard 54 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
58.3 points below standard 15 Students	53.8 points below standard 24 Students	34.4 points below standard 81 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

63.2 making progress towards English language proficiency

Number of EL Students: 19 Students

Performance Level: No Performance Level

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.

2022 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
21.1%	15.8%	0.0%	63.2%

Conclusions based on this data:

1. 63% of ELs progressed at least one level.
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.

2. 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

3. Integrated ELD will be included in lesson planning by teachers.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

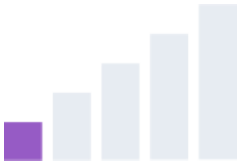
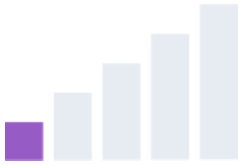
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
28.5% Chronically Absent	30% Chronically Absent	Less than 11 Students
323 Students	50 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
27.3% Chronically Absent	29.8% Chronically Absent	40.3% Chronically Absent
11 Students	235 Students	62 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
21.1% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
19 Students	2 Students	8 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level		Very High
35.9% Chronically Absent	32.1% Chronically Absent		22.3% Chronically Absent
131 Students	28 Students		130 Students

Conclusions based on this data:

1. Close monitoring of chronically truant students by teachers and staff. Teachers and staff will communicate concerns to the RtI Team.
2. Collaborate with CWA and Special Education regarding chronically truant students with IEPs.
   Students with medical excuses for attendance are sought out and monitored closely by nurse.
3. Strengthen Tier 1 SWPBIS with the RtI Wellness teacher taking the lead.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	2	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students
329 Students	50 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Medium
0% suspended at least one day	0.8% suspended at least one day	1.6% suspended at least one day
11 Students	237 Students	64 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
5.3% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
19 Students	2 Students	9 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level		Low
0% suspended at least one day	0% suspended at least one day		0.7% suspended at least one day
132 Students	28 Students		134 Students

Conclusions based on this data:

1. School Staff will continue to provide PBIS interventions for students "Caught Doing Good," also known as the 3 Bs, 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. MTSS team formed to better address issues with behavior and will meet monthly in 2023-2024 school year to review and implement the 3 Tiers of support for students (for academics, behavior, and social emotional)
3. 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

iReady Diagnostic 2 will increase from the baseline of 55% typical growth from 2023 by a total of 7% to reach 62% or higher typical growth by the end of the 2023-2024 school year.
Instructional Leadership Team to meet monthly to focus on student learning and achievement and coordinate the improvement of instruction in the school based on data.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessment; Data Dashboard cut scores	2021-2022 SBAC 34.25 Met or Exceeded Standard for Math 3rd grade 53.48 4th grade 32.73 5th grade 18.75	2022-2023 School Proficiency Level Target-40% By the end of 2023-2024 school year, the school will increase the number of 3-5 Grade students meeting or exceeding standards on SBAC for math to 40% overall Fifth grade will increase proficiency by 10% overall to 28.75%
Ready Math Diagnostic Assessment scores	2020-2021 Diagnostic 2 Overall Placement-15% at risk tier 3, 45% tier 2, 40% tier 1, Progress toward typical growth-24%	2023-2024 Decrease in at risk tier 3, increase in tier 1, Progress toward typical growth-62%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-2022 Diagnostic 2 Overall Placement-18% at risk tier 3, 50% tier 2, 33% tier 1; Progress toward typical growth-55% 2022-2023 Diagnostic 2 Overall Placement-17% at risk tier 3, 43% tier 2, 40% tier 1; Progress toward typical growth-55%	

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

Draw from PUSD curriculum and programming as the primary source of instructional materials. Provide professional development for K-5th grade teachers around Ready Math two 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 will plan for math instruction and hands-on, experiential, activities in grade level cohorts two times per month.

