

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	March 18, 2021	April 29, 2021

Purpose and Description

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

Schoolwide Program

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

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

Daniel Webster School's SPSA was developed in collaboration with teachers, classified staff members, specialized instructional support, and the parents of Webster students. This collaboration has led to the development of a plan of action that sets goals for improved academic performance. The SPSA addresses the academic achievement needs of all students and targeted-groups of students, including English learners, socio-economically disadvantaged students, foster youth, students with disabilities, and racial/ethnic subgroups. The SPSA coordinates all educational services and applicable federal and state funding sources. Daniel Webster School did not qualify for CSI, TSI, and/or ATSI; the school was successful in all academic areas overall according the 2019 data dashboard results.- ELA- Green; Math- Green; Suspension-Green; Chronic Absenteeism-Orange; we are proud of our accomplishments,, however, we will continue to work together in collaborative and cooperative manner until all student subgroups meet the proficiency standards for their respective grade level.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

1. School Site Council (SSC) meets monthly throughout the school year; meeting agendas include issues related to student academic achievement, opportunities for parental involvement, attendance, safety, student enrollment updates, and community partnership opportunities
2. School Site Council (SSC): April 23, 2020 and April 30, 2020
3. Webster Faculty and staff members: A Monday meeting(s): School Staff/Survey (April 20, 2020)
4. ELAC Committee: Gave recommendations via telephone conference due to COVID-19 School Closure on 4/29/20
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 2020-2021 School Year, Daniel Webster School will receive \$22,409 in Unrestricted funds, Title 1 funds-\$63,256; \$40,803 from LCFF.

In order to fully fund our priorities we will need to supplement our budget with \$8,811 from Annual Fund

PTA will be asked to contribute some of their annual surplus towards supplementing positions voted on by SSC and school staff next school year

School Vision and Mission

Pasadena Unified District Mission Statement

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

Daniel Webster School Vision and Mission Statement 2020-2021

DANIEL WEBSTER SCHOOL: "WHERE ALL STUDENTS ACHIEVE SUCCESS"

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

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

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

School Profile

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

In 2019, the school served approximately 400 students in Pre-K through grade 5. Student demographics were as follows: 44.6%- White, 41.4%- Hispanic, 5.5%- African American, 2.0% Asian, 4.3%- Other and 1.4% Multiple or No response. 65.8% of students were Socio-Economically Disadvantaged, 15.7% were students with Disabilities, and 19.1% 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, K-2nd grades, and grades 3-5.

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 a mobile computer lab equipped with thirty I-pad computers as well as 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 General 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.

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. There are many community businesses who fully support Webster through various donations and discounts such as 7-11 Store, A & G Signs, Inc. An after-school Armenian language and history program is held on Mondays until 4:00pm.

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.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.76%	0.58%	0.94%	3	2	3
African American	6.84%	5.51%	6.25%	27	19	20
Asian	2.03%	2.03%	2.5%	8	7	8
Filipino	1.52%	1.74%	1.88%	6	6	6
Hispanic/Latino	38.23%	41.45%	37.81%	151	143	121
Pacific Islander	2.28%	2.03%	0.63%	9	7	2
White	45.82%	44.64%	48.44%	181	154	155
Multiple/No Response	1.27%	0.58%	0.63%	5	2	2
Total Enrollment				395	345	320

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	55	47	46
Grade 1	67	56	50
Grade 2	77	55	53
Grade3	53	72	55
Grade 4	69	50	66
Grade 5	74	65	50
Total Enrollment	395	345	320

Conclusions based on this data:

1. Daniel Webster School would benefit if there were one or more of following programs placed at school site by 2020-2021 school year: (Full-day TK; Arts Magnet, or Language Immersion programs); student enrollment would increase as there is a strong parent base of support; I'm confident the student enrollment at Webster would rebound quickly if a signature program and a TK program were placed at Webster next school year.
2. Due to large % of Armenian speaking students and parents, the school continues to benefit from having a full-time Instructional coach assigned who speaks the language the school serves and knows the school community as well.
3. The school was rezoned in 2014; since the rezoning occurred, the incoming group of kinder students has decreased each school year; the overall enrollment has dropped steadily over the past 4 or 5 years; parents who have left the school and transferred inside and/or outside the district have shared that these other school sites offer educational opportunities that Webster cannot afford to fund, however, they are funded at another school sites across the district...

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	63	66	40	15.9%	19.1%	12.5%
Fluent English Proficient (FEP)	75	58	64	19.0%	16.8%	20.0%
Reclassified Fluent English Proficient (RFEP)	23	0	28	28.4%	0.0%	42.4%

Conclusions based on this data:

1. The English Learner population has decreased due to decrease in student enrollment, however, the students identified as Level 1 and level 2 learners will continue to have their pull-out time increased to meet their needs as second language learner in general ed classrooms
2. The % of FEP students increased due to the hard work and dedication of both a full-time Instructional coach and bilingual aide in the 2017-2018 school year. The instructional coach position that reduced to 50% in the 2018-2019 school year was brought back to 100% for the 2019-2020 school year.
3. Over 37% of English learners in the 2018-2019 school year were reclassified as a result of the hard work and dedication of bilingual aide and part time instructional coach at Webster; 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	51	69	70	50	65	70	50	65	100	98	94.2
Grade 4	83	68	52	82	68	51	82	68	51	98.8	100	98.1
Grade 5	74	70	62	70	70	60	70	70	60	94.6	100	96.8
All Grades	227	189	183	222	188	176	222	188	176	97.8	99.5	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2433.	2463.	2449.	30.00	44.00	33.85	22.86	22.00	29.23	21.43	20.00	21.54	25.71	14.00	15.38
Grade 4	2481.	2496.	2510.	29.27	38.24	43.14	30.49	17.65	29.41	17.07	25.00	11.76	23.17	19.12	15.69
Grade 5	2480.	2512.	2522.	15.71	22.86	33.33	27.14	34.29	23.33	20.00	18.57	25.00	37.14	24.29	18.33
All Grades	N/A	N/A	N/A	25.23	34.04	36.36	27.03	25.00	27.27	19.37	21.28	19.89	28.38	19.68	16.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.71	46.00	36.92	42.86	40.00	47.69	31.43	14.00	15.38
Grade 4	31.71	32.35	45.10	47.56	51.47	41.18	20.73	16.18	13.73
Grade 5	17.14	25.71	36.67	45.71	55.71	45.00	37.14	18.57	18.33
All Grades	25.23	33.51	39.20	45.50	50.00	44.89	29.28	16.49	15.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.00	38.00	24.62	42.86	44.00	47.69	27.14	18.00	27.69
Grade 4	29.27	35.29	29.41	48.78	42.65	52.94	21.95	22.06	17.65
Grade 5	27.14	37.14	41.67	48.57	45.71	36.67	24.29	17.14	21.67
All Grades	28.83	36.70	31.82	46.85	44.15	45.45	24.32	19.15	22.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.29	42.00	30.77	57.14	48.00	61.54	18.57	10.00	7.69
Grade 4	24.39	25.00	27.45	58.54	64.71	64.71	17.07	10.29	7.84
Grade 5	18.57	14.29	16.67	61.43	65.71	66.67	20.00	20.00	16.67
All Grades	22.52	25.53	25.00	59.01	60.64	64.20	18.47	13.83	10.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.14	40.00	21.54	48.57	38.00	63.08	24.29	22.00	15.38
Grade 4	31.71	33.82	41.18	51.22	45.59	39.22	17.07	20.59	19.61
Grade 5	17.14	25.71	31.67	44.29	41.43	41.67	38.57	32.86	26.67
All Grades	25.68	32.45	30.68	48.20	42.02	48.86	26.13	25.53	20.45

Conclusions based on this data:

- 63.63% of students were at or above ELA proficiency levels in 2019; Overall, the ELA increased by 4.59 percentage points as a result of teachers differentiating instruction more readily through balanced literacy instruction as well as supplementing their instruction with SBAC type questions and text on weekly basis; standards were focused on by teachers and emphasized at A Monday PD meetings...
also, Teachers will continue to have follow up PD sessions on A Monday regarding on ELD strategies in classroom for all learners;
- An instructional leadership team will be created for the 2020-2021 school year. An effective Instructional Leadership Team will help the school improve teaching and learning through increased collaboration and distributive leadership with a lens toward a growth mindset approach.
- Grade levels must focus on Priority Grade Level Standards for each subject area to continue to make positive growth toward meeting and exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	51	69	70	50	68	70	50	68	100	98	98.6
Grade 4	83	68	52	82	68	52	82	68	52	98.8	100	100
Grade 5	74	71	62	70	70	62	70	70	62	94.6	98.6	100
All Grades	227	190	183	222	188	182	222	188	182	97.8	98.9	99.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2436.	2455.	2445.	17.14	28.00	26.47	32.86	32.00	32.35	25.71	22.00	19.12	24.29	18.00	22.06
Grade 4	2468.	2483.	2498.	14.63	20.59	25.00	28.05	30.88	32.69	36.59	26.47	30.77	20.73	22.06	11.54
Grade 5	2496.	2492.	2475.	17.14	18.57	16.13	17.14	12.86	14.52	40.00	35.71	25.81	25.71	32.86	43.55
All Grades	N/A	N/A	N/A	16.22	21.81	22.53	26.13	24.47	26.37	34.23	28.72	24.73	23.42	25.00	26.37

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.43	40.00	33.82	35.71	34.00	42.65	32.86	26.00	23.53
Grade 4	23.17	30.88	36.54	37.80	36.76	36.54	39.02	32.35	26.92
Grade 5	20.00	21.43	14.52	38.57	34.29	25.81	41.43	44.29	59.68
All Grades	24.77	29.79	28.02	37.39	35.11	35.16	37.84	35.11	36.81

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.00	38.00	30.88	45.71	42.00	47.06	24.29	20.00	22.06
Grade 4	20.73	25.00	32.69	51.22	50.00	46.15	28.05	25.00	21.15
Grade 5	14.29	17.14	17.74	45.71	45.71	37.10	40.00	37.14	45.16
All Grades	21.62	25.53	26.92	47.75	46.28	43.41	30.63	28.19	29.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	44.00	33.82	50.00	42.00	47.06	21.43	14.00	19.12
Grade 4	24.39	23.53	36.54	43.90	50.00	48.08	31.71	26.47	15.38
Grade 5	18.57	14.29	14.52	45.71	58.57	41.94	35.71	27.14	43.55
All Grades	23.87	25.53	28.02	46.40	51.06	45.60	29.73	23.40	26.37

Conclusions based on this data:

1. 48.9% overall of students met or were above proficiency in Mathematics in 2019; math standards focused on and emphasized throughout school year in A Monday PD meetings
2. I-Ready Math program was better understood and utilized by teachers in 2018-2019; more training analyzing diagnostic assessments and comparing them to inform teacher instruction is needed; all Webster teachers should be using I-ready math curriculum and assessments regularly.
3. Fifth grade overall proficiency in math is 30.65%. This is far below 3rd and 4th grade for the last three years. 5th grade teachers will require intensive PD in Ready Math to improve instruction

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1420.8	*	1426.5	*	1407.3	*	12	9
Grade 1	1431.7	*	1410.2	*	1452.8	*	20	8
Grade 2	*	*	*	*	*	*	*	5
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	6
All Grades							66	42

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	*	*	*	*	*	*	*	20	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	7.14	36.36	40.48	*	38.10	21.21	14.29	66	42

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	*	*	*	*	*	*	*	20	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	46.97	16.67	28.79	42.86	*	21.43	19.70	19.05	66	42

