

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Webster Elementary

School Plan for Student Achievement
2024-2025

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

Needs Assessment

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

Accountability Measure I: Increase Achievement

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Three-fourths of the way through the 23-24 school year, 30% of Webster students were reading early on/mid/above grade level on the i-Ready assessment (up from 19% in the 22-23 school year). 38% were one grade below (43% in 22-23), 23% two grades below (33% in 22-23), and 9% three or more grades below (12% in 22-23). African American students are achieving lower at Webster with 27% early on/mid/above grade level, 30% one grade below, 29% two grades below, and 19% three or more grades below. EL students were also below the school average at 16% early on/mid/above grade level, 31% one grade below, 36% two grades below, and 17% three or more grade levels below.

ELA Goals

By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate one year of reading growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year. We will look for our groups who are comparatively lower to grow by more than one year; these would be our African Americans, Filipinos, and Students with Disabilities

Comprehensive Needs Assessment: Mathematics

Math Findings

Three-fourths of the way through the 23-24 school year, 25% of Webster students were early on/mid/above grade level in mathematics (up from 9% in 22-23), 52% were one grade below (47% in 22-23), 17% were two grades below (31% in 22-23), and 6% were three or more grades below (15% in 22-23). Our African American students score lower than the school average with 8% scoring early on/mid/above grade level, 45% one grade below, 32% two grades below, and 15% three or more grades below. EL students also scored lower than the school average with 12% scoring early on/mid/above grade level, 59% one grade below, 27% two grades below, and 3% three or more grades below.

Math Goals

By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. When combined with a focus on student engagement, students will demonstrate one year of mathematics growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year. We will look for our groups who are comparatively lower to grow by more than one year; these would be our African Americans, Filipinos, and Students with Disabilities.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Our end of 23-24 reading data shows EL students scored lower than the school overall in both reading and math. In reading, our EL students were 16% early on/mid/above grade level, 31% one grade below, 36% two grades below, and 17% three or more grade levels below. In math, our EL students were 12% scoring early on/mid/above grade level, 59% one grade below, 27% two grades below, and 3% three or more grades below.

English Learner Goals

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

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

While we still have relatively high positive response rates in many of the areas including Relationship Skills as our highest score, the results showed an 7% drop in Safety, a 7% drop in self-management, and an 8% drop in self-efficacy.

Culture/Climate Goals

PBIS work at the school is in year three and will meet regularly to complete and enact year two activities to benefit the school with the goals of improving the culture/climate of the school and specifically the areas of Safety as indicated by the CORE survey results. We were recognized by the state as a PBIS Bronze school and are still learning. As a site, we are learning and implementing Sanford Harmony as an SEL curriculum and have a team that has begun Restorative Justice training. We will track student progress on PULSE surveys in September and January, identifying areas for growth with the end goal of seeing a 5% or greater rise in Safety and 1% increase on the other SEL areas of the CORE survey in Feb./March. Since our Filipino students dropped here, we are looking to see double these goals for our Filipino students.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students' assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. In turn, students will experience high levels of rigor (DOK/Bloom's) and will demonstrate one year of reading growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year.	Goal Partially or Not Met	<p>48% of students at Webster met their annual typical growth for reading according to i-Ready. For the 22-23 school year, i-Ready was given at the end of May. For the 23-24 school year, the i-Ready was administered three-fourths of the way through the school year.</p> <p>K-2 reading focus with reading site lead. Heggerty program for phonics/phonemic awareness in both Spanish and English. Pull-out Intervention and tutoring in English and Spanish. Quality Core Instruction (QCI) PD release days provided by district for grades K-2.</p>	<p>Using dance and library time for teacher collaboration time.</p> <p>TOSA co-planning and co-teaching.</p> <p>Quality Core Instruction (QCI) PD release days provided by district for grades K-2 for literacy.</p>

Math	<p>1) By getting to know students better through standard-based, culturally relevant lessons, teachers will uncover and expand every students' assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. In turn, students will experience high levels of rigor (DOK/Bloom's) and will demonstrate one year of mathematics growth as indicated in i-Ready assessments. Progress will be monitored during scheduled data check-ins and analysis throughout the year.</p>	Goal Partially or Not Met	<p>37% of students at Webster met their annual typical growth for math according to i-Ready. For the 22-23 school year, i-Ready was given at the end of May. For the 23-24 school year, the i-Ready was administered three-fourths of the way through the year.</p> <p>Grades 3-5 math focus with math site lead. Quality Core Instruction PD release days provided by the district for grades 3-5. After school tutoring.</p>	<p>Using dance and library time for teacher collaboration time. TOSA co-planning and co-teaching. Quality Core Instruction (QCI) PD release days provided by district for grades 3-5 for math.</p>
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English Learner	1) By getting to know students better through culturally relevant lessons and standard-based designated and integrated ELD, teachers will uncover and expand every students assets so that all learners become critical and innovative problem solvers, ethical decision makers, and effective communicators and collaborators. In turn, students will experience high levels of rigor (DOK/Blooms) and will demonstrate greater than one year of reading and mathematics growth as indicated in i-Ready assessments. Showing more than a year of growth will help to close the gap between student groups. Progress will be monitored during scheduled data check-ins and analysis throughout the year.	Goal Partially or Not Met	42% of our EL students met their annual typical growth in math according to i-Ready, compared to 35% of non-English learners. 46% of our EL students me their annual typical growth in ELA according to i-Ready, compared to 48% of non-English leaners. For the 22-23 school year, i-Ready was given at the end of May. For the 23-24 school year, the i-Ready was administered three-fourths of the way through the year.	QCI ELD focus for all grade levels. Using dance and library time for teacher collaboration time. Specialist ELD support and intervention.
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Culture/Climate	1) PBIS work at the school is in year two and will meet regularly to complete and enact year two activities to benefit the school with the goals of improving the culture/climate of the school and specifically the areas of Knowledge and Fairness of Discipline, Rules, and Norms as well as Climate of Support for Academic Learning and Sense of Belonging as indicated by the CORE survey results. As a site, we are learning and implementing Sanford Harmony as an SEL curriculum. We are looking to see a 4% or greater rise in each of the mentioned areas on the CORE survey.	Goal Partially or Not Met	Knowledge and Fairness declined 2% Climate of Support declined 3%, Sense of Belonging declined 3% PBIS bronze award for implementation, cohort of teachers began RJ (Restorative Justice practices), Harmony lessons, Wellness lessons, pulse survey lessons and proctoring.	PBIS year three working towards silver recognition. Continued RJ community building circles. Continuing with wellness lessons, pulse survey lessons and proctoring.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The IOA will translate for academic intervention parent workshops, and make phone calls regarding academic progress, attendance and behaviors as needed. The IOA will also translate for parent conferences and IEPs to help explain academic progress and interventions to parents. The IOA will facilitate home-school communication by contacting parents, at the request of school personnel, to discuss attendance, behavior, and academic concerns; schedules and participates in conferences, meetings, and the presentations for staff, students, and their parents/guardians to support student academic achievement. He/she will meet with students and parents to translate and address attendance, behavior, and academic concerns to increase student achievement and student engagement. The IOA will meet daily/weekly with attendance at risk students to positively reinforce attendance. This positive reinforcement is developed by administrative staff and teachers. (IN 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