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

Regular meeting of the Instructional Leadership Team including teachers (May meet after contract hours)

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)
1000	LCFF Supplemental and Concentration (S/C)

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

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)
5000	LCFF Supplemental and Concentration (S/C)

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

Students receive after school math enrichment

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)

5000	LCFF Supplemental and Concentration (S/C)

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

Teachers will be encouraged to use the Webster STEAM Loft and to use STEAM Loft materials provided to promote experiential learning. STEAM Loft must be stocked with materials to allow students to design innovative plans.

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)
5000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Progress toward this goal was partially met. 2022-2023 iReady D2, there was a 1% decrease in at risk tier 3 and a 7% increase in tier 1, Progress toward typical growth remained at 55%.

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 were often not available.

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.

Local assessment data of iReady Math will be available and used as Spring 2023 data points. A Response to Intervention Wellness teacher will be hired for the 2023-2024 school year and will work with teachers to target academic and social-emotional needs of specific students. The Webster STEAM Loft will be utilized by students to provide innovative challenges and experiential learning opportunities for all students.

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

iReady Diagnostic 2 will increase from the baseline of 80% typical growth from 2023 by a total of 2% to reach 82% or higher typical growth by the end of the 2023-2024 school year.
Instructional Leadership Team to meet monthly to focus on student learning and achievement and coordinate the improvement of instruction in the school based on data.

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	2021-2022 SBAC 35.41 Met or Exceeded Standard for ELA 3rd grade 44.19 4th grade 33.96 5th grade 29.16	2022-2023 School Proficiency Level Target-40% By the end of 2023-2024 school year, the school will increase the number of 3-5 Grade students meeting or exceeding standards on SBAC for ELA to 40% overall Fifth grade will increase proficiency by 10% overall to 39.16%
Reading iReady Diagnostic	2022-2023 Diagnostic 2 Overall Placement-17% at risk tier 3, 37% tier 2, 46% tier 1; Progress toward typical growth-80%	2023-2024 Decrease in at risk tier 3, increase in tier 1, Progress toward typical growth-82%

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 7

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 with support of Instructional Coach; focus on informational texts. This will include Cross Curricular Articulation Professional Development.

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 8

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

Students will be provided comprehensive phonemic awareness and phonics instruction in the TK-2nd grade classroom and by an intervention teacher in small groups for 3rd-5th grade Tier 2 students.

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 9

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

TK-5th grade teachers will participate in the Get Reading Right professional development presented by LACOE. (1.5 hours monthly)

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 10

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 including but not limited to literary text, compare and contrast from 2 sources, and poetry (funding source is already listed in Goal 1 $5000 Title 1)

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 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ELA integrated supports to level 1 and level 2 students, including the use of media and library services in the selection of reading materials and lesson development. (Library Coordinator)

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)
25000	LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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.

There was a decrease in the overall proficiency level of students in ELA during the 2021-2022 school year. Students are lacking foundational reading skills needed to become proficient.

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

Roving subs for data chats were difficult to schedule due to a substitute shortage for much of the 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.

Universal supports in the area of Phonics and Phonemic Awareness will benefit all students in the primary grades. Tier 2 and Tier 3 students in ELA will have focused instruction from the classroom teacher, from Reading Partners, and from an intervention teacher. This will instruction will be individual or in small groups of students per adult.

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 the 2024 D2

iReady Math Spring Diagnostic for EL students will Increase the % of proficient EL students by 25 points by the 2024 D2.

Identified Need

English learner academic proficiency in ELA and Math are below the academic proficiency of All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic 2	13% of English Learners were at or above grade level on the iReady Reading Diagnostic 2	English Learners will demonstrate proficiency equivalent to or greater than All Students on the iReady Reading Diagnostic 2 Assessment
iReady Math Diagnostic 2	12% of English Learners were at or above grade level on the iReady Math Diagnostic 2	English Learners will demonstrate proficiency equivalent to or greater than All Students on the iReady Math Diagnostic 2 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)

All Students

Strategy/Activity

Instruction of Tier 1 ELD will be provided to students using supplementary resources such as Scholastic Magazine.