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	12	*
1	*	*	*	*		*	*	*	20	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	28.79	4.76	27.27	30.95	18.18	45.24	25.76	19.05	66	42

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	*	*	*	*	*	20	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	51.52	19.05	27.27	52.38	21.21	28.57	66	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	*	*	*	*	*	20	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	50.00	30.95	28.79	54.76	21.21	14.29	66	42

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	*	*	*	*	*	20	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	28.79	4.76	37.88	66.67	33.33	28.57	66	42

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	*	*	*	*	*	*	20	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	46.97	40.48	34.85	42.86	18.18	16.67	66	42

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

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
345	65.8	19.1	1.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	19.1
Foster Youth	4	1.2
Homeless	4	1.2
Socioeconomically Disadvantaged	227	65.8
Students with Disabilities	54	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	5.5
American Indian	2	0.6
Asian	7	2.0
Filipino	6	1.7
Hispanic	143	41.4
Two or More Races	5	1.4
Pacific Islander	7	2.0
White	154	44.6





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 w/ 3 different types of Pre-K classrooms. One additional Pre-K SDC classroom will be added for the 2020-2021 school year.
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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Green		

Conclusions based on this data:

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

 - Providing Evidence from text: daily practice; utilize state rubric scale for student answers in ELA section of test- students practice writing answers using rubric
 - DOK Question Stems; (use new booklets provided) Posted in all classrooms

Surface Learning vs. Deep Learning lesson plans

 - BL 90 minutes per day; 30 minutes for writing; writing on daily basis

- We will continue to expose students to academic vocabulary by grade level utilized on SBAC assessments using interim SBAC assessments
- We will continue to build student's stamina for longer reading passages and more complicated questioning and writing answers using rubrics from state assessment
- Math problem solving; Math facts must be memorized by all students before moving onto next grade level; communicative reasoning in math in the 5th grade is major concern; responding appropriately to math questions by explaining their answer in writing correctly and understanding how the rubric is utilized to grade their answers on SBAC/classroom assessments.-Math problem solving involves reading problems- breaking down the problem strategies given before solving the problems;
- During daily 30 minute ELD class period, in BL guided reading groups, teachers will use the in-house data to inform their instructional practices, but especially for ELL students.

All students will practice responding to question in an appropriate manner, which includes teaching students how to go back and review the text already read to provide a complete written response to any questions

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

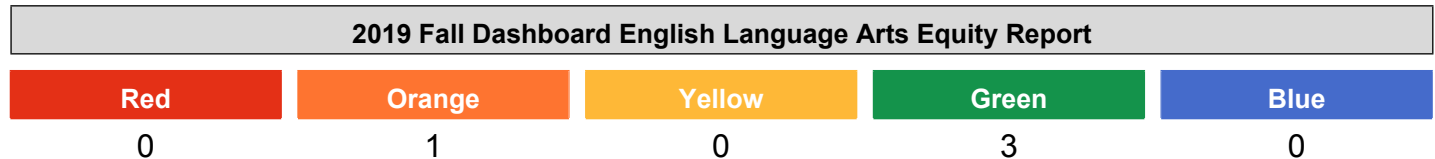
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

- Each subgroup increased according to Data Dashboard results, however, several student sub groups are below standard for their respective grade level; therefore, all intervention strategies on previous school plan will continue to be implemented for next school year however, they will now be organized under MTSS umbrella of tier support in academics, behavior, and social emotional health
 The conclusion: continued emphasis on ELD strategies for all teachers on A Mondays, however, first identify exactly who the struggling students are in Grades 3-5 in order to provide additional support for struggling students in ELA (ie. 30 minute in-house intervention sessions in addition to regular daily instruction; also, after school intervention sessions for same students)
 PD training for social emotional trauma of students will be provided during A Monday PD sessions; MTSS team will provide background and support by grade level to both teachers and aides at school site; there will be a rotating member of MTSS team assigned to attend monthly MTSS meetings; the Second Step program will be implemented during the 2020-2021 school year.
- English Learners, Hispanic, and Socio-economically Disadvantaged students will be identified in September, 2020, and appropriate interventions will be matched to students using academic tiers of supports (or behavior or social emotional tiers) under developing MTSS umbrella of support at school site next school year; Imagine Learning is provided in After school Learns program for all students not just EL students...
 Students with disabilities will need to be given new alternate assessment especially if they are EL students.

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

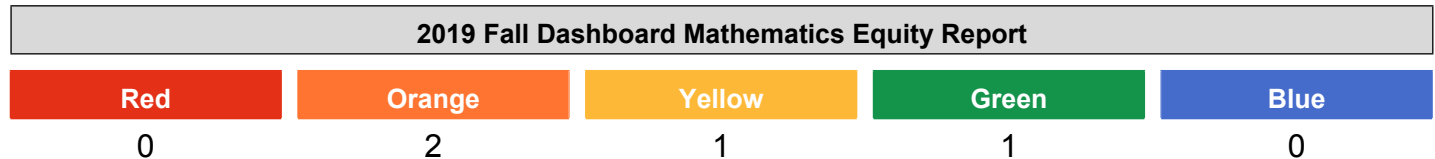
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.8 points below standard Declined -3.9 points 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 16 points above standard Increased ++9.7 points 77

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.7 points below standard Declined Significantly -31.3 points 14	31 points below standard Declined -4.2 points 29	15.1 points above standard Increased ++10.3 points 111

Conclusions based on this data:

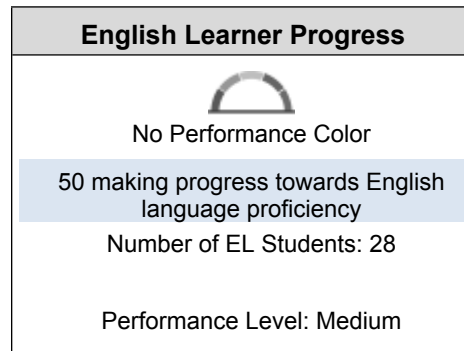
1. The conclusion will be to emphasize and revisit PD on Mathematical strategies for all teachers on A Mondays, however, first identify exactly who the struggling students are in Grades 3–5 in order to provide additional support for struggling students in Math such as English Learners who significantly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

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

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

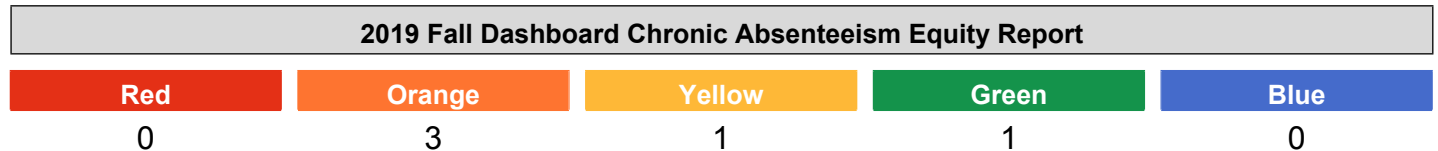
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">19</div> Increased +5.3 21	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Yellow <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">11.6</div> Declined -3.8 147	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	White  Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">11.2</div> Increased +2.1 161

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

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

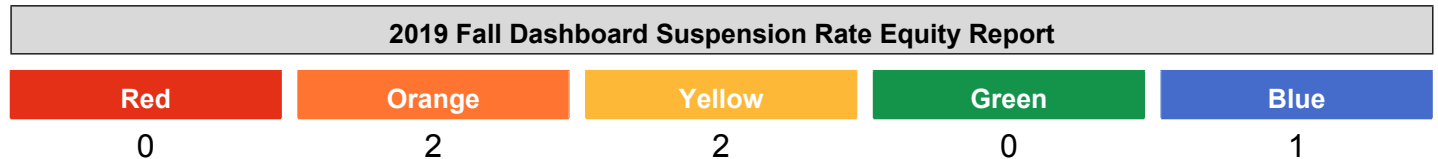
School and Student Performance Data

Conditions & Climate Suspension Rate







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



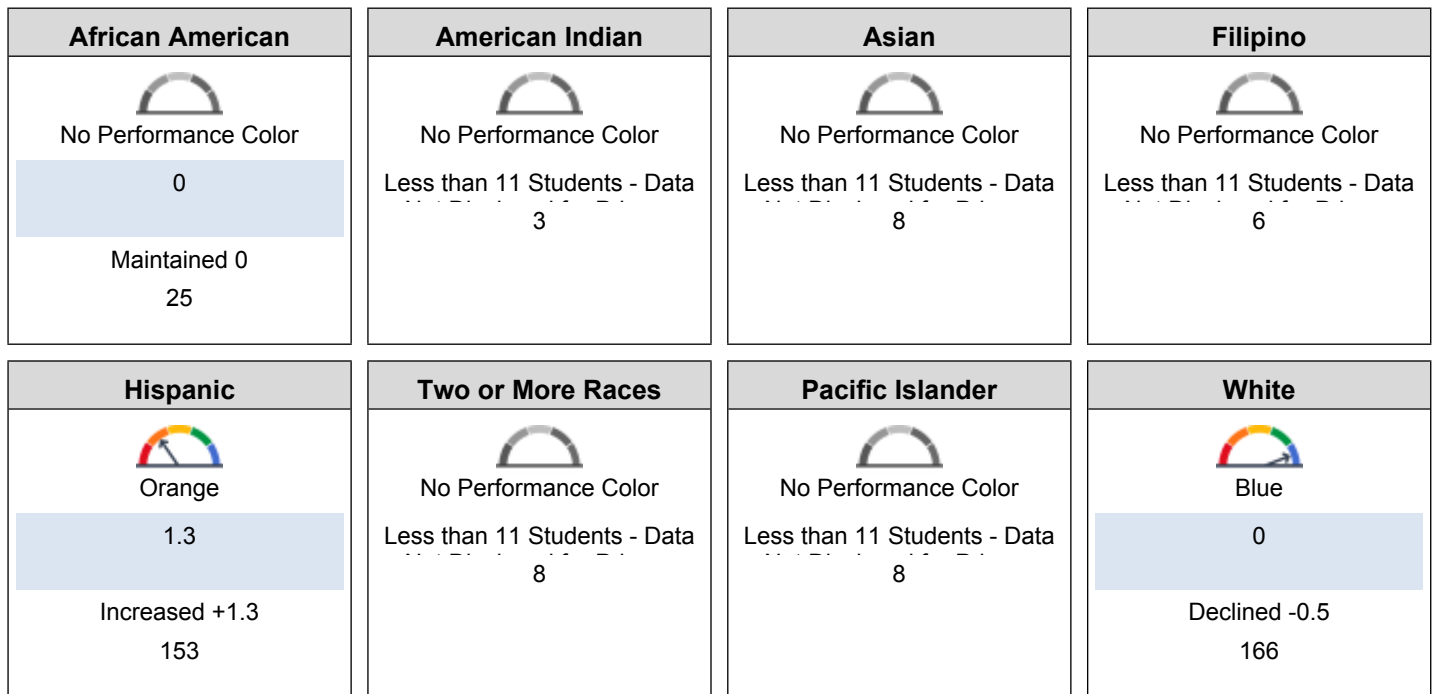
This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.5

Conclusions based on this data:

1. School Staff will continue to provide PBIS interventions for students "Caught Doing Good" such weekly wolf tickets recognition on Monday mornings as well as monthly recognition ceremonies for students following the character trait of the month; good citizenship, and Most Improved in specific areas
2. Continual reminders and trainings being provided to school staff; suspensions have almost been eliminated at Webster thanks to teachers and staff buying into PBIS program several years ago
MTSS team formed to better address issues with behavior and will meet monthly in 2020-2021 school year to review and implement the 3 Tiers of support for students (for academics, behavior, and social emotional)
3. CWAS support with training teachers and staff on PBIS program and Trauma care programs
Staff will focus on implementation of PBIS program; teachers primarily handle discipline but need the behavior aide and other supports as well...
Staff members will develop authentic relationships with their students; more trauma informed school training and supports will be provided next school year

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -8.7 (Green) from 2019 by a total of 8.7 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -60.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 35.5 or more (to reach Green) to end at -57.5 or higher by the end of the 2020-2021 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -25.2 (Yellow) from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 25.2 or more (to reach Blue) to end at -22.2 or higher by the end of the 2020-2021 school year.

iReady Diagnostic 2 will increase from the baseline of 49% typical growth from 2020 by a total of 26% to reach 75% or higher typical growth by the end of the 2020-2021 school year.

