

Webster Elementary

10621666006555

Principal's Name: Denise Romero-Whittles

Principal's Signature: *Denise Romero-Whittles*

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Denise Romero-Whittles	X				
2. Chairperson - Jenny Godinez				x	
3. Laurie Zimmerman		X			
4. Eric Collier		X			
5. Andrew Gonzalez			x		
6. Luis Figuria			x		
7. Brenda Manhas		x			
8. Javier Cinceros				x	
9. Araceli Hernandez				x	
10. Vivian Madding					
11. Matthew Miranda					
12.					
13.					
14.					
15.					

Check the appropriate box below:
x ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date_____.

Required Signatures**School Name: Webster Elementary**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Denise Romero-Whittles		3-5-25
SSC Chairperson	Jenny Godinez		3-5-25

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

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

FY 2025/26

Webster - 0480

ON-SITE ALLOCATION

3010	Title I	\$38,502 *
7090	LCFF Supplemental & Concentration	\$119,280
7091	LCFF for English Learners	\$43,428

TOTAL 2025/26 ON-SITE ALLOCATION

\$201,210

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,116
Program Budget	\$37,386
Total Title I Allocation	\$38,502

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 28, 2025

Webster Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		42.9 %	2023-2024	58 %
SBAC ELA- Average distance from standard	✓	-51.6 pts	-61.8 pts	2023-2024	-46.8 pts
SBAC ELA- Average distance from standard (English Learner)	✓	-70.1 pts	-82.2 pts	2023-2024	-67 pts
SBAC ELA- percentage of students met/exceeded standard	✓	30 %	30.7 %	2023-2024	40 %
SBAC Math - Average distance from standard	✓	-65.4 pts	-67.7 pts	2023-2024	-52.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	24 %	22.9 %	2023-2024	33 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Action 1 -

Based on the metrics in this Current Goal, students are not reading on grade level as identified by SBAC.
SWD and Asian are specific student groups performing below grade level in ELA

Action 2 -

Based on the metrics in this Current Goal, students are not performing on grade level in math as identified by iReady.
AA and SWD are the specific student groups performing below grade level in Math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Action 1 - ELA

- Students are not mastering foundational skills in the primary grades.
- Students are not exposed to books before entering school.
- The need for developing foundational skill building for staff.

Action 2 - Math

- Students are not mastering conceptual math skills.
- PLCs have not used CFAs and data analysis to the fullest extent.
- The need for developing effective teaching strategies for Math.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Action 1- ELA

- Tutoring/Intervention for the identified students not on grade level.
- Parent engagement; opportunities to give access to resources (books) to families.
- Professional learning opportunities for staff, including conferences.

Action 2 - Math

- Consistent checking for understanding and student goal setting.
- Implementation of PLC+ Foundations and the use of formative assessments.
- Professional learning opportunities for staff, including conferences.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Proficiency

Partially Implemented

The actions were partially implemented. There is a lack of consistency around MTSS time. Not all grade levels have structures in place to support Tier 1 and Tier 2 learning. PLC work around CFA cycles were not complete. Not all teachers use the same CFAs which does not allow for analysis to then reteach to gain mastery of the standards. There was less funding for sub release time and extra pay contracts for planning. Improved analysis of data to target distinct skills for students along with the specific feedback from admin.

Action 2: Math Proficiency

Partially Implemented

The actions were partially implemented. Support is needed for the math curriculum to help students learn grade level content; support is needed on how to teach to the grade level standards while providing foundational math skills for students performing below grade level. Improved analysis of data to target distinct skills for students along with the specific feedback from admin.

Action 3: EL Reclassification

Fully Implemented

The actions were fully implemented. Designated and Integrated ELD time and structures are in place at all grade levels. Teachers have data chats with individual students. Teachers provide designated instruction based on ELD levels and receive training on how to administer the ELPAC to their students. Teaching Fellows are trained to provide ELD support in the specific domains (Reading, Writing, Speaking, Listening)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA Proficiency

Partially Effective

- Dibels
- BAS
- KFSA
- IREADY
- IABs/FIABs
- Classroom Walks with feedback
- PLCs data analysis

Action 2: Math Proficiency

Partially Effective

- IREADY
- IABs/FIABS
- Next Gen
- Classroom Walks with feedback
- PLCs data analysis

Action 3: EL Reclassification

Partially Effective

- ELPAC
- Designated ELD
- Duolingo in ASP
- EL Tutoring
- Targeted PL focusing on EL strategies

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1 - ELA

We will continue to strengthen our current actions to support our Literacy program, including professional learning opportunities. We will also implement a school-wide implementation of a writing program, possibly using The Write Tools. We will provide Teaching Fellow tutors to support with ELA intervention. Increased monitoring through daily classroom observations with actionable feedback. Implementation of LETRS from trained teachers.