The counselor will provide intervention and will coordinate our Response to Intervention for our most at-risk students including our ELL and African American students. The counselor will be able to reduce class size on a rotational basis by providing Sanford Harmony and Guidance lessons while to classes, allowing teachers the flexibility to pull small groups for at-risk interventions in ELA and/or math. The counselor will provide specific monitoring of our students' academic, social/emotional, behavioral, and attendance data. Students not meeting the standards will be identified for early intervention including guidance lessons provided by the counselor, in class differentiated instruction, School Based Mental Health Services, Student Success Team, and small group counseling sessions (including the use of Sanford Harmony) to address social/emotional needs. The counselor will monitor data points including academic data in ELA and Math, aide in creating warm and demanding relationships between our teachers, support staff, students, and family members. The counselor will also help to build a stronger home/school connection that increases attendance and creates a consistent and supportive environment for our students. In addition, the counselor will continue to build a school culture that keeps students in class and at school, engaged in the learning process with creative alternatives to suspension when behaviors errors allow for flexibility, and hold families accountable for attendance and tardies that lead to missed learning opportunities. Attendance for students in TK-5th grade will be monitored on a weekly basis, and parent calls will be made to ensure student attendance and success. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The first 50% of this position, funded by the district, will focus on SEL, engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps. We will especially focus on our two student groups needing the most support, African Americans and ELs. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. (IN 6)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blind spots. We will also use some of this rec. aide time to support community engagement. (IN 7)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact

Teacher Leader Professional Development to include Instructional Leadership, site decision making team Team and Culture Climate Leadership Teams. (1 representative from each grade level for each team). These teacher leaders will be trained in various PD including collective teacher efficacy, with the expectation that they will share their new expertise with their grade levels and guide the goal setting and PD process at Webster. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Dual Immersion Professional Development to include curriculum PD, program goal setting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collective teacher efficacy. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collective teacher efficacy, with the expectation that they will implement their new learning in their classrooms. (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Second Step, ASPIRE, and NCI with the expectation that they will implement their new learning in their classrooms. (PD 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events. (SM 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Materials and individual tech licenses to support the use of technology (to include, but not limited to PearDeck, NearPod, headphones, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
New leveled reader text sets to support small group instruction and intervention in reading (SM 3)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/"wildcat den" setting to be used as an opportunity for student to learn and practice positive interactions with peers through structured and supervised games and activities. This space will provide a supplemental experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self manamgent, and friendship building. Also, SEL supplies for calmdown/sensory corners for our Special Day Classrooms. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Additional diverse literature to restock the book vending machine quarterly and to use for our perfect attendance and PBIS incentives. (SM 5)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
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Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

<p>progress and needs.</p> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none">• District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.		
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
CORE Survey Data Culture-Climate Survey (Student-Staff) 80, Culture-Climate Survey (Parent) 20	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$4,068 Recreation Aide .125 FTE - LCFF Rec 100%	08/28/2024 - 06/17/2025 Daily	Principal	CORE Survey results Culture-Climate Survey (Student-Staff) 80, Culture-Climate Survey (Parent) 20
There is a need for additional leveled reading text sets to support schoolwide implementation of small group instruction SBAC ELA 30, Core Curriculum 70	New leveled reader text sets to support small group instruction and intervention in reading	Other Targeted Students, Identified At-Risk Students	Title 1 \$3,000 Materials - Title 1 100%	08/20/2024 - 06/20/2025 Weekly	Classroom Teachers Literacy Specialist Team Members	Anecdotal notes from SGI Classroom walkthroughs SBAC ELA 30, Core Curriculum 70

CORE Survey Data Culture-Climate Survey (Parent) 60, SEL Survey 40	Additional Recreation aides time will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas due to the size of our playground and the many blindspots. We will also use some of this rec. aide time to support community engagement.	All Students	Title 1 \$5,916 Hourly - Recreation Aide (4) for 75 hours annually - Title 1 100%	08/28/2024 - 06/17/2025 Weekly	Principal	CORE Survey results Culture-Climate Survey (Parent) 60, SEL Survey 40
As we are paperless, there is a need for programs that help to create effective and streamlined communication with families. Culture-Climate Survey (Parent) 100	Materials and tools (including Canva and Smore subscriptions) to improve communication for all meeting and events.	All Parents	Par Inv \$1,000 Materials - Par Inv 100%	08/20/2024 - 06/20/2025 Biweekly	Principal Counselor IOA Office Supervisor	newsletters and flyers and evidence of communication Culture-Climate Survey (Parent) 100

Teachers and students need access to current, working technology in order to engage in 21st century learning. All students (TK-5) should be using technology on a daily basis integrated as part of their curriculum in class. SBAC ELA 40, Core Curriculum 60	Materials and individual tech licenses to support the use of technology (to include, but not limited to RaZ readers, headphones, mice, document cameras, etc.) to enhance the core curriculum and support struggling learners.	All Students	Title 1 \$3,000 Materials - Title 1 100%	08/20/2024 - 06/20/2025 Semester	Principal	Feedback and inventory of technology will be conducted per semester to determine needs. SBAC ELA 40, Core Curriculum 60
Our school playground is a busy place and does not always provide structured opportunities for student to practice supervised cooperation and self regulation with immediate feedback. Students need places to learn and practice the skills while engaged in games and/or SEL lessons. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, SEL Survey 60	Materials and supplies, including but not limited to furniture (including flexible seating), games, etc, to expand/enhance an indoor SEL decompression room/wildcat den setting to be used as an opportunity for student to learn and practice positive interactions with peers through structured and supervised games and activities. This space will provide a supplemental	All Students	Title 1 \$2,000 Materials - Title 1 100%	08/16/2024 - 06/20/2025 Monthly	Principal Counselor	Wildcat Den room environment and schedule Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, SEL Survey 60

	experience as an alternative to the playground during lunchtimes that focus on supporting students, particularly with SEL, cooperation, self managment, and friendship building. Also, SEL supplies for calmdown/sensory corners for our classrooms.					
These books serve as a way for students to see themselves in literature and are earned though positive behaviors, achieveing goals, and consistent hard work. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 30, SEL Survey 20	Additional diverse literature to restock the book vending machine quarterly and to use for our perfect attendance and PBIS incentives.	Other Targeted Students	Title 1 \$1,400 Materials - Title 1 100%	08/20/2024 - 06/20/2025 Quarterly	Principal Counselor Office Supervisor	photo collection of students with book selections tracking of number tokens distributed Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 30, SEL Survey 20