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

Form an Instructional Leadership Team to meet monthly

Identified Need

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

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

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

Student access to Math instruction in the event of remote learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessment; Data Dashboard cut scores	2018-2019 School Proficiency Level - 48.9% overall	<p>2020-2021 School Proficiency Level Target-52%</p> <p>2019-2020 School Proficiency Level Target-50%</p> <p>2018-2019 School Proficiency Level-48.9%</p> <p>2017-2018 School Proficiency Level- 46%</p> <p>1.By the end of 2020-2021 school year, the school will increase the number of 3-5 Grade students meeting or exceeding standards on SBAC to 52% overall</p> <p>2. By end of 2020-2021 year, the school will decrease the distance from standard for all students overall by 8.7 points to 0.</p> <p>3. Decrease the baseline by 3 for socio-economically disadvantaged students.</p> <p>4. Decrease the distance from standard for English Learners by 3 or more points.</p> <p>Fifth grade will increase proficiency by 5% overall to 35.65%</p>
Ready Math Diagnostic Assessment scores	2019-2020 Diagnostic 2 Overall Placement *last diagnostic prior to school closure due to COVID-19; 11% at risk tier 3, 50% tier 2, 38% tier 1, Progress toward typical growth-49%	2020-2021 Decrease in at risk tier 3, increase in tier 1, Progress toward typical growth-75%
Additional teacher PD in Ready Math	Total number of times Ready Math was in PD for the current month last year and compare to current year	teachers will better understand specific components of Ready math increasing the use of Ready Math in the classroom
Teacher grade level planning time with the instructional coach around Ready Math	Number of teacher planning sessions with instructional coach	teachers will be able to plan per grade level how to integrate Ready Math Materials

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

provide more professional development around Ready Math

teachers receive more grade level planning time with the instructional coach

hold student conferences with each students at least 1 time every two weeks

Provide teachers with time to backward map Math Priority Standards

Have teachers/instructional aides work in small groups with students who are not able to work at independent practice level

incorporate ELD strategies during all lesson planning

March 2021 Update:

Materials authorized for purchase with Title I funds include but are not limited to LCD projectors and document cameras which may be "aging out" from the school inventory. Originally entires above the March 2021 update are still intended strategies for this goal.

Additional resources also include supplemental materials to enhance ELA and math resources available for classroom instruction.

March 2021 NOTE: The total Title I allocation for projectors, document cameras, and additional curriculum supplies is included in Goal 2 strategy 1 Title I allocation and not present in this goal.

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)
2,000	Title I

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Overall, the goal was successful; the strategies and /or activities were not always been implemented with fidelity due to lack of follow up training for support staff and teachers.

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

The roving subs required to cover classrooms during teacher trainings and/or grade level meetings are sometimes not available. Professional Development plan changed due to other mandated topics. School closure due to COVID-19 resulted in remote learning for the last 2.5 months of the school year. Admin expectation for delivery of instruction using district provided curriculum must be reiterated.

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

Training dates and professional development will be documented and scheduled ahead of time on a Professional Development Calendar that will be update three times per year; Instructional Coach will provide support and training to teachers with backwards mapping training and implementation for each trimester of school year. Due to school closure due to COVID-19, CAASPP testing will not occur in the Spring of 2020, so this metric will not be available.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -31.1 (Orange) from 2019 by a total of 26.1 or more (to reach Yellow) with a stretch goal of 41.1 or more (to reach Green) to end at -5 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will increase the baseline of 6.2 (Green) from 2019 by a total of 3.8 or more (to reach Blue) to end at 10 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 22.6 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 37.6 or higher by the end of the 2020-2021 school year.

IRI Winter percent correct will increase from the baseline of 68.3% from 2020 by a total of 5% to reach 73.3% by the end (Spring IRI) of the 2020-2021 school year.

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

Increase the use of Units of Study

Strategically monitor the rollout of Phonics Units of Study.

Form an Instructional Leadership Team to meet monthly.

Identified Need

Currently, only 68.3% of our students are reading at grade level on the Winter IRI. On the 2019 CAASPP, only 59% of our student met or exceeded standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessment data; Data Dashboard	2018-2019- 59% of all students met or exceeded standard (19.7 points above)	2020-2021 School Proficiency Target-65% meet or exceed standard on the 2021 CAASPP 2019-2020 School Proficiency Target-63%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2018-2019 School Proficiency - 59% 2017-2018 School Proficiency - 52%
Measure of student conferences in ELA	Number of student conferences held every two weeks	Conference log showing student conferences being held 1 time every 2 weeks
Informal Reading Inventory	Winter IRI percent correct 68.3% (only 63 students' data was in IO because the winter IRI was optional; spring IRI was not administered due to COVID-19 school closure)	Increase percent correct by 5% on the Spring 2021 IRI to 73.3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Spelling pattern instruction through Word Study

Teaching literacy through science training with teachers on site modeling; teaching science through stemscopes training provided at school site

Incorporate ELD strategies during all lesson planning

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

Increase instructional focus on grade level priority ELA standards

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

March 2021 Update:

School site council modified Title I allocation from \$17,989 to be \$31,439

Materials authorized for purchase with Title I funds include but are not limited to LCD projectors and document cameras which may be "aging out" from the school inventory. Originally entires above the March 2021 update are still intended strategies for this goal.

Additional resources also include supplemental materials to enhance ELA and math resources available for classroom instruction.

March 2021 NOTE: The total Title I allocation for projectors, document cameras, and supplemental materials is included in the \$31,439 amount listed below; however this strategy will be repeated in other goals as appropriate.

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	Unrestricted
31,439	Title I

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

Due to school closure due to COVID-19, CAASPP testing will not occur in the Spring of 2020, so this metric will not be available. IRI metric will be used as a local formative assessment to monitor progress.

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

IRI proficiency for EL students will Increase by 15 percentage points by Spring of 2021

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

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -31.1 (Orange) from 2019 by a total of 26.1 or more (to reach Yellow) with a stretch goal of 41.1 or more (to reach Green) to end at -5 or higher by the end of the 2020-2021 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -60.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 35.5 or more (to reach Green) to end at -57.5 or higher by the end of the 2020-2021 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring IRI (Due to no CAASPP for the 2020 year)	English Learners average distance from standard in ELA is -31.1 on the 2019 CAASP	English Learners will demonstrate proficiency equivalent to or great than All Students on the Spring IRI

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring iReady Diagnostic (Due to no CAASPP for the 2020 year)	English Learners average distance from standard in Math is -60.5 on the 2019 CAASPP	English Learners will demonstrate proficiency equivalent to or greater than All Students on the Spring iReady Assessment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Use of Scholastic Magazine for EL comprehension and vocabulary growth

Coordinated ELD instruction across all grade levels (RTI)

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

Embed ELD and academic language development across all curricular areas

Coordinate use of personnel support for ELL support

Provide ELL parents trainings for helping children at ELAC meetings

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

Intervention sessions for identified students for 30 minutes during school day and/or after school day

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)
20000	Title I
250	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

Closing the achievement gap success will be not be measured by CA Dashboard cut points in 2019-2020 due to COVID-19 school closures. Additional instructional provided everyday after school in Learns Program and additional after school tutoring provided by PUSD's LADD department.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Suspension Rate for English Learners will decrease the baseline of 1.4 (Orange) from 2019 by a total of -0.2 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 1.2 or lower by the end of the 2020-2021 school year.

Chronic Absenteeism for All Students will decrease the baseline of 11.1 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.1 or more (to reach Green) to end at 10.6 or lower by the end of the 2020-2021 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 22.6 (Orange) from 2019 by a total of -2.6 or more (to reach Yellow) with a stretch goal of -12.6 or more (to reach Green) to end at 20 or lower by the end of the 2020-2021 school year.

Increase the number of lockdown drills from 0 in the 2019-2020 school year to 2 during the 2020-2021 school year; 1 was planned but did not occur due to COVID-19 school closure during the spring of 2020.

Fully implement MTSS by the end of the 2020-2021 school year.

Increase staff participation in school activities and events throughout the 2020-2021 school year.

Identified Need

Increased supports for students who are chronically absent. As of the 8th month attendance report for the 2019-2020 school year, we are only averaging 95.44% daily average attendance.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average daily attendance rate	2019-2020 school year monthly attendance rates Month 1: 97.99% Month 2: 95.87%	By the end of 2020-21 school year, we will increase daily monthly attendance rate for the by 1% for each month in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Month 3: 96.13% Month 4: 95.95% Month 5: 94.57% Month 6: 94.77% Month 7: 94.84% Month 8: 95.44%	comparison to each month in 2019-2020 school year
Chronic Absenteeism Rate	2019- Chronic Absenteeism rate- 11.1%	<p>By the end of 2020-2021 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by .05%, from 11.1% to 10.6%</p> <p>Chronic Absenteeism for Students with Disabilities will decrease the baseline of 22.6 (Orange) from 2019 by a total of -2.6 or more (to reach Yellow) with a stretch goal of -12.6 or more (to reach Green) to end at 20 or lower by the end of the 2020-2021 school year.</p>
Suspension Rate	2019-Suspension rate for English Learners-1.4%	Suspension Rate for English Learners will decrease the baseline of 1.4 (Orange) from 2019 by a total of -0.2 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 1.2 or lower by the end of the 2020-2021 school year.
School Safety	2019 Lockdown drill-0%	By the end of the 2020-2021 school year, we will increase the percentage of lockdown drills to 20% of monthly emergency drills

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

1. --Strategies for providing supports to students who are chronically absent
(Students who are absent more than 10%)
2. -All students: Strategies to Increase student attendance and reduce chronic absenteeism
3. -All Students: suspension rate maintained under 1%
4. -All Students:-Strategies for increased preparedness for emergency situations

Strategy/Activity

Strategy #1- Overall attendance rate

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

School-wide Attendance Team established with month scheduled meetings

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

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

Consistent school-wide attendance protocol

Strategy #2- Chronic Absenteeism

most improved attendance recognition programs to continue

SARB Referral for families with habitual attendance issues (at least 2 years) and 2 no shows for SART conferences

Conduct SST meetings early in the year for students who were chronically absent the previous year

Provide Tier II Intervention matching to promote participation once per trimester: report out to staff and parents

Students with medical excuses for attendance and monitored closely by nurse\

At least one Parent Training offered per trimester

Strategy #3- Suspension rate--Maintain suspension rate below 1% by the following:

MTSS program: 3 tier levels of support- maintained and followed w/ fidelity by all school staff

Weekly wolf ticket drawing on Fridays for Being Caught following one of three primary school rules:

Be Safe, Be Respectful, Be Responsible

Reflection Room re-established

Office referral (Tier 2 Intervention) must accompany any students sent to office for disciplinary reasons

funded through PTA and/or Annual Fund

Strategy #4- Emergency Preparedness

Social Emotional training and strategies utilized by teacher

MTSS team established as umbrella for behavior RTI supports

School safety team meets once per trimester

Provide active shooter training for teachers, staff, and students

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

Increase communication through Staff Contact Information, Parent Link Text Messaging System, Functioning Intercom, marquee, classroom phones working correctly, teacher voicemails set up

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

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

Maintain and update classroom safety folders posted by classroom door in each classroom

(contains school map, class roster, emergency color signage, other pertinent safety reminders)

March 2021 Update:

Adjust funding for music instruction to provide funding from LCFF-S&C rather than annual fund. Current funding is at a rate of 0.10FTE and adjustment will result in a new LCFF-S&C funding of 0.20FTE retroactive for the the 2020-2021 school year. This will bring total LCFF-S&C funding of Salary + Benefits to be approximately \$17,624.

