

Webster Elementary

10621666006555

Principal's Name: Denise Romero

Principal's Signature: *Denise Romero*

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Denise Romero	X				
2. Chairperson - Rafaela Antonio				X	
3. Secretary - Merlin Dimas				X	
4. Adriana Tenorio				X	
5. Rosemary Santiago				X	
6. Teodora Urieta				X	
7. A Yang		X			
8. Blanca Delgado		X			
9. Jackie Salawasser - Pittman		X			
10. Erika Ochoa			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Denise Romero		4/5/22
SSC Chairperson	Rafaela Antonio		4/5/22

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Webster - 0480

ON-SITE ALLOCATION

3010	Title I	\$34,866 *
7090	LCFF Supplemental & Concentration	\$117,344
7091	LCFF for English Learners	\$36,000
3182	Comprehensive Support and Improvement	\$104,668 **
7099 ESSER III (learning loss/COVID impact, one-time funds)		\$64,144
TOTAL 2022/23 ON-SITE ALLOCATION		\$357,022

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,192
	Remaining Title I funds are at the discretion of the School Site Council	\$33,674
	Total Title I Allocation	\$34,866

** Subject to change

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review and support Team (Admin, site coach, lead teacher/s, CCT Lead, Supervisor of Schools, TST, RIM, CSI E&A, Department/s)
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Webster Elementary 2022-2023 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELA D2 proficiency - percentage of students on/above	✓		18.96 %	2021-2022	28.96 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		11.65 %	2021-2022	21.65 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

I-Ready ELA D2 On Level

Overall Implementation:

Tier 1 Instruction:

- Creation of aligned instructional units.
- 2-3 CFAs per quarter along with data analysis to make decisions and next steps with reteaching.
- Universal screening of students using BAS(reading comprehension) DIBELS NEXT(Fluency, Phoneme Segmentation, Letter Sound Fluency, Nonsense Word Fluency) and IReady.
- Weekly grade level PLC meetings occur to improve instruction within all classrooms building shared knowledge regarding standards, instructional practices and grade level expectations.

Schoolwide RTI for grades 1-6

- Instruction provided 4 days per week/50 minutes per day for strategic/intensive/core students with support from TSA,CT, BIA and Teaching Fellows.
- 4-6 week data chat cycles using DIBELS, BAS and/or iReady.
- Quarterly BAS testing of students in grade 1.
- BAS testing 2 times a year in grades 2nd-6th.
- Students consistently struggling are referred to TST for further analysis and discussion for next steps.

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

I-Ready ELA D2 On Level

- Our African American, Hispanic, SWD and EL populations showed a decline. These students need more opportunities to receive instruction with supports to engage in text, talk, and complex tasks at their appropriate grade level.
- Currently we have 50% of students in grades TK-6 have Chronic Absenteeism which may have contributed to decrease in academic performance.
- Our classrooms' teacher/student talk ratio is not balanced.
- Teachers do well over 50% of the talking during instruction.
- Students do a lot of individual thinking and practice and little productive collaborative group tasks to increase student engagement.
- Follow through on backwards mapping to ensure that our aligned instructional units are fully implemented.
- Our RTI model needs a focus around grade-level appropriate vocabulary (Target 3 for literary and Target 10 for informational) for our strategic and intensive students.
- Our RTI model needs a focus around general comprehension of grade level text (Targets 1 & 2 for literary and Targets 8 & 9 for Informational) for our strategic and intensive students.
- All grades have been impacted by COVID and have had staff out for an extended period of time during the school year due to quarantining, class closures, lack of substitutes this school year.

Effectiveness:

- Our focus on ensuring that we have rigorous assessments that aid in strengths and areas of need for our teachers to plan instruction.
- Teachers and administrators utilized CFAs, IABs, and/or Summative assessments to analyze student results and make decisions on next steps.
- Creating reteaching plans allowed our teachers to identify gaps in learning and address them while maintaining instructional pacing.
- All teachers have shifted to the use of Targets to ensure that grade level rigor is in student learning.
- The use of IABs in grade levels where they were available for use.
- Our TST has grown stronger in identifying students at-risk academically and making decisions for next steps to better support Tier 2 and 3 students. After School tutoring was liked by parents and assisted in closing the achievement gap in foundation reading skills for primary grade levels.

I-Ready Math D2 On Level

Overall Implementation:

- Tier 1 Instruction: Revision of aligned instructional units 2-3 CFAs per quarter along with data analysis and reteaching within classroom.
- Summative Assessment in Quarters 1-3 with data analysis
- Weekly grade level PLC meetings occur to improve instruction within all classrooms building shared knowledge regarding standards, instructional practices and grade level expectations.
- RTI: Data Analysis of summative assessment Teachers provide one week of reteaching to focus on Tier 2/3 interventions.
- MLD training provided to 5th and 6th grade teachers throughout the school year.

- Professional Learning is needed for teachers around evidence-based teaching methods, strategic grouping based on assessment data to ensure that all students can learn to their maximum potential.

I-Ready Math D2 On Level

- Our African American, Hispanic, Students with Disabilities and EL populations showed a decline. These students need more opportunities to learn grade level skills at the conceptual level to gain basic understanding.
- Currently we have 50% of students in grades TK-6 have Chronic Absenteeism which may have contributed to decrease in academic performance.
- Follow through on backwards mapping to ensure that our aligned instructional units are fully implemented.
- Our classrooms' teacher/student talk ratio is not balanced. Teachers do well over 50% of the talking during instruction.
- Students do a lot of individual thinking and practice and little productive collaborative group tasks to increase student engagement.
- Limited use of appropriate use of manipulatives for students who need to strengthen their conceptual understanding.
- Staff will utilize universal screener to identify gaps and target intervention instruction.
- All grades have been impacted by COVID and have had staff out for an extended period of time during the school year due to quarantining, class closures, lack of substitutes this school year.
- Professional Learning is needed for teachers around evidence-based teaching methods, strategic grouping based on assessment data to ensure that all students can learn to their maximum potential.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

In 21-22, full implementation of actions were caused by absences in teaching personnel, which accounted for all of our classrooms having substitutes (or a stream of substitutes) throughout the year. We had the following: 4th grade teacher out on medical leave for 2 of 4 quarters, our TSA out on maternity leave for six weeks, a 4th grade teacher out due to a family emergency, a 1st grade teacher out several days due to medical issue and our VP out for medical. In addition we have had several staff out due to COVID mandated leave throughout the school year along with classroom closures and many staff members having to quarantine for 5 to 10 days at a time..

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- With the use of CSI funds, Professional Learning, utilizing English learner PL will be provided for all staff this year. (Found in Action 1 and 3)
- We will continue to provide PL around evidence-based teaching methods utilizing the book study teams approach with a focus on instructional strategies from English Learner. (Found in Action 1)
- With the use of CSI funds, the purchase of professional learning materials for teachers to utilize during their professional learning and as a resource for instructional planning in. (Found in Action 1 and 2)
- Purchase of supplemental materials, using CSI funds, for math instruction. (Found in Action 2)
- A focus on vocabulary and general comprehension for intervention (Tier 2/3 students) and our English Learners. (Found in Action 1 and 3)
- A goal will be made to increase student engagement and will be monitored through tracking teacher/student talk and equity of voice during instruction. (Found in Action 1)
- With the use of CSI funds, we will provide Professional learning in math and reading for teachers to attend training and conferences such as: Orton Gillingham Training and English learner PL. This expense will pay for

- conference fees, sub release time for teams to plan, observe and analyze data throughout the school year. (Found in Action 2)
- ILT will meet more frequently to discuss professional learning and create plans for full and effective implementation within their PLC.
- Supplemental contracts will be generated with the use of CSI funds. (Found in Action 1 and 2)
- Purchase of Technology subscriptions and Scholastic Magazine with the use of CSI funds to deepen and extend the learning in literacy. (Found in Action 1) Webster Elementary 2022-2023- School Plan for Student Achievement (SPSA)
- Purchase of technology such as: laptops, Promethian Boards, and Big screen T.V.s with CSI funds to deepen and extend the learning in literacy and math skills.
- With the use of CSI funds, classroom substitutes will be provided to support the following: 3 days of a roving sub to allow teams to meet for data analysis, Provide subs for teachers to attend English Learner PL and Orton Gillingham training sessions throughout the year. 2 days of a roving sub for teachers to meet individually with admin to analyze literacy and math data, set goals, and identify target students, and 3 days for each teacher to support CSI goals in ELA and Math with lesson planning, and release time for teachers to observe other classrooms.
- With the use of CSI funds, to provide admin with subs to facilitate the continued learning of PLCs during lesson planning, data analysis, and undivided attention to classroom observations when team/CIPL coaches are visiting throughout the year.
- With the use of CSI funds, we will generate supplemental contracts for certificated/classified employees to provide additional students support with tutoring in math, ELA, and English language acquisition for students in Grades 1-6. (Found in Actions 1, 2 and 3)

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

1 SSC:

SSC were presented with data from iReady. Through needs assessment, SSC members felt that CT, BIA, Subs, Conferences/PL, Interact Fellows, Technology, and Class materials/supplies and incentives were highly effective and motivating in increasing student achievement. The team supported continuing to fund these positions and materials.

2 ELAC:

ELAC were presented with data from iReady and SBAC. Through needs assessment, ELAC members felt that CT, BIA, Subs, Conferences/PL, Interact Fellows, Technology, and Class materials/supplies and incentives were highly effective and motivating in increasing student achievement. The team supported continuing to fund these positions and materials with additional focused support to English Learners.