Cross curricular exposure and need for hands-on application of learning. Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 10, Other 80	Ground Education will provide a program for our TK-5th grade students, consisting of a standards-based inter-disciplinary set of lessons that help bring to life grade-level content in the areas of science, social studies, ELA, math, history, and art. Garden lessons will fall take place in our garden space on campus. The expense we are paying is for instruction/education. The company has a grant for their non-educational expenses.	All Students	Title 1 \$9,750 Services - Title 1 100%	08/20/2024 - 06/20/2025 Monthly	Principal Ground Education	Monthly schedule/lesson plans Teacher/student feedback via survey 2x per year Attendance/Chronic Absenteeism Rate 10, Culture-Climate Survey (Student-Staff) 10, Other 80
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TK-5th grade students (general education and special education), families, and teachers need resources in order to provide and monitor their child's health and increase attendance and academic success at school. Attendance/Chronic Absenteeism Rate 50, SEL Survey 50	The school nurse will provide individual and/or group counseling sessions for targeted students/families related to health problems that are interfering with academic, behavioral, or social/emotional growth. Supplemental health information to parents at parent meetings/workshops for students in TK-5th grade. Assistance with attendance follow-up also.	All Parents, All Students	LCFF \$59,555 Nurse Inspector .4 FTE - LCFF 100%	08/20/2024 - 06/20/2025 Daily	School Nurse (with oversight from Principal)	Monthly log to track referrals to nurse, data on school uniforms, medical health referrals. Monthly tracking of overall schoolwide attendance, at-risk student attendance, and chronic absenteeism. LROIX intervention tracking will be used as well. Attendance/Chronic Absenteeism Rate 50, SEL Survey 50
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Webster's Preschool Transition</p> <ul style="list-style-type: none"> • The counselor and TK/Kindergarten teachers provide an orientation in June and August for preschool parents to learn strategies on how to develop oral language. TK/Kindergarten expectations are also shared with parents. • Each spring the counselor holds two parent meetings for preschool families regarding TK/Kindergarten enrollment procedures. • In the spring, a meeting is held for parents to receive information about the Dual Immersion program. Parents also receive a tour of Dual Immersion classrooms. • School tours are available upon request. <p>Tk is designed to encourage language communication and hands-on opportunities for learning. TK enrollment is based on the birthday range the district provides each year.</p>	<p>Middle School Transition</p> <ul style="list-style-type: none"> • The counselor visits classrooms regularly during the period of middle school matriculation to answer questions, explain the application process, and explain middle school options. • The counselor holds meetings for 5th grade parents and individual conferences as needed. • Keller and Stephens Middle School staff provide information about the Dual Immersion program on site. • The parents are invited to attend the district online Education Celebration annually to gather information about various middle schools. • The counselor distributes information about middle school open house events for various middle schools that provide information for 5th grade students and parents. • The counselor monitors middle school applications done online by parents. The counselor provides support to parents who need help with completing online application. • The counselor collects letters of intent from students after middle school acceptances are received. • The counselor explains the appeal process to parents who are not happy with the middle school their students gets into. 	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Our AA and EL student groups are performing significantly lower than the school averages. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 30, Core Curriculum 30	The first 50% of this position, funded by the district, will focus on SEL, family engagement, and compliance. The second half, which the site is paying for, will focus on data based interventions to help close gaps and support for our 4/5 DI combo class. We will especially focus on our two student groups needing the most support, African Americans and ELs.	Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%	08/20/2024 - 06/20/2025 Daily	50% SEL Facilitator/ intervention TOSA	Monitor data by site administrator with particular attention to academic data, attendance, and SEL data. - LROIX intervention tracking - Small group intervention - EL Reclassification - School Climate Survey results

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
In order to increase rigor and 21st century learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. SEL Survey 60, Core Curriculum 40	Teacher SEL Professional Development to include grade level and cross grade level training. Teachers/ grade levels will receive PD that may include LACOE PBIS, Harmony, ASPIRE, Restorative Justice, and NCI with the expectation that they will implement their new learning in their classrooms.	Title 1 \$24,895 Substitute teacher full day (21) for 4 days - Title 1 100% Substitute teacher full day (4) for 2 days - Title 1 100%	08/20/2024 - 06/20/2025 Other	Principal Teachers	Quarterly Meetings (1:1 with principal) PD agendas Teacher observations
In order to increase rigor and 21st century learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. Culture-Climate Survey (Student-Staff) 20, Core Curriculum 80	Dual Immersion Professional Development to include curriculum PD, program goalsetting, and collaboration (collective teacher efficacy). DI teacherse and teams be will participate in various PD including collectice teacher efficacy. This could also be a sub. day to attend a conference.	Title 1 \$11,365 Substitute teacher full day (14) for 3 days - Title 1 100%	08/20/2024 - 06/20/2025 Other	Principal Dual Immersion Teachers	Quarterly Meetings (1:1 with principal) PD agendas Teacher observations

In order to increase rigor and 21st century learning, Webster teachers will integrate engage in goal setting and collaborate as collective grade levels. Culture-Climate Survey (Student-Staff) 20, Core Curriculum 80	Teacher Professional Development to include grade level and cross grade level articulation. Teachers/ grade levels will receive PD including SGI, CGI, and collective teacher efficacy, with the expectation that they will implement their new learning in their classrooms.	Title 1 \$17,048 Substitute teacher full day (21) for 3 days - Title 1 100%	08/20/2024 - 06/20/2025 Other	Principal Teachers	Quarterly Meetings (1:1 with principal) PD agendas Teacher observations
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Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
We are mostly paperless, but parents have requested for some items to go home on paper and for us to put posters out front as reminders on the days of events Culture-Climate Survey (Parent) 100	Materials to support with parent communication regarding school events. This can include, but is not limited to copy paper, colored paper, ink, posters, markers, etc.	Par Inv \$500 Materials - Par Inv 100%	10/09/2024 - 06/20/2025 Monthly	Secretary, principal	conversations with parents about how to best communicate with them

parents asked for more of these nights Culture-Climate Survey (Parent) 100	Teacher hourly to support curriculum family nights	Par Inv \$2,430 Teacher Hourly Extra Comp (4) for 6.5 hours annually - Par Inv 100%	08/20/2024 - 06/20/2025 Semester	IIC Facilitator Community Engagement Committees	parent surveys
bringing in more parents to provide support and gather input Culture-Climate Survey (Parent) 100	Funding to provide guest speakers to engage our African American families at our Sankofa meetings.	Par Inv \$500 Services - Par Inv 100%	09/01/2024 - 06/14/2025 Quarterly	IIC	parent surveys

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	169174
Title I Parent and Family Involvement (3008)	4018