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)
2000	General Fund
17624	LCFF - Supplemental
1000	Unrestricted
1000	Parent-Teacher Association (PTA)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The attendance strategies and activities have not been successful with positive support programs implementation for children with Perfect or most improved attendance rates improving dramatically for the during 2019-2020 school year.

MTSS was not implemented for Rtl nor for PBIS.

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

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

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

MTSS Team will involve a member of each stakeholder group; a rotating member of teaching staff will attend at least one monthly meeting during 2020-21 school year; MTSS umbrella will bring strategies and activities together under one umbrella rather than being three separate umbrellas of support for students where one doesn't effect the other in the classroom and there's no

communication and/or documentation of student support between the grade level teams from year to year regarding students.

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

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

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

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

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

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

MTSS Team established and trained will be umbrella for all RTI behavioral supports as well as academic tiers and social emotional tiers in 2019-2020- focusing on Social Emotional component; Second Steps curriculum will begin to implemented next year by grade level teams

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 5

Increase attendance at parent meetings, PTA and ELAC, by 10% by the end of the 2020-2021 school year.

Increase staff participation in school group meetings, activities and events by the end of the 2020-2021 school year.

Identified Need

Provide EL parent trainings for helping children at ELAC meetings

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Hours	2019-2020 Sign-in sheets (Unknown number at time of writing due to no access to school office due to school closure from COVID-19)	For the 2020-21 school year, there will be at least 1000 hours donated by Webster parents as demonstrated by visitor and volunteer sign-in sheets in front office.
Parent involvement on all grade levels	2019-2020 Attendance at PTA meetings, ELAC meetings and school events	For the 2020-21 school year, at least 50% of all students at Webster will have a parent attend 2 or more school events as measured by meeting sign-in sheets.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in school group meetings, activities and events	2019-2020 staff attendance at PTA meetings, ELAC meetings and school events	For the 2020-21 school year, staff attendance at meetings and school events will increase by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Parent Involvement #1 and # 2

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

Membership drive kick off in August with incentives for students

New families orientation/ incoming kindergarten parent meetings in September and January teacher use parent link system once per month; email parents group at least once per month

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

Back Top School Night incentives provided by school site

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

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

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

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

PTA School Newsletter:

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

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

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

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	Unrestricted
500	Annual Fund
500	Parent-Teacher Association (PTA)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Throughout the school year, students, teachers, and parents were provided communication about school wide events and/or activities primarily through administration
Staff participation and interest toward parent events after school during the school year was limited.
Maintain a positive school climate and welcoming environment for students was noted by parents and staff as noted in communication with administrator.
Maintain a culturally responsive school environment- refocus school wide efforts to include all parents groups through written communication and verbal in both Spanish and Armenian was not achieved
Parents understanding the importance of becoming involved in a child's education and school events was achieved

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

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

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

Educate parents on the importance of becoming involved in each child's education and school events
Website school calendar will match staff Google calendar with events and meetings for consistency.
School office clerk will take over Parent volunteer program to ensure compliance and participation by all parents; PTA organization will be a part of encouraging parent participation; at all PTA meetings,

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 6

Increase the use of Stemscores as the PUSD science curriculum for science instruction.

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

Identified Need

Average percent of 4th and 5th graders who nearly met or exceeded standard on the Fall Science benchmark was 32.4%

Students need to receive science instruction aligned with grade level NGSS standards.

Teachers need additional PD in Stemscores; Kinder and 1st grade students would benefit from having a Stemscores Science books, not only online access

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Lesson plans	2019-2020 lesson plans	Science/Instruction of NGSS standards will be on all lesson plans at least one time per week using Stemscores
Science benchmark participation and scores	2019-2020 science benchmark proficiency	100% of students will take the Fall and Spring Science Benchmarks and 60% will score at proficient or higher

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will instruct using key NGSS standards.

Teachers will follow scope and sequence for the NGSS and develop assessments and performance tasks to align to the standards.
 Sage Garden Grant with master gardener will provide access to life and environmental sciences
 Stemsscopes PD for teachers
 ELA and Math will be integrated in science lessons

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I
1000	LCFF - Base
15000	Other

Annual Review

SPSA Year Reviewed: 2019-20

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.

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

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

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

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

Backwards mapping for teachers on each grade level for each trimester; daily schedule changes needed on every grade level to accommodate science instruction; teaching science across content areas will be emphasized; science vocabulary walls set up in every classroom; Webster will receive a \$15,000 Sage Garden Grant for the 2020-2021 school year. This will bring additional opportunity to experience science with a master gardener.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)
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Annual Review

SPSA Year Reviewed: 2019-20

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
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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

S

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)
	Parent-Teacher Association (PTA)
	General Fund
	Annual Fund
	PEF

Annual Review

SPSA Year Reviewed: 2019-20

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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	\$71,093.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,896.00

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	Allocation (\$)
Title I	\$

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

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

State or Local Programs	Allocation (\$)
Annual Fund	\$
General Fund	\$
LCFF - Base	\$
LCFF - Supplemental	\$
None Specified	\$
Other	\$
Parent-Teacher Association (PTA)	\$
Unrestricted	\$

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

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



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 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,941,915.00:

- 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 2020-21 is as below:

School: Webster

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,941,915.00	9651	\$201.21	218	\$43,863.78

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 Kim	Classroom Teacher
Andrew Stubbs	Classroom Teacher
Arpine Khrlpoyan	Other School Staff
Rosette Aghoian	Classroom Teacher
Deborah Pandullo	Parent or Community Member
Francisco Espinosa	Parent or Community Member
Katy Bardakjian	Parent or Community Member
Rosa Stoehr	Parent or Community Member
Tomas Torices	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 3/18/2021.

Attested:



Principal, Kristin Forrest on 03/18/2021

SSC Chairperson, Katy Bardakjian on 3/18/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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.

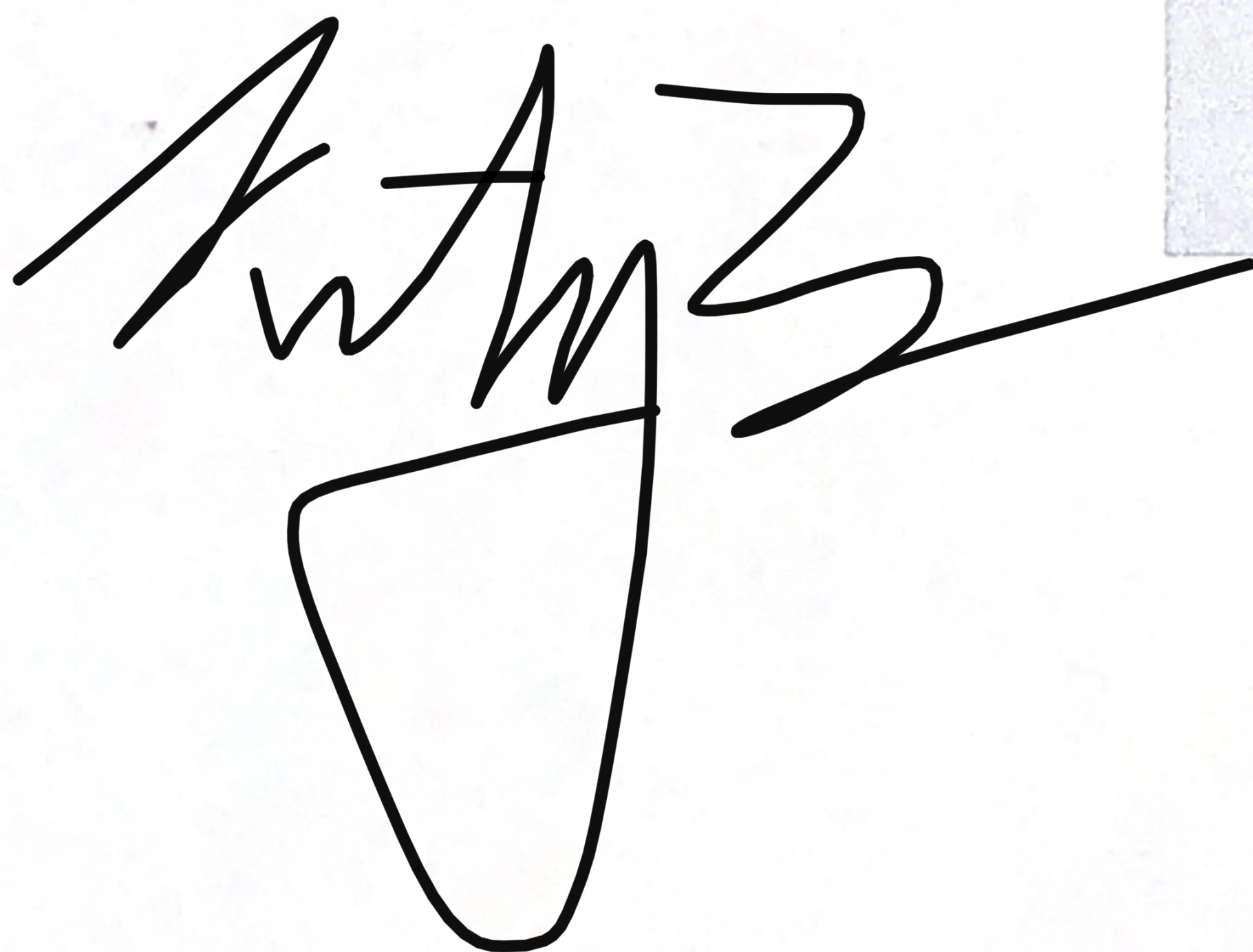
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 3/18/2021.

Attested:



Principal, Kristin Forrest on 03/18/2021



SSC Chairperson, Katy Bardakjian on 3/18/21



Pasadena Unified School District
Child Welfare, Attendance & Safety
Attendance Improvement Program
Attendance Improvement Implementation Plan

School: Webster Elementary School	Principal: Kristin Forrest
School Number: (626)396-5740	Counselor:
Date Completed: 4/28/20	Principal Signature: Kristin Forrest

Goal: Increase the percentage of students attending at 96.44% or higher. Decrease chronic absenteeism by 2%.