Action 2 - Math

We will provide Teaching Fellow tutors to support with mastering conceptual math skills. We will continue to strengthen our current actions to support our Math program, including professional learning opportunities. We will utilize Next Gen Math to support student learning gaps and acceleration in Mathematics.
We will provide Teaching Fellow tutors to support with mastering conceptual math skills. Increased monitoring through daily classroom observations with actionable feedback

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

SSC:

- Ensure EL students receive push in and pull-out support
- Provide more after school tutorial and intervention opportunities
- Improve communication to families regarding academic performance and grades

ELAC:

- Provide more after school tutorial and intervention opportunities
- Provide opportunities for parents of EL students to get information about areas of improvement for their child
- Provide ways to better support students at home
- English classes for parents

Staff:

- Increase use of math manipulatives in grades K-2 and less use of digital Math applications
- Increase inclusive text reflecting the diverse backgrounds of our student population
- Increase small group support and opportunities for targeted instruction embedded in daily lessons
- Responsive parent contact for early intervention support
- Provide opportunities for teachers to watch others teach and/or engage in lesson study

Action 1 :

ELA Proficiency

Action Details:

Webster students will be engaged in a rigorous English Language Arts program using the GVC, Wonders, which are aligned to state standards and SBAC Targets. Other resources used are: Scholastic, Read works, Write Tools, Heggerty, Secret Stories, Orton Gillingham, LETRS and reciprocal teaching. Teachers will plan and deliver quarterly units by developing Assessment Plans that includes learning targets, common formative assessments and a common summative assessment aligned to SBAC targets. PLCs will analyze data from assessments to develop a plan for corrective or extended instruction. Tier 1 instruction will focus on the use of high quality text, complex talk and tasks, explicit vocabulary development and writing in order to build student comprehension of the text. Webster will continue to implement a school-wide (K-6th) reading intervention model that provides multi-tiered intervention for all students (intensive, strategic, and core) in order for each student to move a minimum of one grade level per year. We have a full time Instructional Coach and literacy coach who will support classroom instruction, by demonstrating

instructing and planning with teachers to improve and accelerate student learning, by demonstrating, planning and supporting teachers in the following areas: Math and Literacy.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Instruction

Tier 1

- All students will receive 120 minutes of grade level ELA instruction focused on complex text, talk and task and vocabulary development.
- All teachers will receive PLs to support vocabulary development, reading complex text specifically targeting EL students.
- K-3 teachers will provide reading strategies during classroom instruction such as guided reading and small group instruction.
- Teachers will conduct data chats with students using iReady, IAB's and FIAB's, and SBAC results a minimum of 3 times per year.
- Admin will conduct data chats with teachers and PLC a minimum of 3 times per year.
- Teachers in 3rd and 4th grade will utilize Reciprocal Teaching strategies for the first read.
- Teachers will be able to attend training and conferences for literacy as funds are available.
- All students will utilize iReady for 40 minutes weekly.
- Students in K-2 will have a minimum of 20 minutes a day of guided reading instruction.

Tier 2

- Kinder - 6th Students will receive 50 minutes of reading intervention/extension K-2, 5 times per week, and 3-6th, 4 times per week. Instruction will be provided by classroom teacher, TSA, teaching fellows and RSP teacher.
- K-3 Teachers will utilize Orton Gillingham strategies to support Tier 2 reading instruction. TK and Kinder teachers have support of the TSA, teaching fellows and para, pulling small groups, and move students to a higher classroom for reading based off of reading data and teacher recommendation.
- Differentiated instruction in reading and writing will be provided in all classrooms based on CFA data and SBAC/iReady results.
- Teacher and/or Admin will conduct data chats with target students in the following subgroups - EL, Hispanic, Socioeconomically Disadvantaged, African American and Students with Disabilities.
- Corrective Instruction will take place each quarter to address educational gaps identified from Common Formative Assessments.
- TST will identify students to monitor in Tier 2 from Universal Screener.

Tier 3

- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- Teaching fellows and TSA will provide intensive reading instruction to students in grades Kinder-2nd five days a week, 3rd - 6th, four days a week.
- RSP Intervention (non and RSP IEP students).
- TST and data chats with TSA/classroom teachers and admin will identify students to monitor in Tier 3.
- Monthly Student Study Team meeting to develop plans for student success for identified students.

Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.
- Culturally sensitive and engaging materials will be purchased to support the reading comprehension of students in significant subgroups.
- Student incentives will be provided to students who meet or show progress on reading benchmarks.
- Supplemental materials from graphics and vendors will be provided to support reading instruction.
- Direct maintenance for repairs to technology that support instruction.
- Technology will be purchased to support instruction.
- Additional Corrective Reading materials will be purchased to support reading instruction.
- Research based books and materials will be purchased in support of Literacy PL and guided reading as funds allow.
- MTSS/RTI Support with tutors
- Subs for teachers/admin/staff

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the orange level in areas of English Learner Progress, we declined by 2.3%.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support EL students by providing teaching fellows to provide daily reading intervention.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Teaching Fellows to provide push-in and pull-out support during RTI
- Provide planning days for teachers to focus on lesson planning quarterly and quarterly grade level data chats.
- Professional learning opportunities to support student learning. (such as write tools)
- Provide babysitting for parent meetings and workshops.
- Provide extra pay contracts for certificated and classified for after school tutoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- TSA
- RCA
- Literacy Coach
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for quarterly planning and data chats
- Supplemental contracts for tutoring for certificated and classified employees

- Books and references
- Printers Leases
- Next Gen and Write Tools
- District Tech
- EL Resources
- Teaching Fellows to provide push-in and pull-out support during RTI
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. -Classroom walk throughs utilizing the FUSD Instructional Practice -Provide immediate and actionable feedback for teachers to implement and improve practices. Outcomes measured by • Walkthrough data • FIABs and IAB Data • CFAs and Checks for understanding • Monitor iReady My Path lesson data Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. -District benchmark, iReady Diagnostic reading assessments, SBAC -Interim assessments Outcomes measured by • Growth from assessment to assessment and through iReady Personalized Learning Lessons. • 52% of students met their stretch growth mid year (40% and above) 24/25 will increase by 12% points for 25/26 mid year Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. -SBAC Results: decrease the distance from meeting standards in ELA from -61.8 to -46 Outcomes measured by • Growth from distance from standard. Outcomes monitored by Principal and teachers.

Action 2 :

Math Proficiency

Action Details:

Webster will continue to focus on mathematics with an emphasis on providing instruction that reflects the shifts required by the CCSS for mathematics - focus, coherence, and rigor through the use of the GVC, GoMath. Teachers will plan and deliver quarterly units around the focus standards by developing assessment plans that include learning targets, creating and administering common formative assessments/FIABs/IABs, and creating and administering a summative assessment for quarters 1-3. PLCs will analyze data from assessments to develop a plan for corrective or extended instruction. Teachers and the Instructional Coach will continue to utilize strategies learned from Mathematical professional learning from Site and District provided Math PLs such as (number talks, math stories, UDL, and Math fluency). All 1-6 teachers will supplement their core math instruction with Next Gen Math program, IREADY and designated Math fluency.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Instruction

Tier 1

- All Teachers will receive Math training as follows:
 - TK-4 will receive PL on mathematics strategies/practices from Instructional Coach.
 - 5-6 will receive math PL throughout the year provided by Instructional coach utilizing research based mathematical practices.
 - K-6 Teachers will be provided opportunities to attend trainings and conferences as opportunities and funds are available.
- All students will receive 90 minutes of grade level math instruction aligned to the rigor of the standards and SBAC targets.
- Students in grades K-6 will use iReady Math for a minimum of 40 minutes a week.
- Students in grades 2-6 will use NextGen Math for a minimum of 30 minutes a week.
- Teachers will conduct data chats with students around iReady, SBAC and IAB's and FIAB's.
- 30 minutes of Math fluency utilizing 10-15 minutes of daily math talks and 10-15 minutes of practice/math games for Kinder-6th.

Tier 2

- Students will receive corrective instruction, based on summative results, as planned in their grade level planning calendars
- Differentiated instruction in math will be provided in all classrooms based on common formative results.
- Teacher and/or Admin will conduct data chats with target students in the following subgroups - Hispanic, English Learners, Socioeconomically Disadvantaged, Students with Disabilities(ATS).
- Teachers will recommend student to TST when not making progress with Tier 1 instruction.

Tier 3

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

Materials:

- Supplemental materials from graphics and school vendors may be purchased to support instruction.
- Purchase of technology to support instruction., and books and subscriptions.
- Direct maintenance for repairs to technology that supports instruction.
- Awards and incentives for students will be purchased to improve their math fluency skills.
- MTSS/RTI Support
- Supplemental contracts for staff for tutoring.
- Subs provided for teachers for planning, data analysis and/or observations.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Teacher and/or Admin will conduct data chats with target students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Teaching Fellows to provide push-in and pull-out support during RTI
- Provide planning days for teachers to focus on lesson planning quarterly and quarterly grade level data chats.
- Professional learning opportunities to support student learning. (such as write tools)
- Provide babysitting for parent meetings and workshops.
- Provide extra pay contracts for certificated and classified for after school tutoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- TSA
- RCA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for quarterly planning and data chats
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- Next Gen and Write Tools
- District Tech
- EL Resources
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	
☐	Moderate Evidence	
☐	Promising Evidence	
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. -Classroom walk throughs utilizing the FUSD Instructional Practice Guide and feedback on the weekly instructional focus. -Provide immediate and actionable feedback for teachers to implement and improve practices. Outcomes measured by • Walkthrough data • FIABs and IAB Data • CFAs and Checks for understanding • Monitor iReady My Path lesson data Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. -District benchmark, iReady Diagnostic math assessments, SBAC -Interim assessments Outcomes measured by • Growth from assessment to assessment and through iReady Personalized Learning Lessons. • 47% of students met their stretch growth mid year (40% and above) 24/25 will increase by 12% points for 25/26 mid year Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. -SBAC Results: decrease the distance from meeting standards in Math from -67.7 to -53 Outcomes measured by • Growth from distance from standard. Outcomes monitored by Principal and teachers.