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	57260

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Matthew Monaghan	10-07-2025
Staff	Classroom Teacher	Maria Alcala	10-07-2026
Staff	Classroom Teacher	Shawna Devoe	10-03-2025
Staff	Classroom Teacher	Jina Alcantar	10-03-2025
Staff	Other School Personnel	Margaret Martin	10-03-2025
Community	Parent/Community Member	██████████ Avila	10-07-2026
Community	Parent/Community Member	██████████ Garcia	10-03-2025
Community	Parent/Community Member	██████████ Nario	10-07-2026
Community	Parent/Community Member	██████████ Rangel	10-07-2026
Community	Parent/Community Member	██████████ Sanchez	10-07-2026

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	█████ Garcia
DELAC Representative	Parent of EL Student (required)	█████ Cordero
Principal or Designee	Staff Member (required)	Matthew Monaghan
Secretary	Staff Member (required)	Margaret Martin

Name	Representing
█████ Sanchez	Parent of Non-EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/17/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	-Targeting ELD support during the school day -ELPAC training for parents -ELPAC preparation for students -ELPAC achievement celebrations -VIPs to support with learning during the school day.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Other: i-Ready Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/21/2024
6. What was SSC's response to ELAC recommendations?	SSC approved money for parent trainings. We will revisit a potential cost for rewards/celebrations in the future and discuss to approve.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/21/2024
2. The SSC approved the **Home-School Compact** on 10/07/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/07/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/18/2024
5. SSC Participated in the Annual Evaluation of SPSA: 12/09/2024
6. The SPSA was approved at the following SSC Meeting: 12/09/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

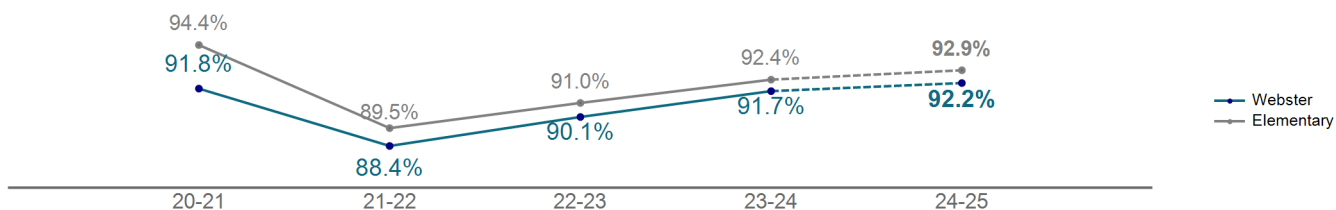
Printed Name: _____ Date: _____

ELAC Chair: _____

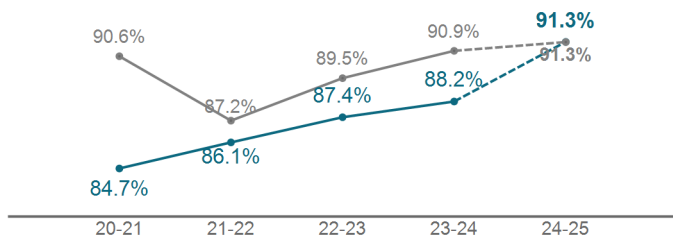
Printed Name: _____ Date: _____

Attendance Rate

Webster
All Students
N = 460



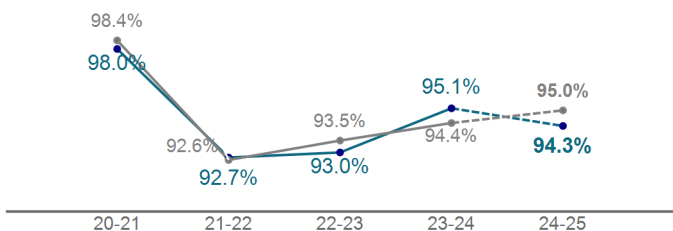
African American
N = 75



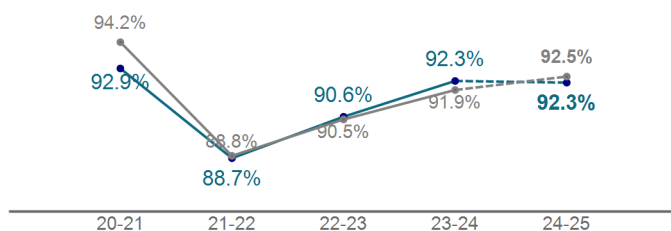
Asian

Subgroup with fewer than 20 students.

Filipino
N = 21



Hispanic
N = 327



Pacific Islander

Subgroup with fewer than 20 students.

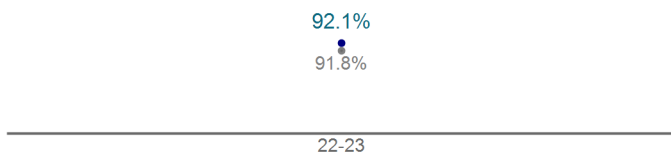
White

Subgroup with fewer than 20 students.

Native American

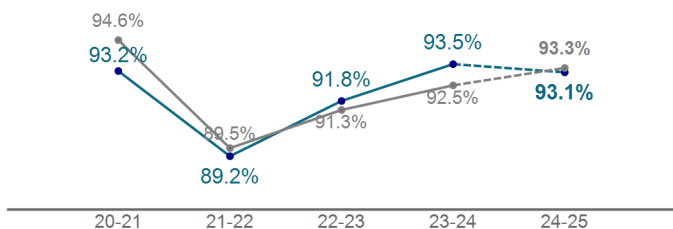
Subgroup with fewer than 20 students.