3 Staff:

Staff identified that CT, BIA, Subs, conferences/PL, Interact Fellows, Technology, and Class materials/Supplies and incentives were highly effective and motivating in increasing student achievement and conferences were moderately effective if attendance could be during our scheduled breaks and implemented with fidelity upon returning.

Action 1

Title: ELA Proficiency

Action Details:

Webster students will be engaged in a rigorous English Language Arts program using the GVC, Wonders, aligned to state standards and SBAC Targets. Teachers will plan and deliver quarterly units by developing Assessment Plans that includes learning targets, common formative assessments and a common summative assessment aligned to SBAC targets. Professional Learning Communities will analyze data from assessments to develop a plan for corrective or extended instruction. Tier 1 instruction will focus on the use of high quality text, complex talk and tasks, and writing in order to build student comprehension of the text. Webster will continue to implement a school-wide (K-6th) reading intervention model that provides multi-tiered intervention for all students (intensive, strategic, and core) in order for each student to move a minimum of one grade level per year. In addition, we have added a full time Instructional Coach in addition to the site funded Instructional Coach to support learning loss, improve instruction by demonstrating, instructing and planning that occurred during distance learning.

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

Explain the Progress Monitoring and data used for this Action

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

Data Driven Instruction

- iReady Results
- ELPAC Results
- IAB/FIAB Results
- IPG Data Reports
- Assessment Plan with Learning Targets, Common Formative Assessments
- Common Formative Assessment Data Analysis by Classroom
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations
- Common Summative Assessment data (K-6th)
- Root Cause Analysis
- Cross Functional Pivot Team
- CSI Guiding Coalition Teams
- Instructional Practice Walks

Owner(s):

- Teachers
- Administrators
- ILT

Timeline:

August/September

- Teachers in grades (3rd-6th) will analyze SBAC results from previous year to identify student needs, set goals, and identify target students for the current year.
- Teachers will analyze 4th quarter iReady results from previous year to identify high leverage teaching strategies.
- Goal Setting (3rd-6th) - Teachers will analyze iReady data for their classroom to identify target students and create a SMART goal for Math and ELA based on iReady domain data.
- Goal Setting (TK-6th) - Teachers will analyze ELPAC data for their classroom to identify target students and create a SMART goal for linguistic and academic progress based on ELPAC data.

October

- Teachers and PLC's will analyze iReady data to identify areas for reteaching.
- Teachers will conduct data chats with students.
- CSA/IAB/FIAB Data Analysis

December

- CSA/IAB/FIAB Data Analysis

January/February

- Teachers and PLC's will analyze iReady data to identify areas for reteaching.
- Teachers will conduct data chats with students.

February

- 3rd-6th will administer IAB's/FIAB's in Literary, Informational, Listening, and Research.

March/April

- 3rd-6th will predict student performance on SBAC and will report on target student progress.
- CSA/IAB/FIAB Data Analysis
- PLC will create an SBAC review Action Plan for

Literary, Informational, Listening and Research based on IAB/FIAB data analysis.

Daily Progress Monitoring-

- The IPG will be used to collect data to identify site PL needs and to provide feedback to individual teachers and PLC's.

Quarterly-

- PLC's will create ELA instructional units that include Learning Targets, CFAs and an instructional calendar with CFA administration, Data Analysis and reteaching dates. Lead Teacher will upload artifacts to OneDrive.
- PLC will analyze data after each CFA and will create a reteaching Action Plan.
- Teachers will provide reteaching according to student data from their CFA.
- Quarterly progress monitoring of EL and RFEP students utilizing IREADY, CFAs and other data analysis.

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

School Wide RTI in Reading Comprehension and Fluency

- DIBELS (Letter, Sound, Phoneme Segmentation, Nonsense Word Fluency)
- Fluency/DIBELS/iReady for Intervention

Owner(s):

Instructional/TSA
Teachers
ILT

Timeline:

August - Intervention Team (Instructional Coach/TSA/ACT/BIA) will assess new students using the following assessments.

- K-DIBELS (First Sound Fluency)
- 1st - DIBELS (Phoneme Segmentation, Nonsense Word), iReady.
- 2nd - DIBELS (Nonsense Word Fluency, DORF), BAS.
- 3rd-6th - DIBELS (DORF), iReady.

Intervention will begin the second week of school.

End of September Data Chats - monitor progress and adjust groups.

- 1st-6 - iReady
- 1st - DIBELS
- 2nd-6th - DORF

Beginning of November Data Chats - monitor progress and adjust groups.

- 1st - DIBELS
- 2nd-6th - DORF/DIBELS

Md December Data Chats-monitor progress and adjust groups.

- K-6th - iReady
- 1st - BAS/DIBELS
- 2nd-6th - BAS/DIBELS

Mid February Data Chats - monitor progress and adjust groups.

- K-6th - iReady
- 1st-DIBELS/DORF
- 2nd-6th - DORF/DIBELS

End of March Data Chats - monitor progress and adjust groups.

- 1st - DIBELS/DORF
- 2nd-6th - DORF/DIBELS

End of April Data Chats - monitor progress and adjust groups.

- 1st - DIBELS/DORF
- 2nd-6th - DORF/DIBELS

Mid May - End of Intervention

Classroom teachers will assess students using the following assessments:

- All students will be assessed using iReady

Intervention Team will assess students using the following assessments:

- K students will be assessed using DIBELS (First Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency)
- 1st grade students will be assessed using DIBELS (Nonsense Word Fluency, DORF)
- 2nd-6th grade students will be assess using DORF.

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

TST (Targeted Support Team)

- Student profile page

Owner(s):

Targeted Support Team

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- Instructional Coach/TSA
- BIA

Timeline:

August

- Team will review students from previous year.

Monthly-

- TST will meet monthly to analyze multiple measures in ELA (iReady, CSA results, fluency, DIBELS).

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

CSI Meeting with support and collaboration from district level.

Power BI Data Analysis - admin will monitor the following groups for progress in ELA:

- Hispanic
- English Learners
- Socioeconomically Disadvantaged
- African American
- Students with Disabilities

Admin will utilize district pivot teams to support with metrics.

Owner(s):

Principal/VP

ILT

Timeline:

Monthly

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

Instruction

Tier 1

- All students will receive 120 minutes of grade level ELA instruction focused on complex text, talk and task.
- All teachers will receive English Learner PL to support vocabulary development, reading complex text specifically targeting EL students.
- Teachers will receive training in Orton Gillingham in grades K-6 as funds allow.
- Teachers will conduct data chats with students using iReady, IAB's and FIAB's, and SBAC results a minimum of 3 times per year.
- Teachers in 3rd and 4th grade will utilize Reciprocal Teaching strategies for the first read.
- K-6 Teachers will be provided opportunities to attend Unbound Ed Standards Institute Training.
- All students will utilize iReady for 40 minutes weekly.
- Students in K-3 will utilize Scholastic First for a minimum of 20 minutes a day.

Tier 2

- Students will receive 50 minutes of reading intervention/extension 4 times per week. Instruction will be provided by classroom teacher.
- Teachers will utilize Orton Gillingham strategies to support Tier 2 reading instruction.
- Differentiated instruction in reading and writing will be provided in all classrooms based on CFA data and iReady results.
- Teacher and/or Admin will conduct data chats with target students in the following subgroups - EL, Hispanic, Socioeconomically Disadvantaged, African American and Students with Disabilities.
- Corrective Instruction will take place each quarter to address educational gaps identified from Common Formative Assessments.
- TST will identify students to monitor in Tier 2 from Universal Screener.

Tier 3

- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- One certificated tutor (.436 FTE), a BIA (.436 FTE), 2 teaching fellows and 2 TSA/Instructional Coaches will provide intensive reading instruction to students in grades 1st-6th.
- RSP Intervention (non and RSP IEP students).
- After school tutoring for EL's in reading will be provided.
- TST will identify students to monitor in Tier 3 from Universal Screener.
- Student Study Team meeting to develop plans for student success for identified students.

Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.
- Culturally sensitive and engaging materials will be purchased to support the reading comprehension of students in significant subgroups.
- Student incentives will be provided to students who meet or show progress on reading benchmarks.
- Supplemental materials from graphics and vendors will be provided to support reading instruction.
- Direct maintenance for repairs to technology that support instruction.
- Technology will be purchased to support instruction.

- Additional Corrective Reading materials will be purchased to support reading instruction.
- Research based books and materials will be purchased in support of English Learner PL and Orton Gillingham as funds allow.
- MTSS/RTI Support

Specify enhanced services for EL students:

- Teachers will create an Action Plan in August to detail how they will provide designated/integrated ELD instruction.
- Targeted EL's will receive small group instruction in reading comprehension, vocabulary and writing from the BIA and Teaching Fellows.
- BIA will provide instruction to EL's to target areas of growth based on ELPAC results.
- Supplemental materials to support reading for English Learners will be provided.
- Data Chats will include specifics on how to support English Learners.
- Staff will identify LTEL's and create an action plan to meet their needs.
- Supplemental contracts will be provided to teachers and classified staff to provide after school tutoring.
- EL students will be first in line for after school tutoring.
- PLC's will dis-aggregate data to monitor and track EL student progress on Common Formative Assessments and SBAC IAB's/FIAB's.
- Students needing additional support will receive Tier 2 intervention in their classroom through small group instruction.
- Identified EL students will receive ELD support through Tier II intervention deployments and utilization of the ELD standards.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.
- Extended Learning Summer Program (ELSP) Summer Program Opportunities will be provided and promoted to English Learners.