2019-20 Current ATT Percentage	2019-20 ATT Short Term Goal	2020-21 ATT Long Term Goal
95.44%	96.44%	97%
2019-20 Current Chronic Absence Percentage	2019-20 Chronic Absence Short Term Goal	2020-21 Chronic Absence Long Term Goal
11%	9%	7%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency	Measure of Success
		Daily/Weekly/Monthly/Yearly	

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Pasadena Unified School District Child Welfare, Attendance & Safety

<p><i>Identify any pupil that is struggling transitioning from remote learning to in-class learning due to the pandemic and create a plan based on the pupil's situation (mental or physical health concern, attendance, class engagement both during and before remote learning, family situation)</i></p> <p><i>Identify any pupil who is chronically absent (a pupil who is absent from school for 10% or more of the school days in one school year) and apply appropriate interventions (Truancy Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement, etc.)</i></p>	<p><i>Students struggling with transitioning back to in-class learning identified through attendance, behavioral, and remote learning participation data</i></p> <p><i>Chronically absent students (pupils who are absent from school for 10% or more of days in one school year)</i></p>	<p><i>Identify students struggling to return to school due to Covid-19 using AERIES queries, office referrals, no show lists, and remote learning participation rates</i></p> <p><i>Queries on AERIES will be run on a monthly basis to identify chronic students</i></p> <p><i>Apply interventions on an ongoing basis</i></p>	<p><i>Goal is to develop an individualized plan and apply interventions to 100% of students who have been identified on a monthly basis.</i></p> <p><i>Improve the attendance of 50% or more of identified students. This will be assessed on a quarterly basis.</i></p>
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GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success

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Pasadena Unified School District Child Welfare, Attendance & Safety

<i>Trauma informed and restorative practices are used to build relationships with all students and promote regular attendance during the transition from remotely learning to in-class</i>	<i>All students</i>	<i>Monthly celebrations</i>	<i>Increase overall ADA percentage by 1%, which will be assessed at year's end.</i>
<i>Celebrate the class that has perfect attendance for the week with 10 minute extra recess with the principal on Fridays.</i>	<i>All teachers (through professional development)</i>	<i>Semester and End-of-Year Awards</i>	<i>It will be progress monitored by assessing ADA figures at every attendance month.</i>
<i>Recognize students who the most improved attendance for each semester</i>			

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**Pasadena Unified School District
Daniel Webster Elementary
School Plan for Student Achievement (SPSA)
Theory of Action Form
2020-21**

**School Plan for Student Achievement (SPSA)
Mathematics Theory of Action
2020-21**

Problem Statement	Long-term Outcome (Outcome/Need)
The CAASPP Math Average Distance From Standard for All Students was -8.7 (Green) on the 2019 SBAC Mathematics assessment.	Students will demonstrate grade level knowledge in mathematics and show increased academic achievement.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If more professional development around Ready Math is provided to teachers	Then teachers will better understand specific components of Ready math, increasing the use of Ready Math	CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -8.7 (Green) from 2019 by a total of 8.7 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.	Students will demonstrate grade level knowledge in mathematics and show increased academic achievement.



Pasadena Unified School District

If teachers receive more grade level planning time with the instructional coach	Then teachers will be able to plan per grade level how to integrate Ready Math Materials	CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -8.7 (Green) from 2019 by a total of 8.7 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.	Students will demonstrate grade level knowledge in mathematics and show increased academic achievement.
If teachers hold student conferences with each student at least 1 time every two weeks	Then students would have specific goals and measures to work towards	CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -8.7 (Green) from 2019 by a total of 8.7 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.	Students will demonstrate grade level knowledge in mathematics and show increased academic achievement.
If teachers are provided with time to backward map Math Priority Standards	Then teachers will have a deeper understanding of the progression of Math standards	CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -8.7 (Green) from 2019 by a total of 8.7 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.	Students will demonstrate grade level knowledge in mathematics and show increased academic achievement.
If we have teachers/instructional aides	Then students will receive more individualized instruction and	CAASPP Math Average Distance From Standard for All	Students will demonstrate grade level knowledge in mathematics and show increased academic

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work in small groups with students who are not able to work at independent practice level	reteaching of concepts	Students will decrease the baseline of -8.7 (Green) from 2019 by a total of 8.7 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.	achievement.
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Webster School Plan for Student Achievement (SPSA) Mathematics Theory of Action 2020-21

IF If more professional development around Ready Math is provided to teachers,

THEN teachers will better understand specific components of Ready math, increasing the use of Ready Math

AND

IF If teachers receive more grade level planning time with the instructional coach,

THEN teachers will be able to plan per grade level how to integrate Ready Math Materials

AND

IF teachers hold student conferences with each student at least 1 time every two weeks,

THEN Then students would have specific goals and measures to work towards

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Pasadena Unified School District

AND

IF teachers are provided with time to backward map Math Priority Standards,

THEN teachers will have a deeper understanding of the progression of Math standards

AND

IF teachers/instructional aides work in small groups with students who are not able to work at independent practice level,

THEN students will receive more individualized instruction and reteaching of concepts

SO THAT CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -8.7 (Green) from 2019 by a total of 8.7 or more (to reach Blue) to end at 0 or higher by the end of the 2020-2021 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in mathematics and showing increased academic achievement.



**Pasadena Unified School District
Daniel Webster Elementary
School Plan for Student Achievement (SPSA)
English Language Arts/ Literacy Theory of Action
2020-21**

Problem Statement	Long-term Outcome (Outcome/Need)
CAASPP ELA Average Distance From Standard for All Students was 22.6 (Green) on the 2019 SBAC English Language Arts/Literacy assessment	Students will demonstrate grade level knowledge in ELA/Literacy and show increased academic achievement.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If teachers increase instructional focus on grade level priority ELA standards	Students will be taught priority ELA standards	CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 22.6 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 37.6 or higher by the end of the 2020-2021 school year.	Students will demonstrate grade level knowledge in ELA/Literacy and show increased academic achievement.
If teachers provide intervention sessions, if funds become available, for identified students during the school day and after school	Students will receive additional instruction targeting deficits in academics	CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 22.6 (Green) from 2019 by a total of 15 or more	Students will demonstrate grade level knowledge in ELA/Literacy and show increased academic achievement.



Pasadena Unified School District

		(to reach Blue) to end at 37.6 or higher by the end of the 2020-2021 school year.	
If teachers receive continued professional development around Units of Study and Phonics Units of Study	Teachers will be able to provide more fully developed ELA lessons	CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 22.6 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 37.6 or higher by the end of the 2020-2021 school year.	Students will demonstrate grade level knowledge in ELA/Literacy and show increased academic achievement.
If teachers incorporate ELD strategies during all lesson planning	EL Students will have greater access to ELA curriculum	CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 22.6 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 37.6 or higher by the end of the 2020-2021 school year.	Students will demonstrate grade level knowledge in ELA/Literacy and show increased academic achievement.



**Pasadena Unified School District
School Plan for Student Achievement (SPSA)
English Language Arts/Literacy Theory of Action
2020-21**

IF teachers increase instructional focus on grade level priority ELA standards,

THEN Students will be taught priority ELA standards

AND

IF teachers provide intervention sessions, if funds become available, for identified students during the school day and after school

THEN Students will receive additional instruction targeting deficits in academics

AND

IF teachers receive continued professional development around Units of Study and Phonics Units of Study

THEN Teachers will be able to provide more fully developed ELA lessons.

AND

IF teachers incorporate ELD strategies during all lesson planning



Pasadena Unified School District

THEN EL Students will have greater access to ELA curriculum

SO THAT CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 22.6 (Green) from 2019 by a total of 15 or more (to reach Blue) to end at 37.6 or higher by the end of the 2020-2021 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in ELA/Literacy and showing increased academic achievement.



Pasadena Unified School District
Daniel Webster Elementary
School Plan for Student Achievement (SPSA)
Closing the Gap Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
English Learners scored within the Orange range on both the Math and ELA/Literacy portions of the 2019 SBAC assessment.	Students will demonstrate grade level knowledge in all core subjects and show increased academic achievement.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If teachers incorporate ELD strategies during all lesson planning	teachers will integrate ELD into all instruction	CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -60.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 35.5 or more (to reach Green) to end at -57.5 or higher by the end of the 2020-2021 school year. CAASPP ELA Average Distance From Standard for English Learners will decrease	Students will demonstrate grade level knowledge in all core subjects and show increased academic achievement.



Pasadena Unified School District

		the baseline of -31.1 (Orange) from 2019 by a total of 26.1 or more (to reach Yellow) with a stretch goal of 41.1 or more (to reach Green) to end at -5 or higher by the end of the 2020-2021 school year.	
After-school intervention classes target our students with the most significant gaps in foundational math and ELA concepts	Lower performing students will receive additional individualized instruction as part of the extended day	<p>CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -60.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 35.5 or more (to reach Green) to end at -57.5 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -31.1 (Orange) from 2019 by a total of 26.1 or more (to reach Yellow) with a stretch goal of 41.1 or more (to reach Green) to end at -5 or</p>	Students will demonstrate grade level knowledge in all core subjects and show increased academic achievement.



Pasadena Unified School District

		higher by the end of the 2020-2021 school year. r	
If the instructional coach and bilingual aide provide designated ELD for level 1 and level 2 students in a small pull-out group	Students will receive more individualized instruction using ELD strategies	<p>CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -60.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 35.5 or more (to reach Green) to end at -57.5 or higher by the end of the 2020-2021 school year.</p> <p>CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -31.1 (Orange) from 2019 by a total of 26.1 or more (to reach Yellow) with a stretch goal of 41.1 or more (to reach Green) to end at -5 or higher by the end of the 2020-2021 school year.</p>	Students will demonstrate grade level knowledge in all core subjects and show increased academic achievement.
If teachers use Scholastic Magazine for EL comprehension and vocabulary growth	Students will have greater access to materials appropriately leveled to their own learning needs.	Increase the percent of proficient ELs by 15% on the Spring IRI	Students will demonstrate grade level knowledge in all core subjects and show increased academic achievement.



Pasadena Unified School District

**Daniel Webster Elementary
School Plan for Student Achievement (SPSA)
Closing the Gap Theory of Action
2020-21**

IF teachers incorporate ELD strategies during all lesson planning

THEN teachers will integrate ELD into all instruction

AND

IF After-school intervention classes target our students with the most significant gaps in foundational math and ELA concepts.

THEN Lower performing students will receive additional individualized instruction as part of the extended day

AND

IF the instructional coach and bilingual aide provide designated ELD for level 1 and level 2 students in a small pull-out group

THEN Students will receive more individualized instruction using ELD strategies

SO THAT CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -60.5 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 35.5 or more (to reach Green) to end at -57.5 or higher by the end of the 2020-2021 school year and CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of



Pasadena Unified School District

-31.1 (Orange) from 2019 by a total of 26.1 or more (to reach Yellow) with a stretch goal of 41.1 or more (to reach Green) to end at -5 or higher by the end of the 2020-2021 school year.

WHICH LEADS TO

Students demonstrating grade level knowledge in all core subjects and showing increased academic achievement.

AND

IF teachers use Scholastic Magazine for EL comprehension and vocabulary growth,

THEN Students will have greater access to materials appropriately leveled to their own learning needs

SO THAT there is an Increase in the percent of proficient ELs by 15% on the Spring IRI

WHICH LEADS TO

Students demonstrating grade level knowledge in all core subjects and showing increased academic achievement.