Other

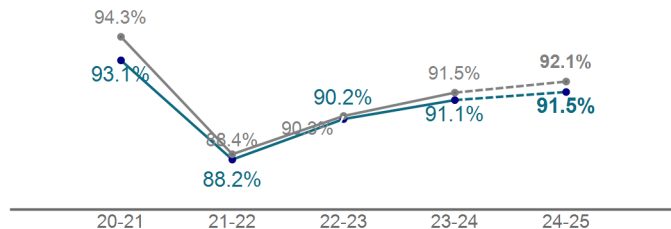


Attendance Rate

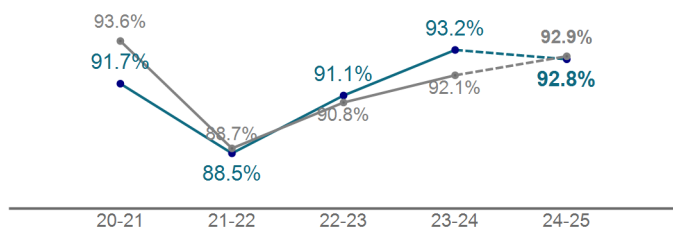
EL + RFEP
N = 117



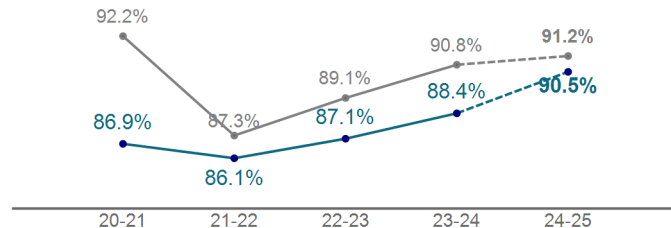
Low SES
N = 350



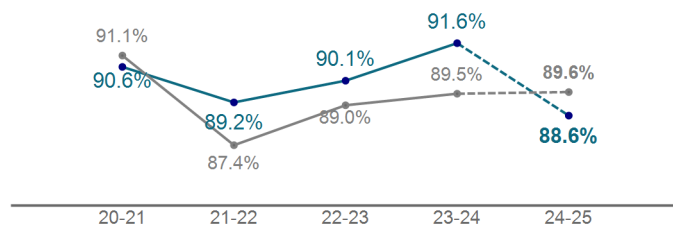
English Learner
N = 103



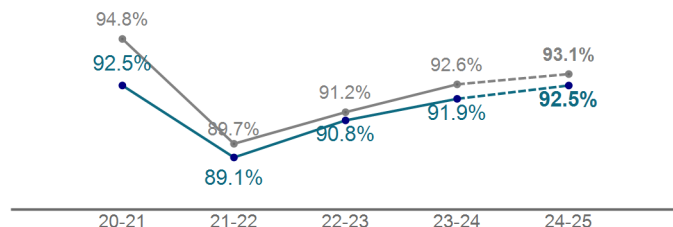
Special Education
N = 96



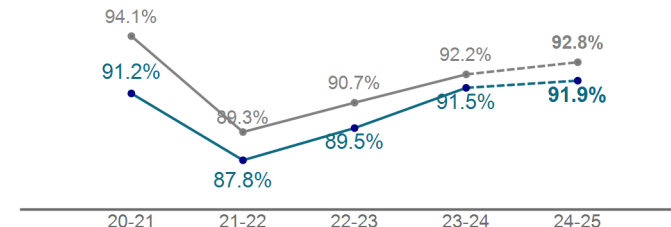
Homeless or Foster Youth
N = 24



Female
N = 214

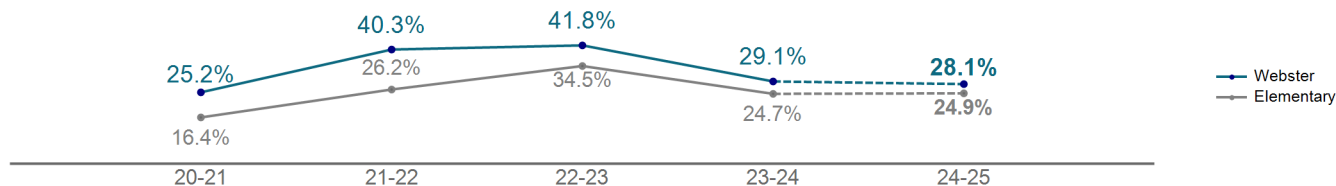


Male
N = 246

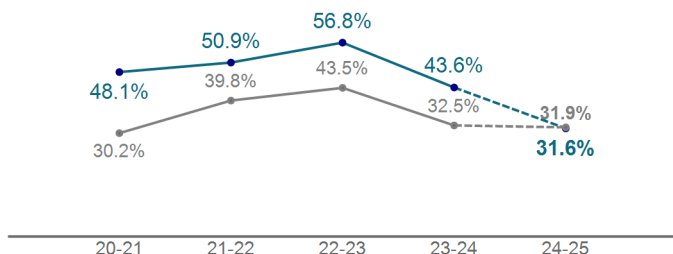


Percent of Students in the Moderately or Severely Chronic Categories

Webster
All Students
N = 455



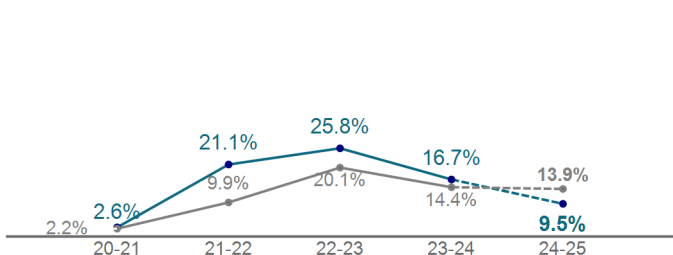
African American
N = 79



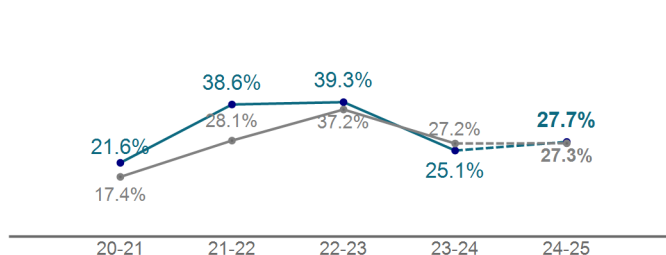
Asian

Subgroup with fewer than 20 students.

Filipino
N = 21



Hispanic
N = 318



Pacific Islander

Subgroup with fewer than 20 students.

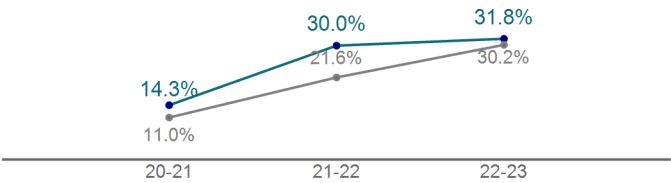
White

Subgroup with fewer than 20 students.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

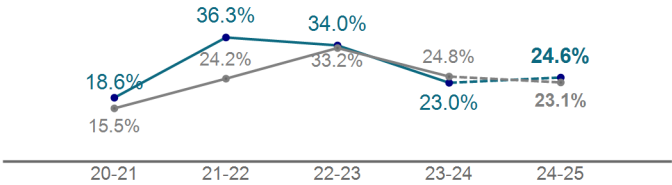
Other



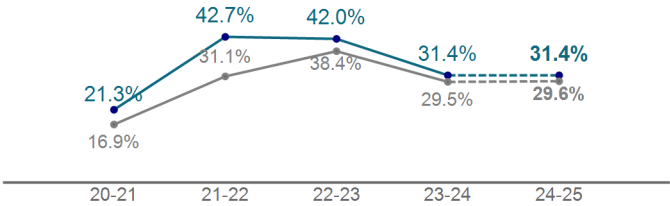
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