Action 3 :

EL Reclassification

Action Details:

Webster will continue to provide daily Designated English Language Development (ELD) along with Integrated ELD instruction utilizing the California English Language Development Frameworks, Common Core State Standards, and district adopted curriculum. With the support of all instructional staff, English Language Learners will work towards advancing at least one proficiency level a year towards the goal of Reclassification. In addition, it is our goal that staff will increase the ELPI level from 42.9% to 58% by June 2026. Webster will continue to implement instructional strategies from EL PL Work.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- High quality instruction will be provided using complex text during integrated ELD and designated ELD.
- Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English Language Development best practices.

- Instruction in reading, writing, listening, speaking, and language development will be provided to support all learning modalities.
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and interim assessments to monitor and track EL student progress in order to assess and respond to student instructional needs.
- Teachers will hold data chats with EL's to inform them of their progress and develop goals.
- Duolingo - App for 2nd language learners - in ASP
- Academic vocabulary will be explicitly taught.
- Provide year long English Learner PL on identifying and implementing strategies to support all EL students and progress monitoring specifically targeting ELA
- Reclassified students will be celebrated and recognized during semester assemblies.

Tier 2

- Differentiated instruction will be provided in all classrooms.
- TSA will provide intervention to New Comers, At-Risk and LTEL English Learners in math, reading comprehension, and fluency.
- Provide tutoring for targeted students (LTEL and Level 3 students) during ASP.

Tier 3

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

Materials and Supplies

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- High quality instruction will be provided using complex text during integrated ELD and designated ELD.
- Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English Language Development best practices.
- Instruction in reading, writing, listening, speaking, and language development will be provided to support all learning modalities.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Long Term English Learner (LTEL); English Learner (EL):

- Funding TSA and Teaching Fellow for targeted EL's to provide small group instruction in reading comprehension, vocabulary and writing
- Funding supplemental materials to support reading for English Learners will be provided.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Long Term English Learner (LTEL); English Learner (EL)

- TSA
- RCA
- Materials and Supplies

- Student Engagement
- Staff Engagement
- Teacher Subs for quarterly planning and data chats
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- Next Gen and Write Tools
- District Tech
- EL Resources
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

Long Term English Learner (LTEL); English Learner (EL):

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. -Classroom walk throughs utilizing the FUSD Instructional Practice -Provide immediate and actionable feedback for teachers to implement and improve practices. Outcomes measured by • Walkthrough data • FIABs and IAB Data • CFAs and Checks for understanding • Monitor iReady My Path lesson data • Monthly interim ELPAC Assessment Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. -District benchmark, iReady Diagnostic ELA/Math assessments, SBAC, ELPAC interim assessments Outcomes measured by • Growth from assessment to assessment and through iReady Personalized Learning Lessons. • iReady stretch growth in ELA and Math • Interim Assessment, student should be moving up a 1/2 of their independent score range. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. -ELPAC Assessment Outcomes measured by • Student summative score range will move one level. Outcomes monitored by Principal and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs **No IEPs**	10,735.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education and Leadership Foundation : ELF Tutors split funded with 7091	26,326.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Coach, Literacy	0.2900	Paying 29% out of 7090 and 71% out of 6211(Reading Specialist grant)	49,136.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After school tutoring	4,995.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	16,601.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Printer Leases	7,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,377.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Education and Leadership Foundation : ELF Tutors split funded with 3010	4,097.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Next Gen Site License	8,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Site License	5,000.00

\$133,267.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	93 %	87.6 %	2024-2025	95 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey for the question, "When things are hard, I can overcome challenges in my life." This was a decrease from 94% to 92%.