Specify enhanced services for low-performing student groups:

English Learners

- Additional instructional support from the Instructional Coach/TSA and BIA in ELA to address areas of need based on reading assessments.
- Priority for after school tutoring

Socioeconomically Disadvantaged

- Additional instructional support from the Instructional Coach/TSA in ELA to address areas of need based on reading assessments.
- Priority for after school tutoring
- Will be referred to TST for progress monitoring.
- Kinder teachers will assess students prior to the beginning of the school year to identify their instructional needs. Supplemental contracts will be provided.

Hispanic

- Priority for after school tutoring
- Will be referred to TST for progress monitoring.

Action 2

Title: Math Proficiency

Action Details:

Webster will continue to focus on mathematics with an emphasis on providing instruction that reflects the shifts required by the CCSS for mathematics - focus, coherence, and rigor through the use of the GVC, GoMath. Teachers will plan and deliver quarterly units around the focus standards by developing assessment plans that include learning targets, creating and administering common formative assessments, and creating and administering a summative assessment for quarters 1-3. Professional Learning Communities will analyze data from assessments to develop a plan for corrective or extended instruction. In addition, teachers in grades 5 and 6 will continue to implement strategies from Swun Math and the Fresno Unified Math department in Math Lesson Design and mathematical research based best practices. Third grade teachers and the TSA will continue to utilize strategies learned from the Good To Great Mathematics Institute and teachers in grades K-2 will receive Mathematical professional learning from the Instructional Coach/TSA on mathematical practices and strategies appropriate for early learners. All certificated staff will be invited to attend the UnBound Ed Mathematics Institute.

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

Explain the Progress Monitoring and data used for this Action

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

Data Driven Instruction

Owner(s):

Teachers

Timeline:

August/September

- iReady Results
- IPG Data Reports
- Assessment Plan aligned to SBAC Targets, Common Formative Assessments and Common Summative Assessment/IAB's and FIAB's
- Common Formative Assessment Data Analysis by Classroom
- Common Summative Data Analysis by Classroom
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations
- Root Cause Analysis
- Cross Functional Pivot Team
- CSI Guiding Coalition Teams
- Instructional Practice Walks

Principal/VP
Lead Teacher

- Teachers will analyze iReady results from previous year to identify high leverage teaching strategies.
- Goal Setting (3rd-6th) - Teachers will analyze iReady data for their classroom to identify target students and create a SMART goal based on one of the 4 mathematics domains.

October

- Teachers and PLC's will analyze iReady data to identify areas for reteaching.
- Teachers will conduct data chats with students.
- CSA/IAB/FIAB Data Analysis
- Teachers will provide Corrective Instruction based on Summative Data Analysis

December

- CSA/IAB/FIAB Data Analysis
- Teachers and PLC's will analyze iReady and Summative data to identify areas for reteaching.

January/February

- Teachers will conduct data chats with students.
- Teachers will provide Corrective Instruction based on Summative Data Analysis

March/April

- CSA/IAB/FIAB Data Analysis
- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Kinder: Teachers will analyze KAIG data to identify classroom/grade level trends, progress toward benchmarks, target students and students needing intervention.
- SBAC Data Chat 3rd-6th Teachers will predict student performance on SBAC and will report on target student progress.
- PLC's will create an SBAC review Action Plan

Daily Progress Monitoring-

- The IPG will be used to collect data to identify site PL needs and to provide feedback to individual teachers and PLC's.

Quarterly-

- PLC's will make revisions to Math instructional units that include Learning Targets, CFA's and an instructional calendar with CFA administration, Data Analysis and reteaching dates . Lead Teacher will upload artifacts to OneDrive.
- PLC will analyze data after each CFA and will create a reteaching Action Plan.
- PLC's will analyze summative assessment data to identify areas for reteaching.
- PLC's will create a reteaching Action Plan that includes Tier 2 and Tier 3 instruction from classroom teachers and TSA

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

Math Basic Skills Assessment

[Owner\(s\):](#)

Kinder Team

1st Grade Team

TSA/Instructional Coach

[Timeline:](#)

August/September

- 1st Grade Teachers will assess all students on number recognition, number identification, writing numbers, and quantities. Identified students will receive intervention from TSA
- Math Intervention will begin in September. Instruction will target gaps in basic skills.

October

- 1st and 2nd grade students will be assessed on their levels of problem solving single digit addition and subtraction problems.

December

- 1st and 2nd grade students will be assessed on their levels of problem solving single digit addition and subtraction problems.

March

- 1st and 2nd grade students will be assessed on their levels of methods for solving single digit addition and subtraction problems.

May

- 1st and 2nd grade students will be assessed on their levels of problem solving for solving single digit addition and subtraction problems.

Monthly

- CFA/Interim/summative data will be utilized to adjust math intervention groups

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

Targeted Support Group (TST)

- Student profile page

[Owner\(s\):](#)

Targeted Support Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- Tier II Specialist
- TSA/Instructional Coach
- BIA

[Timeline:](#)

August

- Team will review students from previous year.

Monthly-

- TST will meet monthly to analyze multiple measures in math (iReady, CSA results, fluency, math screener).

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

CSI Meeting with support and collaboration from district level.

Power BI Data Analysis - admin will monitor the following groups for progress in Math:

- Hispanic
- English Learners
- Socioeconomically Disadvantaged
- African American
- Students with Disabilities

Admin will utilize district pivot teams to support with metrics.

[Owner\(s\):](#)

Principal/VP

ILT

[Timeline:](#)

Monthly

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

Instruction

Tier 1

- All Teachers will receive Math training as follows:
 - TK-2 will receive PL on mathematics strategies/practices from TSA/Instructional Coach.
 - 3-4 will receive PL mathematics strategies/practices from TSA/Instructional Coach.
 - 5-6 will receive math PL throughout the year provided by TSA/Instructional coach utilizing research based mathematical practices.
 - K-6 Teachers will be provided opportunities to attend Unbound Ed Standards Institute Training.
- All students will receive 90 minutes of grade level math instruction aligned to the rigor of the standards and SBAC targets.
- Students in grades K-6 will use iReady Math for a minimum of 40 minutes a week.
- Teachers will conduct data chats with students around iReady, SBAC and IAB's and FIAB's.

Tier 2

- Students will receive 1 week of corrective instruction three times per year based on summative results.
- Differentiated instruction in math will be provided in all classrooms based on common formative results.
- Teacher and/or Admin will conduct data chats with target students in the following subgroups - Hispanic, English Learners, Socioeconomically Disadvantaged.
- After school tutoring that is aligned to ELD standards and ELD framework in math will be provided to students in grades K-6th.

Tier 3

- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- Students not making adequate progress after receiving all Tier 1 and 2 supports will be referred to SST

Materials:

- Supplemental materials from graphics and school vendors may be purchased to support instruction.
- Purchase of technology to support instruction.
- Direct maintenance for repairs to technology that supports instruction.
- Awards and incentives for students will be purchased to improve their math fluency skills.
- MTSS/RTI Support

Specify enhanced services for EL students:

- BIA/Teaching Fellow will provide small group instruction in math with a focus on understanding the vocabulary used in math and to address learning gaps.
- Use EL goal setting sheet to identify LTELs and utilize BIA to support linguistic and academic growth
- Use IREADY data and ELPAC scores to target on track students and align instruction

Specify enhanced services for low-performing student groups:

English Learners

- After school tutoring
- Small group instruction from BIA/Teaching Fellow and/or TSA/Instructional Coach to address gaps.

Hispanic

- After school tutoring
- Small group instruction from BIA/Teaching Fellow and/or TSA/Instructional Coach to address gaps.

Socioeconomically Disadvantaged

- After school tutoring
- Small group instruction from BIA Teaching Fellow and/or TSA/Instructional Coach to address gaps.

Action 3

Title: EL Reclassification

Action Details:

Teachers will create and implement a designated and integrated EL Action Plan for their grade level in order to increase the number of English Learner students who show proficiency growth and to increase the overall school reclassification rate.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- ELPAC data
- iReady
- Reclassification Data
- EL Goal Setting Reports

Owner(s):

Principal/VP
Teacher
PLC
BIA

Timeline:

August/September

- English Learner Professional Learning will be provided before school to teachers by EL Services (Synchronous)
- Teachers will develop grade level action plans for designated and integrated ELD instruction with the support from EL Services.
- Job embedded planning and coaching will be provided by EL Services.
- Teacher will have data chat with individual EL students on ELPAC scores.

January

- English Learner Professional Learning will be provided before school to teachers by EL Services.
- Job embedded planning and coaching will be provided by EL Services.
- BIA will have data chat with EL students and set goals in preparation for ELPAC assessments. Review Reclassification criteria with students.
- ELPAC PL will be provided by TSA to teachers in grades K-6.

April

- English Learner Professional Learning will be provided before school to teachers by EL Services (Asynchronous)
- BIA and TSA will support students with ELPAC practice to familiarize them with the format of the assessment.

Quarterly

- Teacher will progress monitor RFEP students every quarter.

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

Targeted Support Team (TST)

- Student profile page

Owner(s):

Coordination of Services Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- Instructional Coach/TSA
- BIA

Timeline:

August

- Team will review students from previous year.

Monthly-

- TST will meet monthly to analyze identified EL students' needs using multiple measures in ELA and/or Math.

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

- CSI Meeting with support and collaboration from district level. Power BI Data Analysis
- Admin will utilize district pivot teams to support with metrics.

Owner(s):

Admin

District PIVOT Team

Timeline:

Monthly

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

Tier 1

- High quality instruction will be provided using complex text during integrated ELD and designated ELD.
- Teachers will hold data chats with EL's to inform them of their progress and develop goals.
- Academic vocabulary will be explicitly taught.
- Provide year long English Learner PL on identifying and implementing strategies to support all EL students and progress monitoring specifically targeting ELA

Tier 2

- Differentiated instruction will be provided in all classrooms.
- Certificated Tutor and BIA will provide intervention to At-Risk and LTEL English Learners in math, reading comprehension, and fluency.