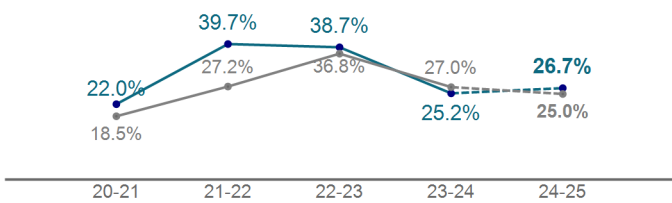
EL + RFEP
N = 114



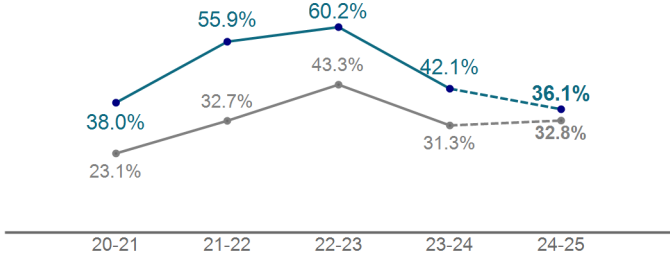
Low SES
N = 357



English Learner
N = 101



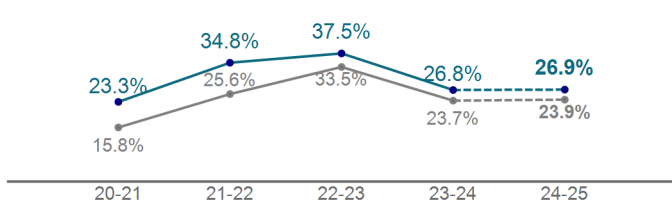
Special Education
N = 97



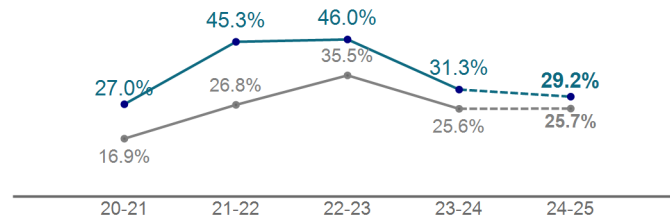
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 212



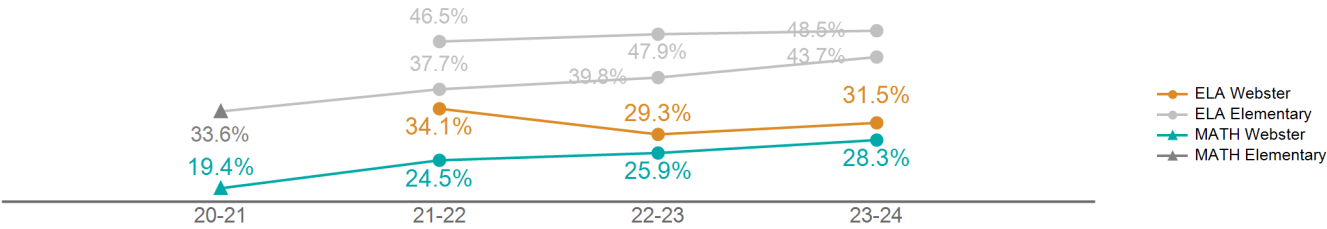
Male
N = 243



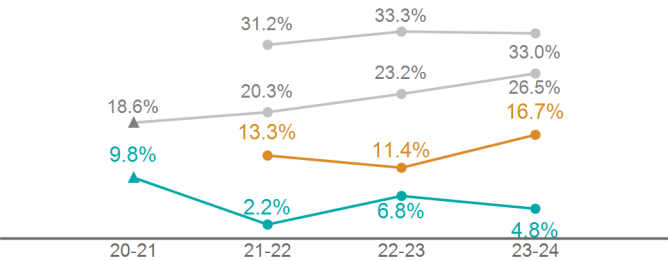
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Webster
All Students
N = 198



African American
N = 42



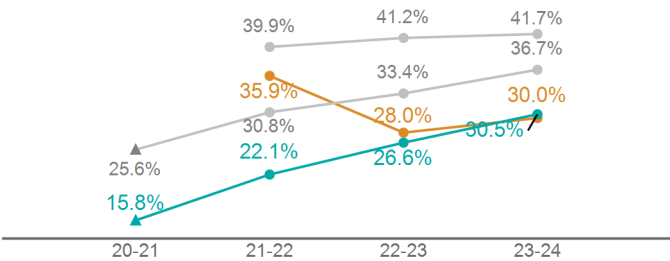
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 131



Pacific Islander

Subgroup with fewer than 20 students.

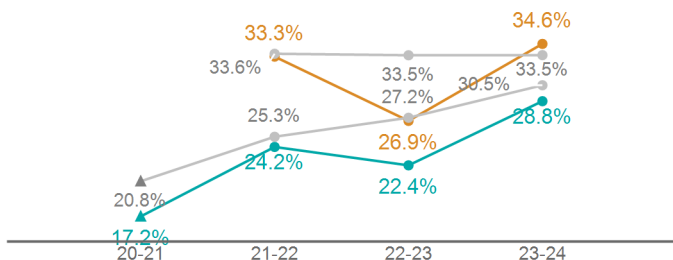
White

Subgroup with fewer than 20 students.

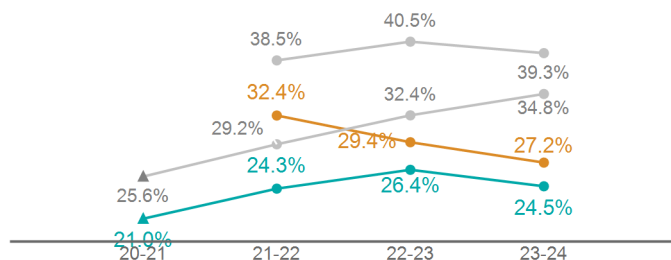
N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