Our EO population scored lowest in this domain with 91% responding positively.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Did not start SEL groups until 2nd semester due to Tier 3 student behaviors during semester 1.
- 2. Not enough opportunities for student involvement due to lack of sponsors for clubs.
- 3. Students lacking knowledge of SEL strategies and social skills

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Begin SEL groups during quarter 1
- 2. Parent informational meetings to discuss the opportunities and student participation.
- 3. Increase club opportunities for students at recess (intramural sports, chess club)
- 4. Schoolwide use of Inner Explorer

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Exposure to Careers

Partially Implemented

The actions were partially implemented. There is a high participation rate of student in real-world learning experiences for students in grade K-6; however, there are limited opportunities for field trips and events.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Exposure to Careers

Ineffective

The actions were ineffective- The decrease in the Fall Climate & Culture student survey data shows that students don't feel connected to school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will provide more opportunities for real world experiences such as field trips.
We will host a Community Job Fair.
We will increase the number of activities available for students to choose from.
We will begin regular monthly meetings between Head Counselor, Principal, VP, APCoordinator, CTE Coordinator, and DE Coordinator to analyze data and calibrate student supports.

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

SSC:	ELAC:	Staff:
Have speakers talk with students about their careers.	More field trip opportunities	Bring more experiences and presentations to the school site

More field trip opportunities
Communityservice/meaningful work opportunities
After school tutorial for students with Ds and Fs

Educational and enrichment assemblies

Additional clubs and activities to supportReal World Experiences

Action 1 :

Exposure to Careers

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

- Funding TSAand Teaching Fellow for targeted EL's to provide small group instruction in reading comprehension, vocabulary and writing
- Funding supplemental materials to support reading for English Learners will be provided.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- TSA
- RCA
- Materials and Supplies
- Student Engagement
- Books and references
- District Tech
- EL Resources

- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Daily small group instruction • Weekly walkthrough by admin to monitor weekly instructional focus and provide actionable feedback. Outcomes measured by admin observations documented on One Note with feedback/next steps. Outcomes monitored by Principal, VP and Teachers	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District benchmark, iReady Diagnostic , DIBELS/BAS/TK/K FSA, SBAC Interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. % of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results:- decrease the distance from meeting standards in ELA by -15. Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		30.9 %	2023-2024	26 %
Chronic Absenteeism - (English Learner)	✓		22.5 %	2023-2024	17 %
Chronic Absenteeism - (Hispanic)	✓		31.2 %	2023-2024	26 %
Chronic Absenteeism - (Students w/ Disabilities)	✓		43.3 %	2023-2024	37 %
Suspension Rate	✓	0 %	2 %	2023-2024	1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this Current Goal, Chronic Absenteeism has decreased over the last year. Identified student groups are SWD. Suspensions have remained consistent for the last two years, with a significant decrease form 22/23. Identified student groups Female population.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- High percentage of students exposed to trauma/home situation/family heath status
- High transiency in primary grades.
- Students are academically behind that school is a stress factor, there by they are not attending.
- Students and families not understanding the importance of attendance, and the affects of chronic absenteeism.
- Lack of transportation to and from school/homelessness
- Low participation at attendance meetings

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Weekly attendance incentives and recognition, 100% attendance recess bi-monthly
- Building parent compacity to have a better understanding of the importance of attendance through parent workshops, coffee hours and communication.
- Increase home visits, and attendance meetings.
- Increase positive teacher to parent interactions through phone class, communication and school events.
- Increased adult supervision in common areas

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Partially Implemented

- Weekly attendance incentives and recognition, 100% attendance recess bi-monthly
- Increase opportunities for clubs, sports, academic support
- Increase student ownership by implementing opportunities for student voice
- Incentives for positive behavior and academic growth. (Quarterly ROAR, weekly ROAR ticket drawings, iReady recognitions, SBAC recognitions, etc.)
- Kindness Week, Read Across America, Arts/Music, dance activities
- Student of the Month luncheon and reward certificates

Action 2: Developing Essential Skills for the Classroom and Beyond

Partially Implemented

- Bi Monthly TST to identify students for targeted support
- Climate and Culture Team to analyze data to support school wide activities, to promote classroom lesson to teach about self efficacy, growth mindset and self management.

Action 3: Improved Student Attendance

Partially Implemented

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

Action 4: Positive Behavior Support

Partially Implemented

Webster will continue to build upon current Tier 1 school wide structures and routines that establishes a positive behavior support system. The Culture and Climate Team will engage in a quarterly cycle of review process to analyze classroom and school-wide behavior data in order to develop strategies that will deter school suspensions and to identify and provide interventions. The Targeted Support Team will support students by implementing behavior contracts and by placing students in all tiers in the Meaningful Work and Check-In/Check-Out program. The School Psychologist/Tier 2 specialist/RCA will provide additional support for Tier 2 and 3 students via small group support. All for youth will provide counseling for identified students and families.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Effective

This action was effective due to the following evidence:

- 1. █ % Student participation in GOAL 2 Clubs and Activities
- 2. Power Bi Data: Chronic absenteeism, suspension rates, behavior reports
- 3. Student Climate and Culture Data focusing on student engagement
 - Increased by 7% points

Action 2: Developing Essential Skills for the Classroom and Beyond

Partially Effective

This action was partially effective due to the following evidence:

- 1. CCT is a new team, we are in the process of implementing our school wide structures and routines.