Tier 3

- Provide SST meetings for students struggling to make progress with English acquisition after being provided Tier 1 and Tier 2 interventions
- Provide progress monitoring for students who are not responsive to Tier 2 interventions

Materials and Supplies

- Supplemental materials and technology will be purchased to support English Learners.
- Awards and incentives to be purchased to recognize EL student achievement
- Purchase research based books for staff to support English Learner PL
- Provide funds to support ELPAC assessment.

Specify enhanced services for EL students:

- BIA will provide small group instruction in ELD.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- Newcomer ELs will receive additional appropriate language support for language development
- Provide intervention for RFEP students who appear to be regressing based on progress monitoring data.

Specify enhanced services for low-performing student groups:

- English Learners
 - After school tutoring
 - Small group instruction from BIA/Teaching Fellow and/or Instructional Coach/TSA to address gaps.
- Teachers will receive PL entitled Leading with Learning to incorporate EL strategies in support of teaching students key vocabulary and complex text.
- Teachers will use ELPAC and other data for EL's to target instruction. Academic vocabulary will be explicitly

taught. Differentiation will be provided in all classrooms.

- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- BIA will provide small group instruction in ELD.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic & Mystery Science Subscriptions K-6	2,730.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			To support and enhance ELA and Math instruction. G1A2	21,479.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4360	Supports all students in grades 1-6 in ELA during RTI	40,643.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Provide subs for EL/PL and for quarterly planning. **No IEPs **	30,136.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts for teachers to attend Orton Gillingham training. **No IEPs **	14,856.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Books for EL/PL and binders and dividers for teachers to organize materials.	1,000.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			Cullinan : Orton Gillingham training for TK-3 teachers	13,640.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After School Tutoring - Math or ELA	12,380.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tablets, projectors, doc cams, Promethean boards, TVs, hardware	1,526.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tablets, projectors, doc cams, Promethean boards, TVs, hardware	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and installation of technology to support instruction.	6,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Supports Spanish speaking EL students in ELA	15,014.00
G1A1	One-time School	Instruction	Nc-Equipment			: To purchase Tablets, Promethean Boards, speakers, mics, doc cams, headphones, and TVs	38,144.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : RTI support MTSS	26,000.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Sup			Math After School Tutoring	7,848.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: Professional Learning Materials to support Math and Literacy in Math.	4,393.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : RTI supports MTSS. G1A1	28,138.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Tablets, headphones, educational technology	5,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to work on EL Action Plan	7,428.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	3,014.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Instructional Materials and educational resources	8,533.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary

\$307,902.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		92.56 %	2021-2022	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Student-centered real world learning experience - Site Defined

Overall Implementation:

Tier 1:

- Creation of lunch and after school clubs for students in K-6th grade based on student survey.
- RCA coordinated and supervised club enrollment.
- RCA provided support to teachers and aides who taught the clubs by planning and organizing the logistics and materials.
- Students were able to participate in the following sports: football, volleyball, basketball, cross country (3rd-6th), and softball.

Tier 2 and Tier 3:

- Targeted Support Team referred students to clubs based on interests.
- Teachers and TST identified students for participation in clubs they felt students would enjoy and stay committed to for an entire quarter.

Effectiveness: We met our goal of 93% participation rate. Our clubs were impactful because we gathered student input and interests to create clubs. Because of their input, clubs were popular and full in attendance. In addition, teachers and TST identified students who were not in clubs and needed a connection to school. Our RCA spoke to those students and got them connected to a club.

Teachers and RCA encouraged students to tryout for sports. All student groups showed increases in participation from 20-21. During last year we did not have any sports and minimal clubs. This year our students have seen a 21.3% increase in Goal 2 participation. Subgroup increases: AA-17.6, Asian-26.3, Hispanic - 22.9.

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

Student-centered real world learning experience - Site Defined

Goal 2 Participation Rate

Data collection was not done consistently and to fidelity in 21-22, so our data doesn't reflect our true participation rate as a school site which is higher than actually reported on Power BI. Our SWD increased by 39.3%. More students may have participated because they were on campus this year and had more opportunities than the year before. Many clubs offered filled to capacity. There are not many opportunities for our students in grades 1-3 to participate in arts, activities, and/or athletics which .

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Information at Back to School Night about clubs and sports was not done due to COVID. However, information is shared in our School messenger and monthly parent letters.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- Propose the option to teachers about having interest clubs available before or after school to include more participants and get more teachers to participate (Found in Action 1).
- Create a timeline (and due dates throughout the year) to ensure that our data accurately is presented in our site's data (Found in Action 1).
- Create an intramural program for students in grades 1-3 to increase their participation rate in Goal 2 activities (Found in Action 1).
- Once community members can once again volunteer elicit community support to create additional programs and clubs for our students.

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

1 SSC:

SSC were presented data of participation rates in Meaningful Work, GOAL 2 clubs, sports, and music. SSC agreed that having a Resource Counseling Assistant is an effective way to continue to support all students in arts, activities, and athletics.

2 ELAC:

ELAC were presented data of participation rates in Meaningful Work, GOAL 2 clubs, sports, and music. ELAC agreed that having a Resource Counseling Assistant is an effective way to continue to support all students in arts, activities, and athletics.

3 Staff:

Through an SPSA needs assessment survey, staff members agreed that having a Resource Counseling Assistant is needed in order to keep students engaged in GOAL 2 activities.

Action 1

Title: Exposure to Careers

Action Details:

The Culture and Climate Team will develop and plan activities and provide resources to teachers to assist students in developing character and competencies for the workplace. The school will provide a career day for students in 4th-6th grade. School staff and teachers will promote field trips, research opportunities, and speakers that expose students to careers.

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

Explain the Progress Monitoring and data used for this Action

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

College and Career Readiness Participation rate

Owner(s):

VP

OM

Teachers

RCA

Timeline:

August

- VP and OM will ensure that all teams have scheduled district field trips for the year.

Monthly

- VP/OM follow up with grades 3rd-6th to ensure each grade level has signed up for College and Career Readiness experiences and experiences from the VAPA office.

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

Career Day participation rate

Feedback from students

Owner(s):

VP

Teachers

RCA

Timeline:

May/June

- RCA will coordinate Career Day. Students in grades 4-6th will learn about different careers from a variety of professionals.

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

Tier 1

- All students will receive lessons that expose them to a variety of careers.
- Members of the community that represent significant subgroups will be invited to talk to students about their careers.

Specify enhanced services for EL students:

We will promote bilingualism and jobs that require bilingualism during our career day. We will invite bilingual presenters to share their experiences with our students.

Specify enhanced services for low-performing student groups:

We will share a wide array of careers including but not limited to vocational and careers that do not require a college degree.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		52.74 %	2021-2022	42.74 %
Suspension Rate - Semester 1	✓		0.96 %	2021-2022	0 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Chronic Absenteeism:

Exposure to Careers

All students were expected to attend a field trip and teachers communicated with students and parents regarding participation and the activity. With many non-profit organizations offering free vi field trips or through partnerships with Fresno Unified our students participated.

Developing Essential Skills in the Classroom and Beyond

Tier 1

- All students will participate in Kindness Week and other school-wide activities promoting character and workplace success.
- RCA will plan and promote Red Ribbon Week for all students.
- Library Tech will plan and promote Read Across America Week for all students.
- Teachers will teach SEL competencies utilizing district resources and curriculum.
- Teachers will utilize resources and embed social-emotional learning strategies into instruction.
- CCT will analyze student survey data and develop next steps.
- Professional learning around Early-stage interventions and SEL competencies.

Tier 2/3

- TST will monitor identified students and collect student interest data.
- School psychologist will pull a small group to target specific SEL skills and competencies.
- Small groups will be formed based on significant subgroups and student needs. RCA and Tier II specialist will facilitate social skills groups and utilize evidence-based strategies.

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

Chronic Absenteeism

TK/K Students account for the highest number of chronic absenteeism students.

Chronic Absenteeism by Grade Level:

21-22

- TK/K 64.7%
- 1 54.6%
- 2 58.1%
- 3 51.3%
- 4 46.5%
- 5 37.5%
- 6 36.1%
- Overall 50%

Chronic Absenteeism by Student Groups:

21-22

- AA 50%
- Asian 52.6%
- Hispanic 48.6%
- SWD 54.2%
- EL 44.7%
- Overall 50%

- Due to COVID and class closures, quarantining our chronic attendance rate has increased especially

Effectiveness

- We held our Red Ribbon Week and Kindness week. There was participation, however, because we have struggled with chronic absenteeism this year and so not all students were able to fully participate.
- This year we were able to have our "Student of the Month" students take their pictures for us to hang up at school. In addition, we were able to hold virtual awards assemblies this year and will have our first in person assembly this March 25th.
- We were able to conduct our social groups utilizing our RCA, an NTA, and our Tier II Specialist. These were highly effective in helping our Tier 2 students feel connected, had a caring adult from school, and a part of their school community. In addition, our TST team committed to sending 5 handwritten positive notes at the conclusion of each meeting to students who we saw persevering during this difficult time, making progress toward a personal goal, or doing a good job in their coursework.
- TST procedures and actions were adjusted as needed to support students during distance learning; however, this year our meetings have been much more consistent. We did see an increase in new referrals to our team, however, with our staff being very familiar with all of our students, we were able to do check-ins, home visits, and 1:1 conversations with students as the needs arose. We offered more connection, relationship, and SEL support during this time.
- CCT was effective in continuing to offer support to our staff during distance learning; however, because of change with our VP and COVID class closures and quarantines these meetings have not been as regular as in years past. For the most part, we focused our attention on our school-wide attendance and student engagement.