Pasadena Unified School District
Daniel Webster Elementary
School Plan for Student Achievement (SPSA)
School Safety, Attendance, Chronic Absenteeism, Suspension Rate Theory of Action Form
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
<p>The number of lockdown drills was 0 in the 2019-2020 school year; 1 was planned but did not occur due to COVID-19 school closure during the spring of 2020.</p> <p>Chronic Absenteeism for All Students was 11.1 (Orange) per the 2019 California Dashboard</p> <p>Suspension Rate for English Learners was 1.4 (Orange) per the 2019 California Dashboard</p>	<p>Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.</p>

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
<p>If the principal kicks off Always on time everyday campaign during Back to School Night presentation</p>	<p>students and parents will be aware of schoolwide attendance expectations</p>	<p>Chronic Absenteeism for All Students will decrease the baseline of 11.1 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.1 or more (to reach Green) to end at 10.6 or lower</p>	<p>Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.</p>

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		by the end of the 2020-2021 school year.	
If staff and PTA calendar school events on Mondays and/or Fridays purposely to encourage students to attend school (attendance trends indicated these two days are poor attendance days for students in district and at Webster)	Students will be encouraged to attend school in order to attend unique events	Chronic Absenteeism for All Students will decrease the baseline of 11.1 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.1 or more (to reach Green) to end at 10.6 or lower by the end of the 2020-2021 school year	Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.
If teachers and SST teams conduct SST meetings early in the year for students who were chronically absent the previous year	Students and families will be aware of repercussions to chronic absenteeism	Chronic Absenteeism for All Students will decrease the baseline of 11.1 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.1 or more (to reach Green) to end at 10.6 or lower by the end of the 2020-2021 school year	Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.
Students with disabilities with medical excuses for attendance are monitored closely by nurse	Students' attendance records will be marked correctly	Chronic Absenteeism for Students with Disabilities will decrease the baseline of 22.6 (Orange) from 2019 by a total	Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.



Pasadena Unified School District

		of -2.6 or more (to reach Yellow) with a stretch goal of -12.6 or more (to reach Green) to end at 20 or lower by the end of the 2020-2021 school year.	
An MTSS team is fully established and implements MTSS supports	Students will be supported academically, behaviorally, and social emotionally	Suspension Rate for English Learners will decrease the baseline of 1.4 (Orange) from 2019 by a total of -0.2 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 1.2 or lower by the end of the 2020-2021 school year.	Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning.



Pasadena Unified School District

School Plan for Student Achievement (SPSA)

**School Safety, Attendance, Chronic Absenteeism, Suspension Rate Theory of Action
2020-21**

IF the principal kicks off Always on Time, Everyday Campaign during Back to School Night presentation,

THEN students and parents will be aware of schoolwide attendance expectations

AND

IF staff and PTA calendar school events on Mondays and/or Fridays purposely to encourage students to attend school (attendance trends indicated these two days are poor attendance days for students in district and at Webster),

THEN Students will be encouraged to attend school in order to attend unique events

AND

IF If teachers and SST teams conduct SST meetings early in the year for students who were chronically absent the previous year,

THEN Students and families will be aware of repercussions to chronic absenteeism

SO THAT Chronic Absenteeism for All Students will decrease the baseline of 11.1 (Orange) from 2019 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -6.1 or more (to reach Green) to end at 10.6 or lower by the end of the 2020-2021 school year.

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AND

IF Students with disabilities with medical excuses for attendance are monitored closely by nurse,

THEN Students' attendance records will be marked correctly

SO THAT Chronic Absenteeism for Students with Disabilities will decrease the baseline of 22.6 (Orange) from 2019 by a total of -2.6 or more (to reach Yellow) with a stretch goal of -12.6 or more (to reach Green) to end at 20 or lower by the end of the 2020-2021 school year.

AND

IF An MTSS team is fully established and implements MTSS supports,

THEN Students will be supported academically, behaviorally, and social emotionally

SO THAT Suspension Rate for English Learners will decrease the baseline of 1.4 (Orange) from 2019 by a total of -0.2 or more (to reach Yellow) with a stretch goal of -0.3 or more (to reach Green) to end at 1.2 or lower by the end of the 2020-2021 school year.

WHICH LEADS TO Students attending school every day in an environment that is safe, caring, clean, and conducive to learning.



Pasadena Unified School District
Daniel Webster Elementary
School Plan for Student Achievement (SPSA)
Parent and Community Engagement Theory of Action
2020-21

Problem Statement	Long-term Outcome (Outcome/Need)
Only 6% of parents of EL students participated in giving input into the 2020 school plan and Parent participation at PTA meetings averaged 10 people.	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.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If EL parents are provided trainings for helping their children at ELAC meetings	parents will see a purpose in ELAC meetings	For the 2020-21 school year, at least 50% of all students at Webster will have a parent attend 2 or more school events or as measured by meeting sign-in sheets.	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.
If teachers communicate regularly w/ parents via monthly newsletters, progress reports, teacher websites about upcoming events,	Parents will be aware of all school events and meetings	For the 2020-21 school year, at least 50% of all students at Webster will have a parent attend 2 or more school events or as measured by meeting sign-in	Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to



Pasadena Unified School District

		sheets.	successfully support and advocate for their child.
If staff posts PTA Events, Parent Advisory Committee dates, and school events on bulletin boards, school website page, social media outlets, weekly Sunday announcements via telephone and email,	Parents will be aware of all school events and meetings	For the 2020-21 school year, at least 50% of all students at Webster will have a parent attend 2 or more school events or as measured by meeting sign-in sheets.	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.



**Pasadena Unified School District
School Plan for Student Achievement (SPSA)
Parent and Community Engagement Theory of Action**

2020-21

IF EL parents are provided trainings for helping their children at ELAC meetings

THEN parents will see a purpose in ELAC meetings

AND

IF teachers communicate regularly with parents via monthly newsletters, progress reports, teacher websites about upcoming events,

THEN Parents will be aware of all school events and meetings

IF staff posts PTA Events, Parent Advisory Committee dates, and school events on bulletin boards, school website page, social media outlets, weekly Sunday announcements via telephone and email,

THEN Parents will be aware of all school events and meetings

SO THAT For the 2020-21 school year, at least 50% of all students at Webster will have a parent attend 2 or more school events or as measured by meeting sign-in sheets.

WHICH LEADS TO 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.

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**Pasadena Unified School District
Daniel Webster Elementary School
School Plan for Student Achievement (SPSA)
Science Theory of Action Form
2020-21**

Problem Statement	Long-term Outcome (Outcome/Need)
Average percent of 4th and 5th graders who nearly met or exceeded standard on the Fall Science benchmark was 32.4%	Students will demonstrate grade level knowledge Science and show increased academic achievement.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If teachers are provided continued professional development around Stemscores,	teachers will better understand the flow of Stemscore lessons	All teachers will teach science at least one time per week as measured by observations, lesson plans, and benchmark assessments with 60% of all students scoring at proficient or higher.	Students will demonstrate grade level knowledge in Science and show increased academic achievement.
If the principal requires the use of Stemscores to teach Science	teachers will teach science using Stemscores	All teachers will teach science at least one time per week as measured by observations, lesson plans, and benchmark assessments with 60% of all students scoring at proficient or higher.	Students will demonstrate grade level knowledge in Science and show increased academic achievement.



Pasadena Unified School District

If teachers follow the scope and sequence for the NGSS	students will receive NGSS instruction and assessment	All teachers will teach science at least one time per week as measured by observations, lesson plans, and benchmark assessments with 60% of all students scoring at proficient or higher.	Students will demonstrate grade level knowledge in Science and show increased academic achievement.
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**Pasadena Unified School District
School Plan for Student Achievement (SPSA)
Science Theory of Action
2020-21**

IF teachers are provided continued professional development around Stemscores,
THEN teachers will better understand the flow of Stemscore lessons

AND

IF the principal requires the use of Stemscores to teach Science,
THEN teachers will teach science using Stemscores

AND

IF teachers follow the scope and sequence for the NGSS
THEN students will receive NGSS instruction and assessment

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

WHICH LEADS TO Students demonstrating grade level knowledge in Science and showing increased academic achievement.



Pasadena Unified School District

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DANIEL WEBSTER SCHOOL
PARENT COMPACT
2020-2021

Staff:

As a Pasadena Unified School District teacher/administrator I will:

- Teach classes through interesting and challenging lessons that engage students in learning and promote student achievement.
- Endeavor to motivate my students to learn.
- Focus teaching and learning on State of California grade level standards.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Encourage parent involvement in school activities.
- Enforce rules equitably and help every child develop a love of learning.
- Provide meaningful standards-based homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning.
- Support the formation of partnerships with families and the community.
- Participate in collaborative decision making with other school staff and families for the benefit of students.
- Respect the school, students, staff and families.
-

Teacher Signature/Date

Principal signature/Date

Student:

I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring the necessary materials to school.
- Submit completed assignments and homework on time.
- Know and follow all classroom rules and Webster Learning Community Responsibilities; make wise choices.
- Limit my TV and computer time and be sure to read at home every day.
- Show respect to the school, classmates, staff, and families.
-

Student signature/Date

Grade

Family/Parent:

I agree to carry out the following responsibilities:

- Help students understand their responsibilities as listed above.
- Provide and ensure a quiet time and place for homework and monitor TV and computer time
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school on time every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Support the school's safety, discipline and dress code policies.
- Participate in school activities such as Back-to-School Night, Parent-Teacher Conferences and Open House.
- Communicate the importance of education and learning to my child.
- Respect the school, staff and families.

Parent/Guardian Signature /Date

Webster Elementary School
Parent Involvement Policy 2020-21 School Year

- I. Webster has developed a written parental involvement policy with input from parents
- Parent Representatives from School Site Council, PTA, ELAC, parent of GATE students and staff have jointly developed the parental involvement policy.
 - Parents, including PTA, ELAC, and Parents of GATE students, participate in the periodic updates of the policy to meet the changing needs of parents in the school. The SSC reviews and approves the policy.
 - Parents who do not speak English and whose primary language is Spanish, will receive the Policy in Spanish.
 - Parents receive a copy of the parental involvement policy in Wednesday Folders. Copies of the policy are also available during PTA and ELAC meetings, in the Parent Work Room and the school's main office, and on the school website..
 - Webster School's Parental Involvement Policy is available to the local community.

II. Involvement of Parents

1. Webster School offers flexible number of meetings.

- PTA meetings are held the 3rd Wednesday of the month at 6:30 pm
- English Language Advisory Committee (ELAC) meetings are held the 1st Friday of the month at 8:00 am.
- School Site Council (SSC) meetings are held the 2nd Thursday of the month at 5:00 pm.

2. Involves parents in the development of the school's Single Plan for Student Achievement.

- PTA, ELAC, and GATE parents will annually have the opportunity to review and offer input in the school's Single Plan for Student Achievement (SPSA) and periodic updates of the school's parental involvement policy.

3. Webster School provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

- Parents are informed about the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels students are expected to reach at PTA, ELAC, and SSC meetings, newsletters, and at parent workshops offered through the school.
- Parent Education meetings will have food, occasional student performances, and incentives for students who have parents attend meetings.

4. Webster School provides parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- Annual parent-teacher meetings to review student academic goals and Individual Learning Plans if needed
- IEP meetings
- Student Success Team meetings with parents and staff

III. Communication

1. In an effort to communicate effectively to all parents, the school will use several modes of communication to get information out to parents.