TST is effective and is being fully implemented in this action bi-monthly.

Action 3: Improved Student Attendance

Effective

This action was effective due to the following evidence:

- 1. Due to our school wide attendance program, Power Bi data has shown a significant decrease in chronic absenteeism since the 2022/2023 school year.

Action 4: Positive Behavior Support

Partially Effective

This action was partially effective due to the following evidence:

- 1. Tier2 and Tier 3 groups, not starting until semester two due to high need students and onboarding a new Mild Mod SPED program.
- 2. School Psychologist was called to many other school sites for support throughout school year. .
- 3. Although our suspension rate stayed the same, the number of students being suspended has decreased.
- 4. Student Climate and Culture Data focusing on student wellness
 - Increased by 4% points

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- We will develop alternative discipline practices to address misbehaviors and suspensions.
- Part of each TST meeting will focus on attendance and the HSL will be included in these meetings.
- Increase in teacher, parent and community communication for positive behaviors.
- Increase in Home Visits with TST team members monthly, emphasizing in positive relationships.

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

SSC:	ELAC:	Staff:
More student engagement opportunities more field trips, both educational and incentive Attendance and social emotional data was shared with SSC members. SSC members truly appreciate what is already in place for students.	Attendance and social emotional data was shared with ELAC members. ELAC members truly appreciate what is already in place for students SEL supports, appreciate HSL, weekly Parent newsletter in their home language.	100% of staff felt that Tier 2 additional support was highly effective. Staff felt that assemblies, (Vendors such as Teocali, ROAR, and field trips were highly effective..

Action 1 :

Developing Essential Skills for the Classroom and Beyond

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1	• All students will be screened using the DESSA • Teachers will present lessons around the Guidelines for Success throughout the year. All students will participate in Kindness Week and other school-wide activities promoting character and workplace success. • Teachers will utilize resources and embed social-emotional learning strategies into instruction. • Teacher Supplemental Contracts to support students
Tier 2/3	• Students identified from DESSA as needing additional support will receive small group instruction or extra support from classroom teacher • TST will monitor identified students and will collect student interest data. • RCA, Tier II Specialist and School psychologist will pull small groups to target specific SEL skills for identified students. • Small groups may be formed based on significant subgroups.

- Teacher Supplemental Contracts to support students

Materials and Supplies

Professional learning books may be purchased to support SEL.

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

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

SEL Materials/Supplies

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- DESSA data will be disaggregated by EL students and they will receive small group instruction.
- Teachers will provide individualized support in the classroom.
- Classified staff will be provided with supplemental contracts to provide individualized supports to students.
- TSA/Tier 2 specialist/RCA will provide support to EL students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Teaching Fellows to provide push-in and pull-out support during RTI
- Provide planning days for teachers to focus on lesson planning quarterly and quarterly grade level data chats.
- Professional learning opportunities to support student learning. (such as write tools)
- Provide extra pay contracts for certificated and classified for after school tutoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- TSA
- RCA
- Materials and Supplies
- Student Engagement
- Teacher Subs for quarterly planning and data chats
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Next Gen and Write Tools
- EL Resources
- Teaching Fellows to provide push-in and pull-out support during RTI
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats by teachers

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. -Tier 2, RCA and School Psych will support students identified through TST/DESSA/referrals -Opportunities for students to be involved in clubs, sports, site activities and events Outcomes measured by • Measured by ATLAS entries • School engagement report through ATLAS • Attendance at events Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, RCA, School Psych, HSL, OA	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. -DESSA Report, Fall Climate and Culture Survey results, attendance reports, behavior reports Outcomes measured by • Increase attendance • Decrease in behavior reports • Decrease in DESSA Report Scores • Increase attendance at events Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, RCA, School Psych, HSL, OA	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. -Fall vs. Spring Climate and Culture Survey Data -Post DESSA results Outcomes measured by • DESSA Results • Climate and Culture Surveys • Attendance reports • Behavior Reports Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, RCA, School Psych, HSL, OA

Action 2 :

Improved Student Attendance

Action Details:

School staff will monitor school-wide attendance data by meeting bi-monthly and will meet with manageable, at-risk and chronically absent students to discuss the importance of attendance and setting goals for improved attendance, and behavior. Tier II Specialist will work closely with school office assistant and Home School Liaison in order to intervene with manageable and at-risk students, support parent involvement, promote school-connectedness, and provide

community resources.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- All classes will participate in a school-wide incentive program developed by the Culture and Climate Team targeting improvement of attendance. CCT will provide resources for teachers and staff to promote and educate parents and students on the importance to attendance.
- Home School Liaison, Tier II Specialist, and parents will participate in quarterly meetings focused on the importance of positive attendance.
- Students will be recognized for improved attendance during the school year.
- Quarterly perfect attendance awards/ribbons given to the students at awards assemblies. Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.