Suspensions students with 1 or more:

Due to COVID and students working from home for 3 quarters of the school year, we had 0.27 suspensions this last school year; however this year suspensions has slightly increased to 0.95.

Effectiveness:

- ROAR has a positive impact on our students attendance in the upper grades (3-6).
- After TST meetings, additional meetings with Admin, Office Assistant, and regional CWAs assisted in effectively communicating with parents about absences and monitoring of student attendance Suspensions Per 100 Overall Implementation

Tier 1:

- School wide expectations and guidelines for success. Teachers review expectations with students during class.
- Staff members review expectations with students in cafeteria and behavior assembly biannually.
- Weekly classroom meetings on topics that need to be addressed such as respect, responsibility, and acceptance. Teacher selects meeting topics based on what is happening in their classroom.
- Provide and Promote ROAR, Teachers, RCA, support staff and Admin explain and remind students of ROAR and the expectations for attending ROAR.
- Tier II specialist and RCA set goals with students. Admin spoke with parents about ROAR and expectations for participation.
- Semester Positive Behavior Expectation Assemblies. Attendance, student achievement, and behavior emphasized.
- Admin provides a monthly parent letter and SEL Newsletter to promote SEL competencies and Guidelines for school success.

in grades TK-2.

Due to factors out of our control Attendance has been a very huge struggle this year.

Suspensions students with 1 or more

We have had 0.95 suspensions this school year.

- Tier II specialist and RCA provide structured recess and other alternatives for Tier 2 students.
- Our climate and culture team has worked to effectively plan time to focus attention on our suspension rate and create classroom/site wide evidence-based strategies to strengthen students' social emotional well being and ensuring that their basic needs are being met.

Student Survey

- Caring adult Meaningful work was effective when the student was motivated and the work had a relative purpose.
- Alternative Recess with Tier II specialist and RCA has been effectively monitored and maintained. Students in this group want to continue alternative recess because they weren't interested in the game/activity that the group or Tier II specialist/RCA decided on.
- Our CCT effectively plan activities for students to feel connected and cared for.

- Teachers select monthly student of the month winners based on school guidelines for success criteria.
- Weekly attendance and ROAR students winners are drawn to receive incentives and certificates.
- Every 6 weeks, 2 bikes are raffled for students with perfect attendance during ROAR celebrations.
- Each month, administrators read SEL related books to classes to incorporate and teach SEL competencies.

Tier 2 and Tier 3:

- Tier II and RCA monitor behavior contracts of identified students through check in/check out.
- Admin communicates with teachers, Tier II specialist, RCA, and parents to get update on students on behavior contract.
- Small group support provided by School Psychologist based on focus, growth mindset, and executive functions. Groups are determined by TST team.
- TST monitor and develop next steps to support students who are at risk in the areas of attendance, behavior, social-emotional, and academic. Each student is assigned a support coordinator who follows up with parents and teachers on their progress.

Effectiveness:

- Bi-Annual positive behavior assembly was effective in having consistent messaging school wide ROAR was effective in helping students set goals in order to participate in ROAR. Weekly ROAR and Attendance drawings have been effective in increasing attendance when not COVID related.

Student Survey - Caring adult:

- Overall Implementation: Meaningful Work. Students are paired with an adult who supervises the job and student. Adult makes connection with students they supervise. Job is assigned based on interest inventory.
- Weekly Classroom Meeting on topics that need to be addressed such as respect, responsibility, and acceptance. Teacher base meeting topics based on what is happening in their classroom.
- Alternative recess provided by Tier II specialist and RCA for students needing support in socialization. Determined through TST. Tier II specialist and RCA works with students on social skills.

Effectiveness:

- CCT is working on better analyzing the data and creating actions for next steps.
- Classroom meetings seemed to be the most effective because it was relative to what was going on with students in the class and student led in class settings.

Student Survey - Included:

Student Survey- Included Overall Implementation:

- Welcome Committee include Leadership students and RCA Leadership students show new students the "Webster Way".
- Meaningful Work-Students are paired with an adult who supervises the job and student. Adult makes connection with students they supervise. Job is assigned based on interest inventory.
- Variety of Spirit week activities: Red Ribbon Week, Kindness Week, Read Across America, and Santa Letter Writing contest, to engage students in school connected to academics.
- Positive Incentives: Student of the Month, ROAR and Attendance drawings, and Character Counts to engage students connected to developing character.
- Semester Awards- Academics, Citizenship, Principal Award

- Clubs-Students are surveyed and clubs are created to meet their interests and to make connections with others at school.

Effectiveness:

- Positive Incentives were effective for those who may not struggle academically, or already feel a connectedness. Tier II and III students did not respond to these as effectively.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We did not provide a career day for students in 4th-6th grade due to social distancing guidelines and difficulties with scheduling during live instruction for various classrooms.

Chronic Absenteeism:

- Tier 1 supports around classroom and school wide incentives for attendance were done. Tier 2 and 3 supports were done to fidelity due to students returning to campus.
- Admin understanding of district tracking of unexcused absences versus state tracking of excused and unexcused absences.

Suspensions:

- Suspension in 18-19 were very abnormal for our site. School has decreased suspensions since then consistently.

Student Survey-Caring Adult and Included:

- We had a high percentage of teachers out during this school year due to COVID our classrooms had substitutes (or a stream of substitutes) throughout the year.
- New COVID protocols for over half of the school year required quarantining, classroom shut downs for both staff and students which made it difficult to develop consistent and connected relationships. .

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Chronic Absenteeism

- With the use of CSI funds, we will provide the CCT with a classroom sub (1 day each semester), and a supplemental contract to effectively plan to meet CSI goals in regards to chronic absenteeism and suspension. This time will be used to: create classroom and school wide incentives for attendance, creation of attendance focused lessons/activities for teachers to use with their class of students, and plan Panorama Playbook activities to help students build self/social awareness, growth mindset, responsibility, acceptance, and respect. (Found in Action 1 and 2)).
- Communicate Attendance Rates to Families in Monthly SEL newsletter (Found in Goal 5, Action 1).
- With the use of CSI funds, we will provide supplemental contracts to classified staff to provide SEL support and make connections with students who are chronically absent in all subgroups (Found in Action 1).
- Provide informational tables at school events (Back to School Night, Open House, Awards Assemblies, etc.) about the importance of school attendance and outside community resources for support to families (Found in Action 1) Focused attention around grades TK-2nd grade.
- Building connections/supports with incoming parents (TK/Kindergarten) (Found in Action 1).
- Making September "Attendance Awareness Month" to highlight and bring awareness to the importance of presence at school (Found in Action 1).
- Webster Elementary 2022-2023- School Plan for Student Achievement (SPSA) Explain the Progress Monitoring and data used for this Action
- Build coherence between Student Attendance and School Connectedness through PL for teachers on strategies, and resources to support both attendance and connectedness (Found in Actions 1 and 2).
- Revisions to our Character education for alignment with our Guidelines of Success (ROAR) (Found in Action 2).

- Site will have a district funded full time Tier II specialist that will support with attendance.
- Provide 2 days of subs, with the use of CSI funds, for each teacher to meet students to strengthen the relationship, build connectedness, and provide individualized support as needed for all of their students. (Found in Action 1 and 2).(Due to lack of subs this was not done this year)
- With the use of CSI funds, generate supplemental contracts for classified employees to provide emotional supports and connections with students. (Found in Action 1 and 2)

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

1 SSC:

Attendance and social emotional data was shared with SSC members. SSC members truly appreciate what is already in place for students, however, agreed that additional resources and support are needed to improve student attendance and students feeling cared for and included at school.

2 ELAC:

Attendance and social emotional data was shared with ELAC members. ELAC members truly appreciate what is already in place for students, however, agreed that additional resources and support are needed to improve student attendance and students feeling cared for and included at school.

3 Staff:

100% of staff felt that Tier 2 additional support was highly effective. 82% of staff felt that assemblies, interactive science (Vendor from City of Fresno),ROAR, and field trips were highly effective.

Action 1

Title: Student Engagement

[Action Details:](#)

Webster will continue to provide a variety of lunchtime/after school clubs, intramural sports, music and leadership opportunities for students as well as Meaningful Work. The Targeted Support Team (TST) will monitor identified students' participation.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Student Participation in GOAL 2 clubs
- Power BI data to identify groups to target
- Student Survey Data

Owner(s):

Climate and Culture Team

VP

RCA

Teachers

Timeline:

August/September

- Back to School Night will promote clubs and opportunities for students to get involved.
- The staff will survey students regarding their interests.
- Culture and Climate Team will create the list of clubs that will be offered.
- VP/RCA will coordinate staff to supervise clubs.
- Boys Flag Football and Girl's Volleyball will begin.
- Admin will enter students in the ATLAS engagement tool.

October

- Lunchtime Clubs (6wk session #1) will begin.
- Cross Country will begin.
- Admin will enter students in the ATLAS engagement tool.
- RCA will meet and survey students not connected to school as identified by teachers and other staff members in order to create a club or an activity they would be interested in.

January

- Staff will survey students regarding their interests.
- RCA/VP will coordinate staff to supervise clubs.
- Boys and Girl's Basketball will begin.
- Admin will enter students in the ATLAS engagement tool.
- RCA will meet and survey students not connected to school as identified by teachers and other staff members in order to create a club or an activity they would be interested in.

February

- Lunchtime Clubs (6wk session #2) will begin.