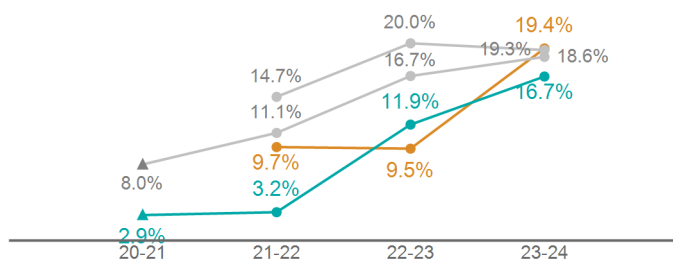
EL + RFEP
N = 52



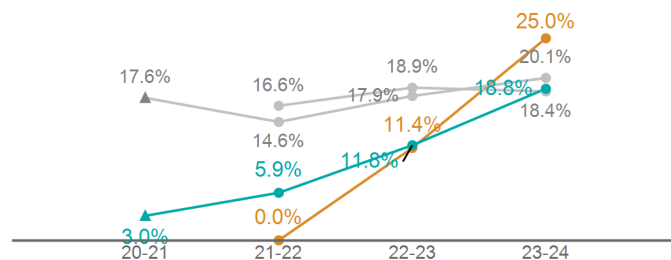
Low SES
N = 163



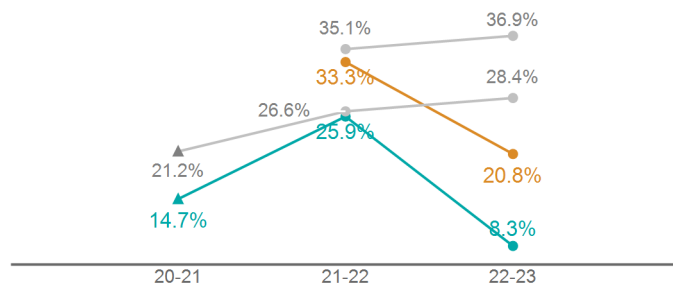
English Learner
N = 36



Special Education
N = 32



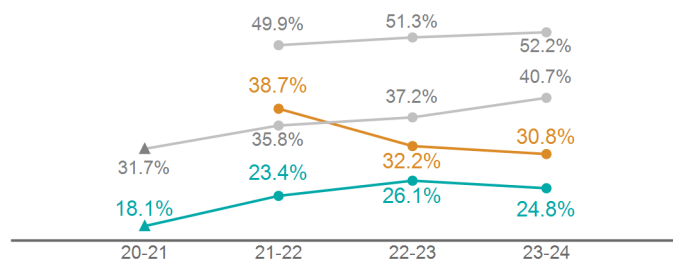
Homeless



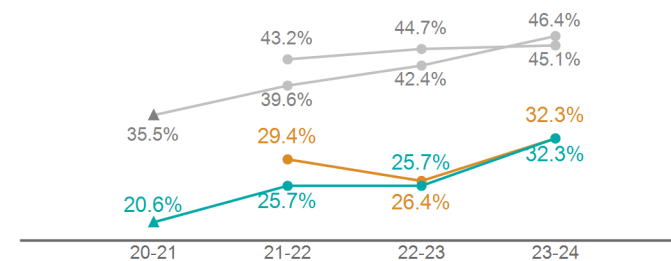
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 105



Male
N = 93





ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Webster

Site Level Overall Performance Level Summary

23%Beginning
Stage**34%**Somewhat
Developed**37%**Moderately
Developed**6%**Well
Developed

Site Level Domain Performance Level Summary

Listening

13%
Beg.**54%**
Some/Mod.**33%**
Well Dev.

Speaking

16%
Beg.**57%**
Some/Mod.**28%**
Well Dev.

Reading

48%
Beg.**47%**
Some/Mod.**5%**
Well Dev.

Writing

33%
Beg.**55%**
Some/Mod.**12%**
Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	60%	0%	40%	0%	20%	40%	0%	20%	20%	20%	20%	40%	0%	20%	20%	20%
01	9%	27%	50%	14%	14%	36%	45%	14%	64%	18%	9%	86%	0%	23%	45%	27%
02	43%	43%	9%	4%	4%	43%	43%	17%	65%	9%	83%	4%	4%	65%	26%	0%
03	19%	25%	44%	6%	6%	63%	13%	13%	44%	25%	31%	38%	13%	19%	56%	6%
04	14%	50%	36%	0%	29%	57%	7%	14%	57%	21%	57%	36%	0%	14%	71%	7%
05	13%	31%	50%	6%	6%	44%	25%	6%	13%	56%	31%	38%	6%	6%	63%	6%

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Webster Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|--|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> Filipino | | |

Attestation:

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

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

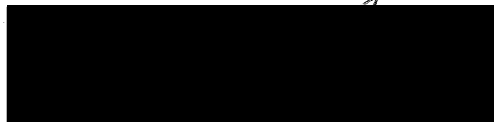
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

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


Date Approved by SSC

December 9, 2024

Signature of Principal



Signature of SSC Chair



Resource Inequities

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

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

- ☒ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- ☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- ☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities

No additional comments at this time.

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD’s “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD’s Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are “at-risk” across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
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Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) ▾

Webster Elementary School ▾

Si es ATSI, identifique los subgrupos::

- | | | |
|---|--|---|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input checked="" type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

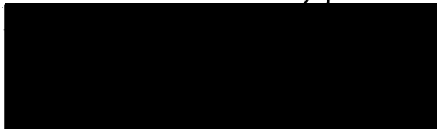
Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

12/9/24

Firma del director



Firma del presidente del
SSC



Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- ☒ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- ☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- ☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



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

Student's Signature _____ **As a student, I pledge to:**

- ◇ Work as hard as I can on my school assignments.
- ◇ Take responsibility for my behavior in school.
- ◇ Respect everyone, including self, other students, staff, parents, and community members by treating them how you would like to be treated.
- ◇ Have conversations with my parents about what I am learning in school.
- ◇ Ask my teacher questions when I don't understand something.
- ◇ Read daily.
- ◇ Practice math facts daily.
- ◇ Come to school everyday, on time and in uniform (or appropriate dress during distance learning).

Parent's Signature _____ **As a parent I pledge to:**

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

Teacher's Signature _____ **As a teacher I pledge to:**

- ◇ Provide motivating, interesting and challenging learning experiences in my classroom.
- ◇ Explain my expectations, instructional goals and grading system to children and parents.
- ◇ Communicate and cooperate with each parent to ensure the best education possible.
- ◇ Find out what techniques work best for the child.
- ◇ Integrate technology into the curriculum.
- ◇ Promote the Webster Guidelines for Success.
- ◇ Incorporate SEL into our classroom curriculum.
- ◇ Encourage parent participation on campus.
- ◇ Meet with parents by appointment.

Principal Signature _____ **Principal and support staff pledge to:**

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

Compromiso entre el Hogar-Escuela: Compañeros en el Aprendizaje Escuela Primaria de Webster 2024-2025



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

Firma del Estudiante _____ Como niño/niña prometo:

- ◇ En la escuela trabajar muy duro en mis trabajos.
- ◇ Tomar responsabilidad de mi conducta y respetar los derechos de los demás en la escuela.
- ◇ Respete a todos, incluido tú mismo, los demás estudiantes, los maestros, los padres y los miembros de la comunidad, tratándolos como le gustaría que lo trataran a usted.
- ◇ Tener conversaciones con mis padres lo que aprendí en la escuela.
- ◇ Hacerle preguntas a mi maestro/a cuando no entiendo algo.
- ◇ Leer diariamente.
- ◇ Practicar las matemáticas básicas diariamente.
- ◇ Venir diariamente a la escuela y llegar a tiempo y en uniforme.