Tier 2

- Tier II Specialist/Home School Liaison will contact parents and provide support to ensure students are at school on time daily. Home visits may be conducted if needed.
- Students who are at risk due to attendance or lack of school connectedness will be invited to be part of our school's Meaningful Work program.
- Manageable and At-Risk students will be provided with Incentive Chart, 1:1 Attendance Chat, Attendance/Mentoring Group, Monthly/Weekly Parent Contact/Home visit
- Tier II Specialist/Home School Liaison will monitor and check in with students who are manageable and at-risk and RCA/Tier II specialist will provide social-emotional support as needed.
- Bi-Monthly extra recess for students who have 100% attendance, and 0 tardies for the two weeks.

Tier 3

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

Materials and Supplies

Incentives will be purchased to promote positive attendance.

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of Chronic Absenteeism .

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by positive home visits, student incentives promoting attendance, etc.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by providing a RCA, Materials and Supplies, Student Engagement incentives , Supplemental contracts for tutoring for certificated and classified employees, Books and references, Teaching Fellows to provide push-in and pull-out support during RTI, and Interpreters for parent meeting, parent teacher conferences and workshops focusing on attendance

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Home School Liaison will meet one-on-one with any EL students who need support with attendance and will also reach out to families to support and monthly home visits by TST team members.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, SWD, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Provide babysitting for parent meetings and workshops when discussing attendance
- Books and references materials focusing on attendance, and the importance of being in school.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, SWD, LTEL, HI, EL, AA, AS, FY, MR, WT :

- RCA
- Materials and Supplies
- Student Engagement
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Teaching Fellows to provide push-in and pull-out support during RTI
- Interpreters for parent meeting, parent teacher conferences and workshops focusing on attendance

As a site: What are the planned actions to support this student group?

The following identified sub groups will receive the following: SED, HM, SWD, LTEL, HI, EL, AA, AS, FY, MR, WT :

- TST, Tier 2/RCA and School Psych to provided targeted small group counseling
- OA, HSL, Tier 2 to monitor attendance through bi-monthly meetings

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by • Weekly attendance reports Outcomes monitored by Principal, VP, HSL, OA, Tier 2.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by • Bi-Monthly attendance reports showing 95% or higher • Monthly TST meetings focused on Attendance • Positive home visits by TST members Outcomes monitored by Principal, VP, HSL, OA, Tier 2, TST	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by • Annual attendance reports • Power Bi Reports • Chronic absenteeism will decrease from 30% to 26% for the 25/26 school year. Outcomes monitored by Principal, VP, HSL, OA, Tier 2, TST

Action 3 :

Positive Behavior Support

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

- All students will be screened with the mini DESSA.
- All teachers will provide an effective environment with high expectations.
- School-wide, staff will promote the Guidelines for Success - ROAR (responsible, outstanding, accepting and respectful)
- Safe and Civil schools program and CHAMPS strategies will be implemented school wide, inside and outside the classroom.
- All students will be a part of classroom meetings and the Olweus Anti-Bullying Program.
- All students will have the opportunity to earn school-wide incentive: ROAR
- Weekly ROAR drawings, will take place during Friday morning announcements.
- Each semester, there will be a mass ROAR drawing during our ROAR event (December and June)
- Teachers will enter a minimum of one positive behavior in ATLAS each week.

Tier 2

- Resource Counseling Assistant (.75 FTE) and Tier II specialist (District Funded) will implement behavior contracts and daily check ins with students who need extra social-emotional and behavior support.
- RCA and Tier II specialist will provide structured recess and time away to support students.
- School Psychologist and Tier II specialist to pull small groups targeting areas of need such as focusing, developing a growth mindset, and mindfulness.
- Admin will cover class as needed for teachers to have restorative conversations with students.
- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.

- TST will refer students to after-school programs and organized activities.
- DESSA data will be used to target students for small group instruction

Tier 3

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

Materials and Supplies

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Professional learning focused on TIER 1 instruction

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- RCA
- Materials and Supplies
- Student Engagement
- Books and references
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Small group instruction for Tier 2 support; RCA/Tier 2 and School Psych
- Targeted resources (Inner Explorer, etc.) to support students SEL learning.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by • Office Referrals • Suspension Data • Power Bi Data • ATLAS Positive entries Outcomes monitored by Admin, teachers, TST, CCT, RCA, ILT	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by • Office Referrals • Suspension Data • Power Bi Data • ATLAS Positive entries • Climate and Culture Fall Survey Data Outcomes monitored by Admin, teachers, TST, CCT, RCA, ILT	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured by • Office Referrals • Suspension Data decreasing from 2% to 1% • Power Bi Data • ATLAS Positive entries • Climate and Culture Spring Survey Data Outcomes monitored by Admin, teachers, TST, CCT, RCA, ILT