March

- Boys and Girl's Softball will begin.
- Admin will enter students in the ATLAS engagement tool.

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

Tier 2

Targeted Support Team (TST)

- Student profile page which will be updated and track student attendance, grades, assessments, behavior, and other notes throughout the year.
- Team includes: Principal, Vice Principal, School Psychologist, RSP Teacher, RCA, TSA, RSP teacher, Speech teacher, and Tier II Specialist

Tier 3

Student Support Team (SST)

- Student profile page which will be updated and track student attendance, grades, assessments, behavior, and other notes throughout the year.
- Team includes: Principal, Vice Principal, School Psychologist, RSP Teacher, RCA, TSA, Bilingual Aide, Tier II Specialist, Nurse(Varies)

Inter-Agency Child Empowerment Team (ICET)

- Completed ICET form along with data collected from Tier 2 and Tier 3 supports
- Team includes: Principal, Vice Principal, School Psychologist, RSP Teacher, RCA, TSA, Speech Teacher, Tier II Specialist(Varies)

Owner(s):

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- Speech Teacher
- Tier II Specialist
- Nurse

Timeline:

August -

- Team will review students from previous year.

Bi-Monthly -

- One time per month TST will meet to monitor students with academic concerns and discuss new referrals.
- One time per month, TST will meet to monitor students with behavioral and/or social emotional concerns. Team will analyze participation in GOAL 2 clubs for identified students.

As Needed -

- SST referrals for students needing additional supports beyond Tier 2.

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

Tier 1

- All students will be provided opportunities to participate in lunchtime and after school clubs.
- Resource Counseling Assistant will coordinate clubs, recruit students, and support staff.

Tier 2

- Students will be referred through TST to participate in clubs and the RCA will monitor their attendance and participation.
- RCA will survey African American students to find clubs of interests.
- Teachers will identify EL students and students not connected to school to participate in GOAL 2 clubs.

Tier 3

- SST meetings to identify, provide supports and monitor students in need of Tier 3 supports who are non responsive to Tier 2 supports
- Refer to ICET team when all school-based Tier 3 interventions have been exhausted

Materials and Supplies

- Site will purchase materials and supplies for lunchtime and after school clubs.
- Extra pay contracts for certificated and classified staff to run lunch and after school clubs will be provided.
- Materials and Supplies for Read Across America, Peach Blossom, Choir, Band, Leadership and other goal 2 clubs.
- Transportation for field trips.

Specify enhanced services for EL students:

- RCA will monitor participation of English Learners
- RCA will survey EL students to see what their interests are and create clubs of interest.

Specify enhanced services for low-performing student groups:

- Students will be referred to participate in clubs of interests through the TST process and monitor during TST meetings.
- RCA will monitor participation of low performing students.
- RCA will survey low performing students to see what their interests are and create clubs of interests.

Action 2

Title: Developing Essential Skills for the Classroom and Beyond

[Action Details:](#)

The Culture and Climate Team will continue to support school-wide activities and promote classroom lessons that teach about self-efficacy, growth mindset, and self-management.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- District student survey focusing specifically on growth mindset, self-efficacy, self-management ratings.

Owner(s):

VP

Culture and Climate Team

Teachers

Timeline:

Monthly

- CCT will meet once a month to review relevant data and address culture/climate issues.

June/July

- Culture and Climate Team will develop monthly lessons that are tied to the Guidelines for Success.
- CCT will research and pull together resources to teach growth mindset, self-efficacy, self-management, and embedding social-emotional learning into academics.

August/September

- Teachers will present lessons around the first guideline for success -Responsibility.
- CCT provide teachers with resources to continue developing student growth mindset, self-efficacy, and self-management throughout the year.
- Teachers will screen all students using DESSA
- School Psychologist will provide PL on ratings.
- Small groups instruction will begin.

October/November

- Teachers will present lessons around the second guideline for success -Outstanding.

January/February

- Teachers will present lessons around the third guideline for success -Accepting.

March/April

- Teachers will present lessons around the fourth guideline for success - Respectful.

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

DESSARatings

Owner(s):

Teachers

Targeted Support Team

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA

Timeline:

September

- Teachers will use mini-DESSA to universally screen students.
- TST will analyze data to identify areas for Tier 1 instruction.
- TST will analyze data to identify students that will be rated using the full DESSA.

October

- Teachers will utilize full DESSA on targeted students.
- TST will analyze data to create groupings.
- Small group instruction will begin.
- Classified staff may be identified to support individual students.
- PL will be provided to staff on DESSA data and strategies that can be used to support.

May

- Teachers will complete mini-DESSA on all students.

Bi-Monthly

- TST will meet and analyze DESSA data to monitor progress of small group instruction.
- TST will meet to monitor screening of new students using the mini-DESSA.

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

Tier 1

- All students will be screened using the DESSA.
- Teachers will present lessons around the Guidelines for Success throughout the year. All students will participate in Kindness Week and other school-wide activities promoting character and workplace success.
- Teachers will utilize resources and embed social-emotional learning strategies into instruction.
- Teacher Supplemental Contracts to support students

Tier 2/3

- Students identified from DESSA as needing additional support will receive small group instruction or extra support from classroom teacher
- TST will monitor identified students and will collect student interest data.
- RCA, Tier II Specialist and School psychologist will pull small groups to target specific SEL skills.
- Small groups may be formed based on significant subgroups.
- Teacher Supplemental Contracts to support students

Materials and Supplies

Professional learning books may be purchased to support SEL.

Materials and supplies will be purchased to support school wide activities.

Children's books may be purchased to support lesson in social emotional learning.

SEL Materials/Supplies

Specify enhanced services for EL students:

- DESSA data will be disaggregated by EL students and they will receive small group instruction.
- Teachers will provide individualized support in the classroom.
- Classified staff will be provided with supplemental contracts to provide individualized supports to students.
- BIA will provide support to EL students.

Specify enhanced services for low-performing student groups:

- DESSA data will be disaggregated by groups in order to identify supports for students.
- Teachers will provide individualized support in the classroom.
- Students from identified groups will be provided small group instruction.
- Classified staff will be provided with supplemental contracts to provide individualized supports to students.
- Subs will be provided for teachers to conference with individual students.
- Teacher Supplemental Contracts to support students

Action 3

Title: Improved Student Attendance

Action Details:

School staff will monitor school-wide attendance data by meeting bi-monthly and will meet with manageable, at-risk and chronically absent students to discuss the importance of attendance and setting goals for improved attendance, and behavior. Tier II Specialist will work closely with school office assistant in order to intervene with manageable and at-risk students, support parent involvement, promote school-connectedness, and provide community resources. We will be partnering with the Kiwanis club to support specific families who are manageable. Kiwanis will provide mentors and incentives for the students.

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

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

- Attendance - Manageable and At-Risk/Chronic Students (ATLAS and Power BI)
- ROAR Non-participation list
- Root Cause Analysis
- Cross Functional Pivot Team
- CSI Guiding Coalition Teams

Owner(s):

Principal
Tier II Specialist
Office Assistant
Teachers
Culture and Climate Team

Timeline:

Bi-Monthly

- Admin, Office Assistant and Tier II Specialist will meet to identify students with manageable, at risk, or chronic attendance.

Monthly

- Culture and Climate Team will analyze attendance and tardy rates.
- Tier II Specialist will monitor incentive program. Students with 0-1 absences each month will receive an incentive.
- Tier II Specialist will work with Saturday Academy Coordinator to encourage participation in Saturday Academy.
- CCT will develop incentives and plan ways to educate parents and students to increase attendance rate and decrease tardy rate with the support of Tier II Specialist.

Daily

- Tier II Specialist will check in with students who are manageable, at-risk/chronically absent and provide social-emotional support as necessary.
- Tier II Specialist will work with parents to support student attendance.

On-going

- Tier II Specialist will meet with students not participating in ROAR to create contracts and discuss attendance.

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

- CSI Meeting with support and collaboration from district level.
- Power BI Data with disaggregated data for the following groups: African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian.

Owner(s):

Admin
ILT
District Pivot Team

Timeline:

Monthly

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

Tier 1

- All classes will participate in a school-wide incentive program developed by the Culture and Climate Team targeting improvement of attendance. CCT will provide resources for teachers and staff to promote and education parents and students on the importance to attendance.
- Kinder parents will participate in quarterly meetings focused on the importance of positive attendance.

- Students will be recognized for improved attendance during the school year.
- Quarterly perfect attendance awards/ribbons given to the students at awards assemblies. Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.

Tier 2

- Tier II Specialist will contact parents and provide support to ensure students are at school on time daily. Home visits may be conducted if needed.
- Students who are at risk due to attendance or lack of school connectedness will be invited to be part of our school's Meaningful Work program.
- Manageable and At-Risk students will be provided with Incentive Chart, 1:1 Attendance Chat, Attendance/Mentoring Group, Monthly/Weekly Parent Contact/Home visit
- Tier II Specialist will monitor and check in with students who are manageable and at-risk and RCA/Tier II specialist will provide social-emotional support as needed.
- Manageable and At-Risk students will be encouraged to attend the Saturday Academy session to remove an absence from their attendance record.

Tier 3

- Tier II Specialist will support parents of students with poor attendance by contacting and providing parents the necessary resources to improve attendance. Tier II Specialist will meet with both parents and students to discuss attendance and an action plan will be developed to increase student attendance. Home visits may be conducted if needed.
- Tier II Specialist will monitor and check in with students who are at-risk/chronically absent and RCA/Tier II specialist will provide social-emotional support as needed.
- Classified staff will support identified SPED students with check-ins, mentoring and incentives.
- BIA will provide support to Identified EL students with check-ins, mentoring and incentives.
- Tier II will refer chronic students to SARB.
- Chronic students will be required to attend the Saturday Academy session to remove an absence from their attendance record.