- Monday Morning blacktop assembly formation will be conducive to all parents being able to hear announcements.
- Parent Link phone messages and emails will be sent in advance of meetings and events
- Newsletters with information from different parent groups and school happenings will go out on a monthly basis
- The after school program LEARNS will be notified of upcoming events so they can share it with parents at pick up times
- Teachers will communicate with students and parents regarding school events and policies
- Parents will let teachers know their availability for volunteering.
- Parents and staff members will make personal contact with parents in an attempt to be more inclusive and get more parents involved.
- The school will send information by email, mail, in the Monday folders, and through Parent Link phone messages and emails.
- The school and PTA website
- Important flyers and announcements will be communicated to LEARNS staff so they can share the information with parents at pick up

IV. Building Capacity for Involvement Webster School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement..

- Webster parents receive information on parent trainings and Common Core State Standards, as well as how to help improve the achievement of their children.
- Webster provides a monthly calendar for parents to ensure they are informed about parent meetings, school events, and activities.
- A bulletin board is posted outside the office with parent information in English and Spanish and Armenian. All notices and agendas for parent meetings are posted 72 hours prior to the meeting.
- Webster School's staff encourages and supports all parents to fully participate in the education of their children.
- Webster School communicates with parents through all communication avenues available, such as telephone, Parent Link, email, newsletters, school calendars, blacktop assemblies, marquee, social media and other methods with information regarding school activities. Parents who do not speak English and whose primary language is Spanish or Armenian, will receive all communication in English and Armenian or Spanish.
- The Webster PTA will host events such as workroom parties to train and get more parents into the Parent Workroom to volunteer.
- The Webster PTA will host a Community Picnic the first week of school.
- All parents will have the opportunity to volunteer and be given the necessary information.

V. Accessibility Webster Elementary School provides opportunities for all parents to participate, including: parents with limited English proficiency and parents with disabilities.

- All parents will have Parent Link messages and printed materials come home in the appropriate language.
- All parents will be notified that they do not have to be a member of PTA to come to meetings, events , or volunteer. • Information in the Parent Workroom will be in Armenian, Spanish and English
- Facilities for meetings will be conducive to discussion and adult comfort

VI. Parent Information and Resources Webster will collaborate with the district office and local agencies to inform Parents about resources and services offered through school and the community.

- The school staff attends monthly meetings and distributes information about parent resources.
- A notebook of successful parent activities will be placed in the workroom for parents to get ideas.



PASADENA UNIFIED SCHOOL DISTRICT CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District

Daniel Webster School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 20, 2020 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Daniel Webster School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 20rd at School Site Council. Notice was provided by Disaster Committee.

Daniel Webster School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan 2020 been properly implemented and completed on February 20, 2020

Amendments

update lockdown procedures/assignments


School Site Council

2019-2020

Signatures of Daniel Webster School's Site Council Members

	2/20/20		2-20-2020
Signature	Date	Signature	Date

	2/20/2020		2/20/2020
Signature	Date	Signature	Date

	2/20/2020		
Signature	Date	Signature	Date

Signature	Date	Signature	Date
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Signature	Date	Signature	Date
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Webster Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Kristin Forrest, Principal

Principal, Webster Elementary

About Our School

I am honored to serve as the principal of Webster Elementary. Webster is our shining gem of the foothills. Parents and staff share the vision that our students will become innovators and critical thinkers of the future. The academic success of our school is a result of this strong partnership between our staff and family community. We strive to offer rigorous instruction within a caring and encouraging environment.

Our school motto is: "Webster Wolves are strong and smart!"

Contact

Webster Elementary
2101 East Washington Blvd.
Pasadena, CA 91104-1899

Phone: 626-396-5740
Email: forrest.kristin@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Webster Elementary
Street	2101 East Washington Blvd.
City, State, Zip	Pasadena, Ca, 91104-1899
Phone Number	626-396-5740
Principal	Kristin Forrest, Principal
Email Address	forrest.kristin@pusd.us
Website	http://webster.pusd.us
County-District-School (CDS) Code	19648816021760

Last updated: 1/1/2020

School Description and Mission Statement (School Year 2019—20)

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

Webster faculty and staff strive to instill pride in each student's culture and enable them to demonstrate understanding and respect for opposing perspectives and people from diverse cultural and social-economic backgrounds. The Webster faculty and staff are committed to educating all students to achieve higher academic levels than ever before.

Our primary goal is to provide our students with the knowledge and skills needed to become successful middle and high school students and beyond through an established culture of high student engagement that embraces skills needed to be successful in the workplace during the 21st century; these four essential skills are called the 4C's: Collaboration, Communication, Critical Thinking, and Creativity.

By integrating the 4C's into daily instruction and activities, we feel our students will better able to compete successfully in our global society and to participate fully in our democracy as informed and thoughtful citizens. We intend that our students will leave Daniel Webster School educated for independent thought and ethical action, as responsible globally-minded, culture-conscious students and citizens who possess a desire to lead and collaborate in the 21st century.

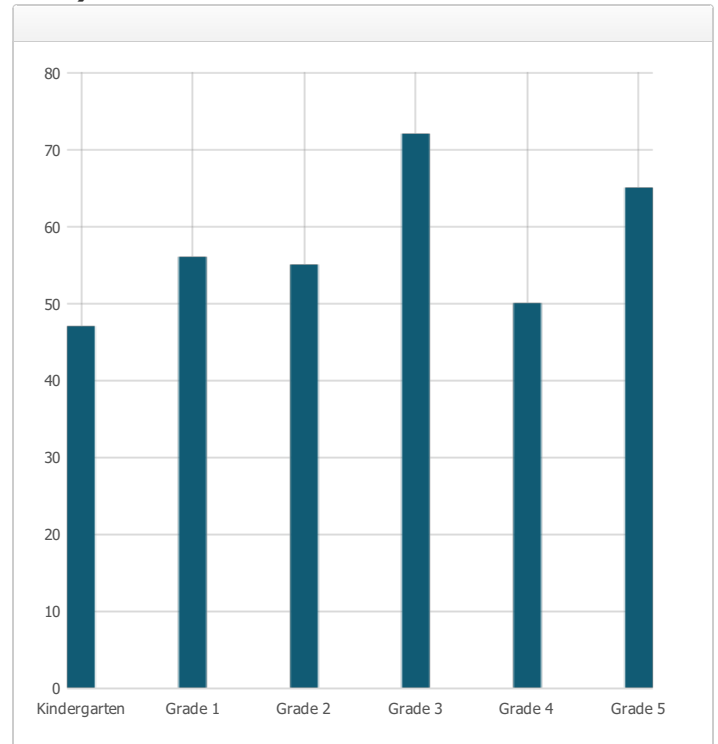
Community & School Profile

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings, and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Last updated: 1/14/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	47
Grade 1	56
Grade 2	55
Grade 3	72
Grade 4	50
Grade 5	65
Total Enrollment	345



Last updated: 1/1/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.50 %
American Indian or Alaska Native	0.60 %
Asian	2.00 %
Filipino	1.70 %
Hispanic or Latino	41.40 %
Native Hawaiian or Pacific Islander	2.00 %
White	44.60 %
Two or More Races	1.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.80 %
English Learners	19.10 %
Students with Disabilities	15.70 %
Foster Youth	1.20 %
Homeless	1.20 %

A. Conditions of Learning

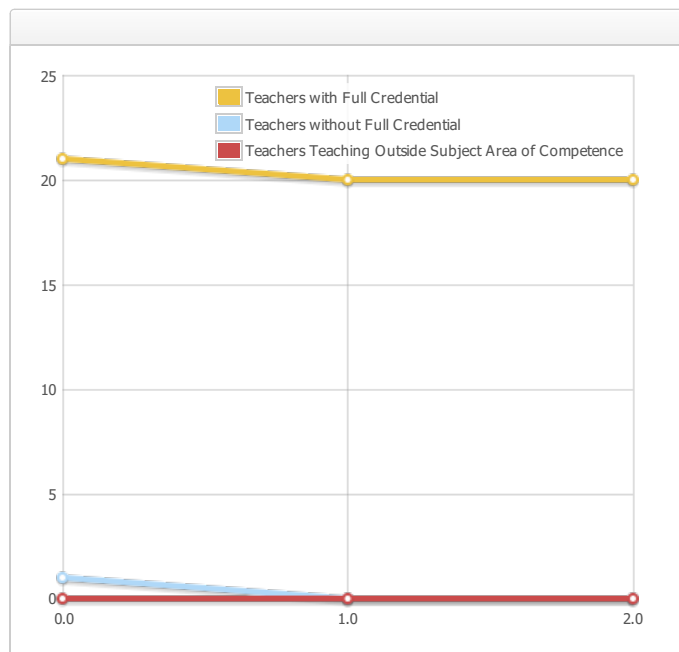
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

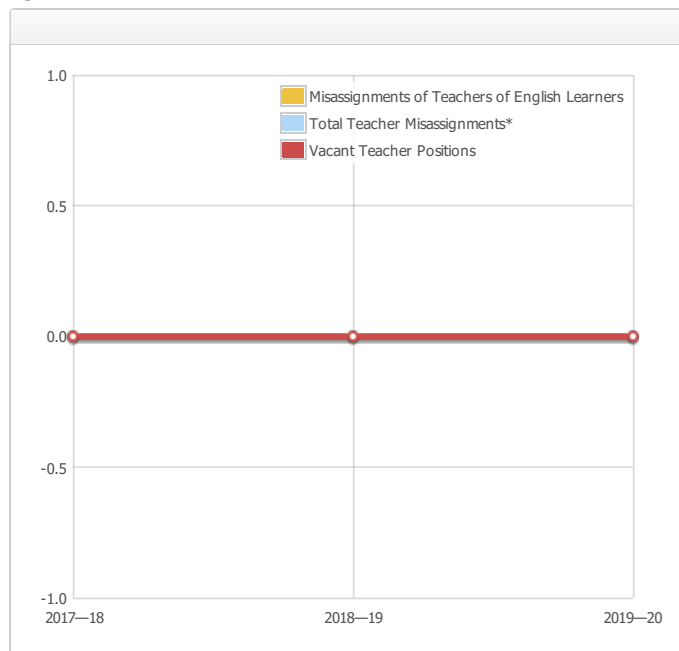
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	21	20	20	718
Without Full Credential	1	0	0	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/10/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/10/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/1/2020

School Facility Conditions and Planned Improvements

Webster School was originally constructed in 1928 with an addition opening in 1932. The Webster School campus is currently comprised of 28 classrooms, a library, one computer lab, a staff lounge, a staff workroom, an auditorium, an outdoor amphitheater, three playgrounds, and a grassy field. A new Pre-K playground was installed in the summer of 2010. In July 2011, the administrative offices were updated to comply with the American Disabilities Act. The auditorium was also upgraded with new lighting, sound system, stage curtains, and more. Two hundred tons of playground sand was removed and replaced with a soft surface on the Kindergarten and Upper playgrounds in 2019. All projects are due to the generosity of voters who supported Measure TT.

Cleaning Process

Webster School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Webster School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/23/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work Orders have been or will be issued.
Interior: Interior Surfaces	Poor	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work Orders have been or will be issued.
Electrical: Electrical	Fair	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Work Orders have been or will be issued.
Safety: Fire Safety, Hazardous Materials	Good	No Repair needed.
Structural: Structural Damage, Roofs	Good	Work Orders have been or will be issued.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Work Orders have been or will be issued.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Fair
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Last updated: 1/11/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	64.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	49.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/1/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	176	96.17%	3.83%	63.64%
Male	89	86	96.63%	3.37%	61.63%
Female	94	90	95.74%	4.26%	65.56%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	72	71	98.61%	1.39%	53.52%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	84	80	95.24%	4.76%	71.25%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	119	113	94.96%	5.04%	58.41%
English Learners	49	43	87.76%	12.24%	37.21%
Students with Disabilities	26	26	100.00%	0.00%	38.46%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	182	99.45%	0.55%	48.90%
Male	89	89	100.00%	0.00%	48.31%
Female	94	93	98.94%	1.06%	49.46%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	72	71	98.61%	1.39%	38.03%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	84	84	100.00%	0.00%	57.14%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	119	118	99.16%	0.84%	40.68%
English Learners	49	49	100.00%	0.00%	26.53%
Students with Disabilities	26	26	100.00%	0.00%	26.92%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/1/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.00%	15.40%	0.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/10/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Webster encourages parent volunteers. Volunteers sign up through our office manager and are cleared by the district. Volunteers record their hours in the main office. Thousands of volunteer hours are tracked annually.