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, English Learners

Strategy/Activity

Instructional Bilingual Aide to work with English Learner students to support language acquisition.

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)
45142	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2022-23

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 the instructional coach and bilingual aide on daily; instructional coach will focus on support of classroom implementation of integrated ELD.

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 number of Level 1 ELs increased throughout the 2022-2023 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.

Admin will increase monitoring and feedback of designated ELD in each classroom throughout the 2023-2024 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 # 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

Implementation of PBIS will decrease office referrals for behavior issues and will increase the attendance of all students, specifically attendance of students with IEPs.

Identified Need

Increase daily attendance of students with IEPs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	40.3% of Students with disabilities were Chronically Absent in 2021-2022	Decrease chronic absenteeism of Students with Disabilities by 10% to 30.3%

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

Strategy/Activity

SWPBIS team meets monthly led by RtI Wellness teacher

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

Strategy/Activity

Behavior expectations are clearly defined for staff, students, and parents in handbooks, on posters and on banners.

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/Students with disabilities

Strategy/Activity

Implementation of engaging attendance incentives

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)
500	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will be supervised and safe during unstructured school time.

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)
52000	LCFF Supplemental and Concentration (S/C)

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

Students will explore Science, Technology, Engineering, Art and Math through experiential learning in a makerspace environment with adult support.

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)
37228	LCFF Supplemental and Concentration (S/C)

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

Creation and implementation of a flowchart for addressing office-managed vs staff-managed problems

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: 2022-23

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.

MTSS and PBIS were implemented on a limited basis. The 3 B's were taught in all classrooms and at assemblies. (Be safe, Be respectful, Be responsible) and wolf tickets (Caught being good tickets) for demonstrating being safe, respectful and responsible) were distributed and rewarded. Webster will continue to focus on attendance and will use the 2022-2023 baseline data

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 digital Second Step SEL program was taught sporadically in all classrooms.

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 and PBIS behavioral supports as well as academic tiers and social emotional tiers in 2023-2024 focusing on Social Emotional component; Second Steps curriculum continue to implemented next year by grade level teams and supported by an RtI Wellness Teacher.

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 parent and community member satisfaction.

Identified Need

Webster enrollment continues to decrease annually

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
C-Cubes Parent/Community Survey	TBD based on C-Cube Survey results (Aug/Sept 2023)	Parent/Community member satisfaction will increase

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

C-CUBES K12 will conduct an orientation to help the participants learn about customer-focus execution and strategy. Participants will be given a chance to develop their own customer value equation and understand the importance of customer satisfaction.

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

Strategy/Activity

Parents will be invited to join engaging parent meetings

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)
873	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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 6

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: 2022-23

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 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: 2022-23

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: 2022-23

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: 2022-23

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: 2022-23

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	$46015
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	$46015
Other State/Local Funds provided to the school	$130728

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	$45142
Title I Part A: Parent Involvement	$873

Subtotal of additional federal funds included for this school: $46,015

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)	$130728

Subtotal of state or local funds included for this school: $130,728

Total of federal, state, and/or local funds available for this school: $176,743

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I Part A: Allocation	45142	0.00
LCFF Supplemental and Concentration (S/C)	130728	0.00
Title I Part A: Parent Involvement	873	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	130,728.00
Title I Part A: Allocation	45,142.00
Title I Part A: Parent Involvement	873.00

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
Jack Minassian	Other School Staff
Amy Froeschle	Classroom Teacher
Deborah Pandullo	Parent or Community Member
Talia Glasberg	Parent or Community Member
Deborah Almonte	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 5/30/23.

Attested:

	Principal, Kristin Forrest on 5/30/23
	SSC Chairperson, Jack Minassian on 5/30/23

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.

Educational Partner 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.

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.

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.

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.

Educational Partner 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 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 Educational Partner 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.

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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,795,513.00:

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 3 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 2023-24 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	$1,795,513.00	9,623	$186.59	208	$38,809.80