Materials and Supplies

Incentives will be purchased to promote positive attendance.

Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.

Purchase of books to support with attendance - School Leaders Guide to Tackling Attendance Challenges, Teachers Guide to Tackling Attendance Challenges and Foundations.

Specify enhanced services for EL students:

HSL and BIA will meet one-on-one with any EL students who need support with attendance. HSL and BIA will also reach out to families to support.

Specify enhanced services for low-performing student groups:

African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian:

- Students from these groups will have priority of Saturday Academy.
- Contract with City of Fresno will be used to provide field trips to Science Center to promote attendance in Saturday Academy.
- Tier II Specialist will work with targeted families to provide resources and support for positive school attendance.
- Classified staff will provide check-in services and mentoring to targeted students in these groups. Supplemental contracts will be provided.

Action 4

Title: Positive Behavior Support

Action Details:

Webster will continue to build upon current school wide structures and routines that establishes a positive behavior support system. The Culture and Climate Team will engage in a quarterly cycle of review process to analyze classroom and school-wide behavior data in order to develop strategies that will deter school suspensions and to identify and provide interventions. The Targeted Support Team will support students by implementing behavior contracts and by placing students in all tiers in the Meaningful Work and Check-In/Check-Out program. The School Psychologist/Tier 2 specialist/RCA will provide additional support for Tier 2 and 3 students.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Suspension Data
- Office Referrals
- Culture/Climate Surveys from parents, students, and teachers
- Root Cause Analysis
- Cross Functional Pivot Team
- CSI Guiding Coalition Teams

Owner(s):

Principal
VP
RCA
School Psychologist
Teachers
Culture and Climate Team
Tier II Specialist

Timeline:

May/June/July

- Culture and Climate Team will analyze Culture/Climate Surveys from parents, students, and teachers to plan and implement lessons, supports, and strategies based on areas of need as determined by surveys.

August

- Staff will utilize the 2 x 10 strategy to connect with identified students at the beginning of the year.

Quarterly

- CCT will analyze suspension and office referral data. Plan and implement lessons, supports, and strategies to decrease behaviors.
- CCT create a survey to assess student connectedness and whether they feel there is an adult who cares for them. CCT will then collect data and develop action plan to address data.

Monthly

- CCT will analyze data, discuss, and develop plans on Tier 1 practices that need restructuring. (e.g. lines, school-wide expectations).
- CCT will connect Tier 2 and Tier 3 students with an adult on campus who will regularly check in on them and to build a connection with student.

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

- DESSA
- ATLAS Behavior and Suspension Data

Owner(s):

Targeted Support Team (TST)

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA
- Tier II Specialist

Timeline:

August

- Team will review students from previous year.
- School Psychologist will present PL on STOIC and CHAMPS.

September

- Teachers will use DESSA to universally screen students.
- TST will analyze data to identify areas for Tier 1 instruction.
- TST will analyze data to identify students that will be rated using the full DESSA.

October

- Teachers will utilize full DESSA on targeted students.
- TST will analyze data to create groupings.
- Small group instruction will begin.
- Classified staff may be identified to support individual students.
- PL will be provided to staff on DESSA data and strategies that can be used to support.
- TST will present PL on Early Stage Interventions.

Bi-Monthly-

- 4th Tuesday to monitor students with behavioral concerns and implement behavior intervention and supports.
- Team will assign students to 1 case manager who will regularly check in with student and follow up on progress.

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

- ROAR non-participation list
- Student of the Month list

Owner(s):

RCA

Timeline:

September

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- All kinders will participate
- ROAR #1

November

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #2

December

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #3

February

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #4

March

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #5

May

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #6

June

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #7 - Carnival

Monthly

- Teachers will choose 1 student a month that demonstrates ROAR (Responsible, Outstanding, Accepting, Respect)

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

- CSI Meeting with support and collaboration from district level.
- Power BI Data with disaggregated data for the following groups: African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian.

Owner(s):

Admin
ILT

District Pivot Team

Timeline:

Monthly

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

Tier 1

- All students will be screened with the mini DESSA
- All teachers will provide an effective environment with high expectations.
- School-wide, staff will promote the Guidelines for Success - ROAR (responsible, outstanding, accepting and respectful)
- Safe and Civil schools program and CHAMPS strategies will be implemented school wide, inside and outside the classroom.

- All students will be a part of classroom meetings and the Olweus Anti-Bullying Program.
- All students will have the opportunity to earn school-wide incentive: ROAR
- Teachers will enter one positive behavior in ATLAS each week.

Tier 2

- Resource Counseling Assistant (.75 FTE) and Tier II specialist (District Funded) will implement behavior contracts and daily check ins with students who need extra social-emotional and behavior support.
- RCA and Tier II specialist will provide structured recess and time away to support students.
- School Psychologist Extra Support (.2 FTE, 1 day per week) and Tier II specialist to pull small groups targeting areas of need such as focusing, developing a growth mindset, and mindfulness.
- Admin will cover class as needed for teachers to have restorative conversations with students.
- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.
- TST will refer students to after-school programs and organized activities.
- DESSA data will be used to target students for small group instruction

Tier 3

- School Psychologist will work with teacher and implement behavior contracts with students needing tier 3 behavior support.
- TST will identify additional supports
- SST meetings will be held and subs may be provided for teachers to attend.
- Referral to the Interagency Child Empowerment Team (ICET) for Tier III Intensive Intervention supports.
- Referral to Early Learning for Pre-K to K behavioral supports.
- DESSA data will be used to target students for individual support.

Materials and Supplies

- Books and reference materials will be purchased to support instruction in social emotional learning - Interventions Book, Early Interventions)
- Curriculum will be purchased for small group instruction - First Step Next, Superheroes Social Skills, The Tough Kid Book, The Tough Kid Social Skills Book, Meaningful Work, The Tough Kid Tool Box
- Sanford Harmony Curriculum will be used to support small group instruction
- DESSA materials will be used to support small group instruction
- Supplies will be purchased for positive behavior activities.
- Purchase of incentives, awards, certificates, T-shirts, and books to promote positive behavior
- Subs will be provided to release teachers to participate in Student Study Team meetings, IEP's, classroom observations, and Professional Learning.

Specify enhanced services for EL students:

- TST will identify EL students that may need support and provide resources to students and/or parents.
- EL students will receive support from BIA, RCA and School Psychologist as needed.

Specify enhanced services for low-performing student groups:

- TST will identify low performing students in the following groups - African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Asian that may need support and

provide resources to students and/or parents.

- Low performing students will receive support from the Tier II Specialist, BIA, RCA and School Psychologist as needed.
- Classified staff will be provided supplemental contracts to support identified students.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Student incentives	7,092.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials to support student engagement with academics, attendance and SEL.	10,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Works with students providing Tier 1 SEL supports, programs, activities.	14,780.00
G3A4	Sup & Conc	Instruction	Mat & Supp			: Safety window coverings that will be designed to teach students schoolwide Guidelines for success and promote a positive school climate	10,000.00

\$41,872.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓		98.89 %	2021-2022	99.99 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Staff Goal - Site Defined

At Webster we believe that our staff should be a reflection of our community. In order to establish this goal Webster will provide a supportive environment that encourages life long learning by providing research effective best practices as part of our professional learning for staff as well as strong PLCs to support and motivate each other at work. In order to create this atmosphere, Webster utilizes a book study approach where teams of staff members study relevant topics and then train each other in their new learning. This has proven successful as a way for our staff to develop and grow. In addition, we have added a Sunshine Committee to celebrate staff milestones and to further build a positive staff culture at Webster.

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

Staff Goal - Site Defined

Some inequities that we have noticed from observational data is:

- Staff out due to illness
- Staff very quiet and don't always speak up
- Some staff reluctant to interact with the families
- Some staff having varied definitions of staff involvement

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Due to COVID schedule this school year, it has been difficult to implement this plan. We have had limited number of PL days and have focused the majority of trainings on planning and SEL. In order to meet our goal we will be utilizing resources to provide more professional learning opportunities for our staff. In addition the staff has had minimal interactions with each other this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

- We will also add varied opportunities to connect our staff with each other and the community.

- We believe that all staff members should be life long learners. We will provide research based learning opportunities and materials for our staff at all levels.
- We will continue to have book studies for staff related to pertinent and timely topics for our staff.

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

1 SSC:	2 ELAC:	3 Staff:
The SSC likes that teachers and staff at Webster do not want to leave the school. They feel that the positive school culture is a major reason why.	The ELAC feels like the staff at Webster care about the students and each other and this has contributed to the retention of staff over the years.	The staff feels that the positive environment and family feeling at the site provides for staff retention.

Action 1

Title: 22-23 Professional Learning

[Action Details:](#)

In order to promote life long learning and retain our staff Webster will provide research based PL opportunities to our staff utilizing a book study approach along with in person/virtual professional learning opportunities where staff teams will study best practices.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Staff Surveys	Admin	Spring
IPG	Admin	August-June
Instructional Walks	Admin	August-June
ILT Feedback	Admin	August - June

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

- **Student Academics: English Learner PL, Book study focused on literacy: *Teaching Language in Context*, Orton Gillingham training, Sub release time to observe other teachers, plan, analyze data and attend training**
- **Student Centered and Real-World Learning: Book study focused on SEL competencies and Cultural Proficiency: *Culturally Proficient Practice***
- **Student Engagement: Resources for clubs, PL around student engagement, Continue book study: *The Power of Making Thinking Visible***

[Specify Professional Development or Staff Services to support EL students:](#)

To Support our EL learners staff will participate in English Learner PL, Orton Gillingham, and book study utilizing the book called: *Culturally Proficient Practice*

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

To support our low performing students our staff will participate in English Learner PI, Orton Gillingham, and book study utilizing the book called: *Culturally Proficient Practice*

Action 2

Title: Promote a Positive Staff Climate and Culture

[Action Details:](#)

At Webster we believe that in order to retain high quality staff we must provide a positive, welcoming and supportive school culture. We value building strong relationships and providing staff with opportunities to support one another.