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and district.

The district provides professional development for school and district staff on welcoming schools, how to better engage parents and families, strategies on establishing two-way and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

State Priority: Pupil Engagement

Last updated: 1/23/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

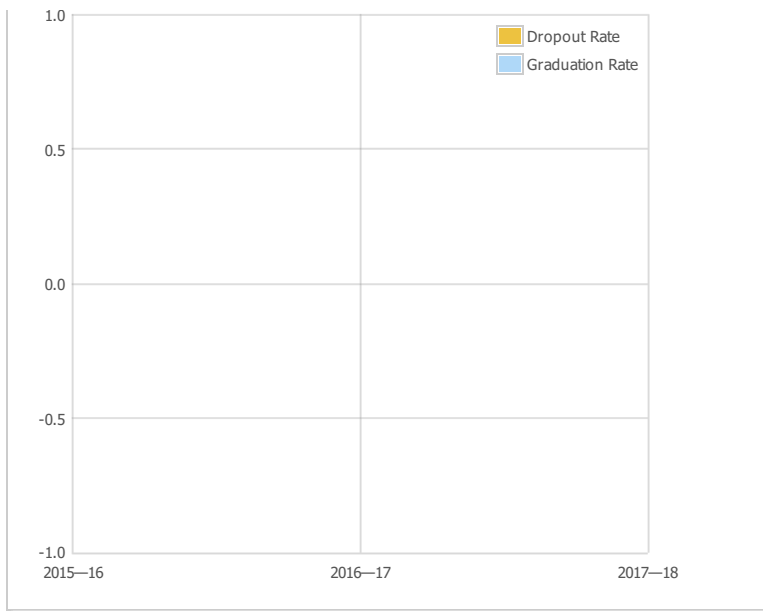
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/1/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.20%	0.50%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/1/2020

School Safety Plan (School Year 2019—20)

The safety of students, volunteers, and staff is a primary concern of Webster School. Supervision is provided to ensure the safety of each student before school, during breaks and passing periods, at lunch, and after school. Supervision is a responsibility shared among school noon supervisors, a campus aide, teachers, and the administration. All visitors to Webster School must sign in at the office and wear a visitor's pass at all times.

The School Site Safety Plan is updated annually by the Safety Committee and School Site Council. The plan is then approved by the School Site Council, with revisions immediately communicated to all members of the staff. The plan was most recently updated and reviewed with school staff in 2019. The key element of the Safety Plan has increased security on campus by keeping all outside doors and gates locked during the school day.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted monthly on a rotating schedule throughout the school year.

Last updated: 1/14/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	1	3	
1	27.00		3	
2	20.00	2	1	
3	23.00		3	
4	22.00	1	3	
5	25.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	3		
1	21.00		3	
2	24.00	1	2	
3	18.00	3		
4	33.00		1	1
5	26.00	1		2
6				
Other**	12.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	2	1	
1	21.00	1	1	
2	22.00		3	
3	27.00		2	
4	32.00		1	1
5	23.00	1	1	1
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/1/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.00
Other	1.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/1/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10059.16	\$3392.01	\$6667.15	\$83965.94
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	10.52%	15.37%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-11.18%	2.36%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

Daniel Webster school serves students in Pre K through grade 5.

The Webster parents and the community have been extremely supportive of the educational programs at Daniel Webster School. We have an Art Loft opened in the fall of 2010, a mobile computer lab equipped with thirty I-pad computers as well as playground equipment Purchased by PTA in 2012-13 school year. The district provided the school with ten mobile lab carts equipped with 400 chrome books altogether. The district also funded the installation of a soft surface playground on the kinder and upper playgrounds in 2019.

During the past seven school years, the Webster PTA averaged approximately \$30,000 each year, which funded the following: School librarian, Choir risers, General Music Program, teacher supplies, school field trips, school buses, school garden, and assemblies; traditionally, Webster has one the highest number of volunteer hours in our school district. Webster Annual Fund provided partial funding for Webster's General Music program for every grade level, which is partly funded and sponsored by a non-profit organization: Music Through Education-LA. The Annual Fund Committee also raised funds to purchase a new digital school marquee sign, renovated school garden, and instructional materials for the teachers.

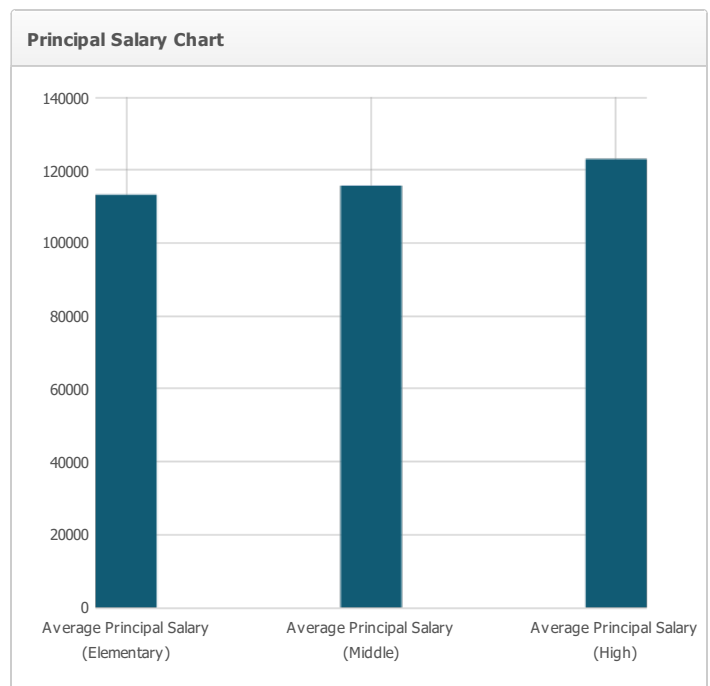
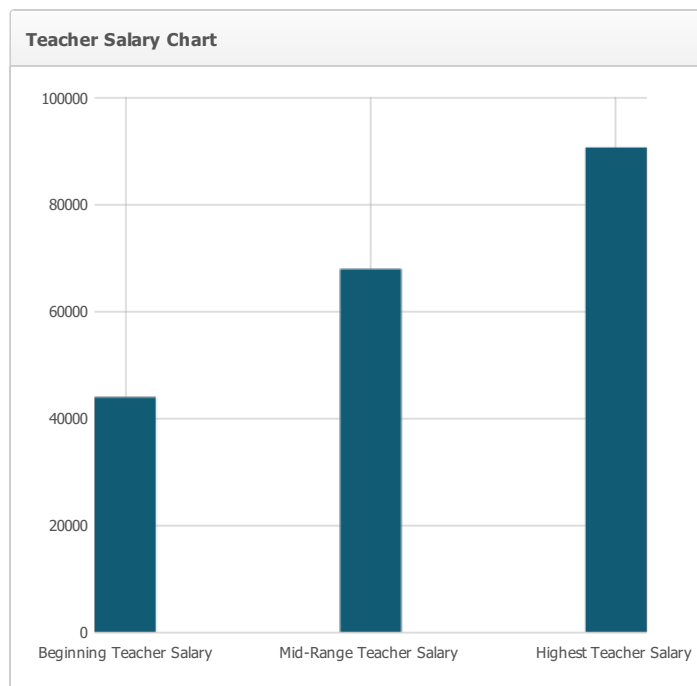
Additionally, there were many enrichment programs provided at Webster, which included, but were not limited to, the following programs/activities: Instrumental Music (3rd/4th/5th), Lego Robotics, Innovation Club, Marine Biology classes, Science Explosion classes. Spanish and Armenian language classes, Math Field Day tutoring, Swimming lessons (Aquatics Center: 3rd), Chess Classes; Robot Building, Character/Bullying, and Environmental Assemblies, and various field trips sponsored by the Pasadena Armory.

Last updated: 1/23/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$51,374
Mid-Range Teacher Salary	\$67,859	\$80,151
Highest Teacher Salary	\$90,585	\$100,143
Average Principal Salary (Elementary)	\$113,223	\$126,896
Average Principal Salary (Middle)	\$115,692	\$133,668
Average Principal Salary (High)	\$123,024	\$143,746
Superintendent Salary	\$261,768	\$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/1/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18



Pasadena Unified School District

Instructional Services

GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric			
1 = This is an established practice that has been in place since before the 2020-21 school year.			
2 = This practice is being implemented for the first time during the 2020-21 school year.			
3 = This practice is being developed now to be implemented during the 2020-21 b school year.			
Section 1: Program Design			
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.			
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.			
1:3 The program is articulated with the general education programs.			
	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	✓		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?	✓		
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?		✓	
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			
Are GATE services provided to students during the regular instructional school day?	✓		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?		✓	
Are all parents informed of the GATE Parent Education Workshops offered by the District?	✓		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			

Section 2: Identification

2:1 The nomination/referral process is ongoing.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	✓		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?		✓	
Does the plan inform parents and teachers of the GATE referral window of August - September?		✓	
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?	✓		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?	✓		

Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

	1	2	3
Elementary			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	✓		
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?		✓	
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	✓		
Are the following instructional options implemented in the classrooms with GATE clusters:		✓	
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities	✓		
• Curriculum compacting		✓	
• IB program			
• Kaplan's prompts of depth and complexity			
• Thinking like a disciplinarian			
• Integration of creative and critical thinking clusters			
• Thematic learning across disciplines	✓		
• Scholarly Dispositions			

	1	2	3
Middle School			
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan:			
<ul style="list-style-type: none"> Honors class Pre-AP classes IB classes Enrichment classes Vertical subject-matter acceleration Options for GATE Advisory 			
High School			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan:			
<ul style="list-style-type: none"> Honors classes AP classes IB classes Career Pathways classes/Independent Study Vertical subject-matter acceleration Options for GATE Advisory 			
All Grades			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	✓		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	✓		
Does the School Site Council review and approve the GATE Principal's Checklist annually?	✓		

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?				✓
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?	✓			
Section 4: Social and Emotional Development				
4:1 Actions to meet the affective needs of gifted students are ongoing.				
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).	1	2	3	
Do schools provide enrichment activities that foster social interaction among GATE students?	✓			
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?	✓			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?				
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?				✓
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?				
Section 5: Professional Development				
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.	1	2	3	
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan 	✓			
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan's Prompts of Depth and Complexity/Content Imperatives • Acceleration of content (Universal Themes and Big Ideas) • Differentiation of skill, product, process • Critical and Creative thinking • Independent Study/Developing an Interest • Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development 	✓			

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?		✓	
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?		✓	
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?		✓	
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?		✓	
Is the School GATE Plan shared with parents and the community effectively and systematically?		✓	

Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	✓		

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

Webster will have a trained GATE teacher at the 3rd, 4th, and 5th grade levels by the end of the 2020-2021 school year.

Please identify key GATE teachers at your school site (those teaching GATE clusters for elementary school):**Mrs. Benn, Ms. Sevani, Ms. Khrlopyan**School: WebsterDate Approved By School Site Council: 4/30/20**Dates and times of calendared site GATE advisory meetings 2020-21:**

	date	topic	date	topic
1st meeting	9/22/20	GATE Plan	1/14/20	Secondary Review
2nd meeting	10/16/20	Characteristics of the Gifted Learner	3/18/20	Social-Emotional Needs of the Gifted

Updated 4/2020

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 4/30/2020.

Attested:



Principal, Kristin Forrest on 4/30/2020

SSC Chairperson, Tomas Torices on 4/30/2020