Firma del Padres _____ Como padre yo prometo:

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

Firma del Maestro _____ Como maestro yo prometo:

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

Firma del Director _____ El Director y el personal de apoyo prometen:

- ◇ Crear un ambiente placentero para los estudiantes y padres.
- ◇ Monitorear y apoyar las metas para que los estudiantes lean a su nivel de grado.
- ◇ Asegurar un ambiente de aprendizaje seguro y en orden.
- ◇ Reforzar la asociación entre el estudiante, padres y el personal.
- ◇ Actuar como líder de instrucción al apoyar a los maestros en el salón.
- ◇ Proveer entrenamientos apropiados para los maestros y los padres.

Daniel Webster Elementary

Family Involvement Guidelines 2024-2025

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

PART I

Webster agrees to implement the following requirements:

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

PART II

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

1. Webster will take the following actions to involve parents in the joint development and joint agreement of its Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Advertise at Back-to-School night, through School Messenger, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary

- ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish speaking parents to allow for discussions
2. Webster will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Hallway
 - Back to School Night
3. Webster will update periodically its school's Family Involvement Guidelines to meet the changing needs of parents and the school:
 - At SSC and ELAC meetings
 - Parent information meetings
 - School Site Council must vote to approve the guidelines
4. Webster will convene an Annual Title 1 Public Meeting to inform parents of the following:
 - The requirements of Title I, how Title 1 funds are used at this school, and parents' right to be involved
 - Meetings offered hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language parents understand
 - Announcement made on school marquee, through Schoolloop and School Messenger
 - Incentives, refreshments, and child care provided
5. Webster will provide updated information to parents about Title I programs throughout the school year:
 - Section of parent Newsletter
 - At SSC, ELAC meetings and other parent meetings (PTO/Sankofa/ELL/parent meetings)
 - PTO
6. Webster will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Parent workshops
 - Parent-Teacher Conferences
 - School newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
7. Webster will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals

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

- At School Site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

2. Webster will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:

- Outline shared responsibility of home, school and student in academic achievement
- Developed, discussed and reviewed at first SSC and ELAC meetings
- School Site Council must vote to approve compact
- Home-School Compact will be shared with and distributed to parents at Parent-Teacher conferences

3. Webster will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:

- the state's academic content standards
- the state and local academic assessments including alternate assessments

4. Webster will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Parent Workshops: Math Facts, Parent/ Student Vue , Sight Words, Grammar, Writing Strategies, Comprehension Skills and Strategies, Hands on Science, Effective Parent/Teacher Conferences, and Study Skills

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

- Teacher/Staff In-services

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

- Office Staff will be doing the translations of written materials/notifications that are sent to parents

PART IV.

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

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

* * * * *

PART V. ADOPTION

This Webster Family Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on October 7, 2024 and will be in effect for the period of 1 year. The school will have the Guidelines available to all parents on or before October 25, 2024. Webster, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Matthew Monaghan
Signature of Principal

October 7, 2024
Date

Escuela Primaria Daniel Webster

Pautas de Participación Familiar 2024-2025

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

PARTE I

Webster se compromete a implementar los siguientes requisitos:

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

PARTE II

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

1. Webster tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación Familiar y su plan escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en la escuela. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de los SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del ELAC y otros comités asesores
 - Planificar una reunión con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil
 - i. Invitar a otros padres y partes interesadas a asistir a la reunión
 - ii. Anunciar en la Noche de Regreso a la Escuela, a través de School Messenger, etc.

- En la reunión
 - i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Escriba o actualice las Pautas de Participación Familiar y los Pactos entre el Hogar y la Escuela
 - iii. Las traducciones orales y escritas estarán disponibles para los padres de habla hispana para permitir las discusiones.
2. Webster tomará las siguientes medidas para distribuir a los padres y la comunidad local las Pautas de Participación de los Padres de la escuela:
 - En una reunión de SSC y ELAC
 - Sección de un Boletín
 - Reunión Anual de Título I
 - Pasillo de la Oficina Principal
 - Noche de Regreso a la Escuela
 3. Webster actualizará periódicamente las Pautas de Participación Familiar de su escuela para satisfacer las necesidades cambiantes de los padres y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para padres
 - El Consejo del Sitio Escolar debe votar para aprobar las pautas
 4. Webster convocará una reunión pública Anual del Título 1 para informar a los padres sobre lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela, y el derecho de los padres a participar
 - Las reuniones ofrecidas tienen un número flexible de reuniones en diferentes horarios
 - Notificaciones/avisos enviados a casa en un idioma que los padres entiendan
 - Anuncio realizado en la marquesina de la escuela, a través de Schoolloop y School Messenger
 - Se proporcionan incentivos, refrigerios y cuidado de niños
 5. Webster proporcionará información actualizada a los padres sobre los programas de Título I durante todo el año escolar:
 - Sección de un Boletín
 - En SSC, reuniones de ELAC y otras reuniones de padres (PTA/PTO/CAAP, Reuniones de Directores)
 - Tablero de Anuncios del PTO
 6. Webster proporcionará a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. La escuela también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:
 - Talleres de Padres
 - Conferencias de Padres y Maestros
 - Pláticas con el Director

- Boletines Escolares
- Noche de Regreso a la Escuela
- En las reuniones de SSC y ELAC

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

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

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

- En las reuniones del Consejo del Sitio Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

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

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

2. Webster incorporará el Pacto entre el Hogar y la Escuela como un componente de sus Pautas para la Participación de la Familia en la escuela:

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

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

- los estándares de contenido académico del estado

- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
4. Webster, con la asistencia de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, al:
- Talleres de Padres: Matemáticas, ParentVue y StudentVue, Palabras de Uso Frecuente, Gramática, Estrategias de Escritura, Habilidades y Estrategias de Comprensión, Ciencias Prácticas, Conferencias Efectivas de Padres/Maestros y Habilidades de Estudio.
5. Webster, con la ayuda de su distrito y los padres, educará a sus maestros y demás personal sobre cómo comunicarse y trabajar con los padres como socios iguales, sobre el valor y la utilidad de las contribuciones de los padres y sobre cómo para implementar y coordinar programas para padres y crear vínculos entre los padres y las escuelas, mediante:
- Capacitación para Maestros/Personal
6. La escuela, en la medida que sea posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, que incluya información en formatos alternativos si es solicitado, y en la medida que sea posible, en un idioma que los padres puedan entender:
- El personal de la oficina hará las traducciones de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV.

COMPONENTES DISCRECIONALES DE LAS PAUTAS PARA LA PARTICIPACIÓN DE LA FAMILIA EN LA ESCUELA

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

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

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

* * * * *

PARTE V. ADOPCIÓN

Estas Pautas de Participación Familiar de Webster se desarrollaron en conjunto con los padres de los niños que participan en los programas del Título I, Parte A, y fueron acordadas por ellos. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del Sitio el 7 de octubre de 2024 y estarán vigentes por un período de 1 año. La escuela tendrá las Pautas disponibles para todos los padres el 25 de octubre de 2024 o antes. Webster, cuando sea posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

Matthew Monaghan

Firma del Director

7 de octubre del 2024

Fecha