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

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

Staff Surveys
Feedback from ILT and CCT

[Owner\(s\):](#)

Admin
Admin

[Timeline:](#)

August -June
August - June

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

- Student Academics:
- Student Centered and Real-World Learning:
- Student Engagement:
- Student Academics: Utilizing a book study approach we will provide staff a book entitled *Teaching Language in Context*
- Student Centered and Real-World Learning: We will provide a career day for our students as well as science, math and literature nights to promote student centered and Real -world learning
- Student Engagement: We will utilize a book study approach to support improved student engagement utilizing the books: *Culturally Proficient Practice*, *Help for Billy* and *SEL from a Distance*

[Specify Professional Development or Staff Services to support EL students:](#)

In order to promote this goal we will promote school wide events that encourage cultural diversity.

[Specify Professional Development or Staff Services to support low-performing student groups:](#)

Utilizing the PBIS model we will continue to strengthen student teach and staff relationships.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		88.39 %	2021-2022	93.39 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Family Goal - Site Defined

With a defined list of participation and family engagement opportunities, 80% of our families will participate in a minimum of 5 activities over the course of the school year. This will be measured by sign-in sheets and volunteer rosters for events.

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

Family Goal - Site Defined

Some inequities that we have noticed from observational data is:

- language barrier
- working families
- not knowing how to engage or contribute to their students' education
- different definitions between staff and parents in regard to what parent participation and engagement is.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Traditionally, we have used school messenger, fliers, and in-person conversations and reminders to inform parents to help stay connected, participate, or volunteer for school events. With distance learning, we expanded our modes of communication and added the following: Remind, Class Dojo (schoolwide), Facebook, Instagram, created a monthly staff and family letter and SEL newsletter, and frequently updated our school's website. We've also added virtual Parent Coffee Chats (monthly). Lastly, we provided individual support to families to assist with technical support and guidance in order for our students to engage in learning virtually with success.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will continue with the multiple modes of communication and gather additional data on families' preferred mode(s) of communication. We will also add informational opportunities to connect our families with community resources and information. We would like to hold a Saturday event where community partners and school staff set up tables to offer information, support, and resources to our families. We will also add informational

tables to our standard Back-to-School and Open House events to offer another opportunity for parents to receive this helpful information. We will track our support and success by monitoring attendance at these events through a sign-in sheet. These actions will be found in Goal 2 (student engagement in arts, activities, and athletics), Goal 4 (attendance), and Goal 5 (families opportunities to connect and engage in their child's school and education).

We will also add learning opportunities for our parents and guardians who would like to volunteer on our campus. Feedback from our families was around their want to volunteer, but not knowing how to. For example, offering to help run copies for our school, but not knowing how to use our Ricoh machine. These monthly sessions may also include tips on how to assist a teacher and volunteer in our classrooms. Another need our parents have expressed is in support of their child(ren)'s academics. Through our Parent Coffee chats, we will also provide information about community resources to help their child(ren) with academics, such as Tutor.com. We can also utilize Parent University to offer workshops that also help parents support their child(ren)'s academics.

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

1 SSC:

SSC recommended that we provide additional tutoring options for families and to continue supporting parents by offering multiple opportunities for them to be involved at school. They appreciated the personal contact and notes that the school has been sending to students showing improvement at school.

2 ELAC:

ELAC parents expressed a need for offering classes on training parents on how to volunteer at the school. They also said that school messenger and personal calls were the best modes of communication for them.

3 Staff:

Staff feedback given was to continue to provide parent outreach via positive personal calls, home visits, and face to face communication when possible.

Action 1

Title: Expansion of Parent Communication

Action Details:

In order to increase modes of communication with our families we are planning to purchase subscriptions to SMORE and Remind. We will utilize these subscriptions to send and share important information with our families in English and Spanish.

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

Explain the Progress Monitoring and data used for this Action

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

Parent Surveys

Parent Coffee Chats, SSC and ELAC Meetings

Owner(s):

Admin/CCT/ILT

Admin/ILT/CCT

Timeline:

Spring

Aug - June

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

- Student Academics:
- Student Centered and Real-World Learning:
- Student Engagement:

- Parent Portal
- Webster Website
- Edutext
- Parent University
- Communication with parents
- Increasing parental involvement SSC, ELAC, DAC, and LCAP meetings
- Provide Title I funds to support parents
- Literacy, Math and Science Nights
- Family/Community Night
- Parent Coffees

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

In order to support our EL families we will be purchasing REMND and Smore to provide parents in formation in all languages. We will provide parent workshops in Spanish and English. Send notes and school messenger messages home in Spanish and English. Provide Bilingual presenters for our EL parents.

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

We will share resources with families to support our low performing students by sharing information on our school website, using REMIND, Class Dojo and SMORE. We will provide workshops on how parents can support low performing students and share resources such as Tutor.com and other programs.

Action 2

Title: 22-23 Community Outreach

Action Details:

Webster will provide a multitude of events to promote community outreach:

- Back to School
- Community Fair
- Meal Distribution
- Multicultural Program
- Coffee Chat
- Guest presentations
- Parent Incentive Program
- Read Across America
- Santa Letter Contest

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Parent Surveys

ELAC, SSC and Coffee Chat feedback

Owner(s):

Admin

Admin

Timeline:

Spring

August - June

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

- Student Academics:
- Student Centered and Real-World Learning:
- Student Engagement:
- Parent Portal
- Edutext
- Parent University
- Communication with parents
- Increasing parental involvement SSC, ELAC, DAC, and LCAP meetings
- Title I funds
- Coffee Chat
- Website

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

At Webster we will provide a multitude of opportunities for parents to engage at the school site. Parent participation comes in many forms and so we do not want to limit the number of events to meetings only. Our goal is to have parents participate in schoolwide events, meetings, programs and conferences. We will provide translations, interpreters and resources to address the needs of our EL families.

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

At Webster we will provide a multitude of opportunities for parents to engage at the school site. Parent participation comes in many forms and so we do not want to limit the number of events to meetings only. Our goal is to have parents participate in schoolwide events, meetings, programs and conferences. We will provide resources for low performing students such as extra pay contracts for tutoring and share resources for parents to support students such as Tutor.com and other resources.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Provide babysitting for parent meetings.	1,309.00
G5A1	Title 1 Basic	Parent Participation	Direct-Graph			Flyers, newsletters	1,500.00
G5A1	LCFF: EL	Instruction	Teacher-Supp			Conferences, translating documents	2,476.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Parent Meetings, Parent Conferences	1,963.00

\$7,248.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0480 Webster Elementary

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic & Mystery Science Subscriptions K-6	2,730.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			To support and enhance ELA and Math instruction. G1A2	21,479.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Tutor	0.4360	Supports all students in grades 1-6 in ELA during RTI	40,643.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Provide subs for EL/PL and for quarterly planning. **No IEPs **	30,136.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts for teachers to attend Orton Gillingham training. **No IEPs **	14,856.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Books for EL/PL and binders and dividers for teachers to organize materials.	1,000.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			Cullinan : Orton Gillingham training for TK-3 teachers	13,640.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After School Tutoring - Math or ELA	12,380.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tablets, projectors, doc cams, Promethean boards, TVs, hardware	1,526.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tablets, projectors, doc cams, Promethean boards, TVs, hardware	20,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance and installation of technology to support instruction.	6,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Supports Spanish speaking EL students in ELA	15,014.00
G1A1	One-time School	Instruction	Nc-Equipment			: To purchase Tablets, Promethean Boards, speakers, mics, doc cams, headphones, and TVs	38,144.00
G1A1	One-time School	Instruction	Subagreements			Education and Leadership Foundation : RTI support MTSS	26,000.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Sup			Math After School Tutoring	7,848.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: Professional Learning Materials to support Math and Literacy in Math.	4,393.00
G1A2	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : RTI supports MTSS. G1A1	28,138.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Tablets, headphones, educational technology	5,000.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to work on EL Action Plan	7,428.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	3,014.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Instructional Materials and educational resources	8,533.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Student incentives	7,092.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials to support student engagement with academics, attendance and SEL.	10,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Works with students providing Tier 1 SEL supports, programs, activities.	14,780.00
G3A4	Sup & Conc	Instruction	Mat & Supp			: Safety window coverings that will be designed to teach students schoolwide Guidelines for success and promote a positive school climate	10,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Provide babysitting for parent meetings.	1,309.00

G5A1	Title 1 Basic	Parent Participation	Direct-Graph	Flyers, newsletters	1,500.00
G5A1	LCFF: EL	Instruction	Teacher-Supp	Conferences, translating documents	2,476.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Parent Meetings, Parent Conferences	1,963.00
					\$357,022.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$34,866.00
ESSA-CSI	3182	\$104,668.00
Sup & Conc	7090	\$117,344.00
LCFF: EL	7091	\$36,000.00
One-time School	7099	\$64,144.00
Grand Total		\$357,022.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$307,902.00
G3 - Increase student engagement in their school and community	\$41,872.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,248.00
Grand Total	\$357,022.00