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4000		33,548.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3500		29,354.00

\$62,902.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	85 %	83.5 %	2024-2025	90 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Staff participation from Spring to Fall in the Climate and Culture Survey Increased
- Need for Increase of teacher voice in PD development.
- Based off Climate and Culture Survey in the Fall 2024, staff would like more feedback.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited professional development meeting time.
- Due to high need students, and off campus meetings during the first semester, administration was not able to get into classrooms as often as possible to give feedback.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms and open discussion meetings.
We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, and SSC to identify areas where growth can occur.
We will have the CCT team survey staff so they have full buy in with the connectivity ideas.
We will provide weekly updates sent to the entire staff by the principal to keep staff connected.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: 24-25 Professional Learning

Partially Implemented

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

Action 2: Promote a Positive Staff Climate and Culture

Partially Implemented

We continue to celebrate staff milestones and to further build a positive staff culture at Webster. In addition, our CCT has increased its members to be more reflective of the employees on our staff including classified as well as CDC staff and support staff.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: 24-25 Professional Learning

Partially Effective

This action is partially effective based on the following:

- Due to Professional Learnings at the district and regional level, not all teachers participated fully in this years on site PLs.
- Lack of differentiated PLs on site

Action 2: Promote a Positive Staff Climate and Culture

Partially Effective

This action is partially effective based on the following:

- As we are adding new staff members to Webster, adjusting to each other and building relationships is in the developmental stage due to limited opportunities for all staff to come together.
- New CCT team members continue to acclimate to each other, and the work of the team.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Academic Coach will provide coach cycles to build teacher capacity in ELA/Math.
- Funds set aside to fund substitutes for data chats, quarterly planning, and staff appreciation.
- Training for teachers in PLC+ structures and implementation.
- Differentiated PLs

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

SSC: 1. Make sure everyone's voice is heard 2. Making sure we keep the culture of our staff as a family by being able to lean on each other in safety and not holding judgement 3. Staff meetings in which teacher feedback is heard	ELAC: 1.Substitutes for teacher training Planning and professional development 2. Share i-Ready data with ELAC members and provide ELAC members the opportunity to give input SPSA in ELA/Math/EL Services, and Family Engagement	Staff: 1. Subs for PL, trips, observing peers, and planning time 2. Training opportunities for Paras
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Action 1 :

25-26 Professional Learning

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Academics: English Learner PL, Book study focused on literacy, Sub release time to observe other teachers, plan, analyze data and attend training
- Student Centered and Real-World Learning: Book study focused on SEL competencies and Cultural Proficiency
- Student Engagement: Resources for clubs, PL around student engagement, Continue book study
- RCA

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To Support our EL Learners, staff will participate in PL, literacy/training as needed, and book study on culture proficiency.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group? The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT : • Provide planning days for teachers to focus on lesson planning quarterly and quarterly grade level data chats.

- Professional learning opportunities to support student learning. (such as write tools)

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- TSA
- Materials and Supplies
- Teacher Subs for quarterly planning and data chats
- Books and references
- Next Gen and Write Tools
- EL Resources
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Students will receive high quality explicit and systematic instruction through quarterly planning days , professional development and grade level data chats.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. -Classroom walk throughs utilizing the FUSD Instructional Practice -Provide immediate and actionable feedback for teachers to implement and improve practices. Outcomes measured by • Walkthrough data • FIABs and IAB Data • Teacher feedback • Teacher evaluations • Teacher input Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. -Classroom walk throughs utilizing the FUSD Instructional Practice -Provide immediate and actionable feedback for teachers to implement and improve practices. Outcomes measured by • Walkthrough data • FIABs and IAB Data • Teacher feedback • Teacher evaluations • Teacher input Outcomes monitored by Principal, VP, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. -Classroom walk throughs utilizing the FUSD Instructional Practice -Provide immediate and actionable feedback for teachers to implement and improve practices. Outcomes measured by • Climate and Culture Survey from Fall and Spring • Teacher/Staff Summative Evaluations • Data on end of year retention of staff Outcomes monitored by Principal, VP, and teachers.

Action 2 :

Promote a Positive Staff Climate and Culture

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Provide planning days for teachers to focus on lesson planning quarterly and quarterly grade level data chats.
- Professional learning opportunities to support student learning. (such as write tools)
- Provide extra pay contracts for certificated and classified for after school tutoring.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- TSA
- RCA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for quarterly planning and data chats
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases
- Next Gen and Write Tools
- District Tech
- EL Resources
- Teaching Fellows to provide push-in and pull-out support during RTI
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

As a site: What are the planned actions to support this student group?

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Staff will receive Professional Development to support high quality explicit and systematic instruction
- Professional Learning (Write Tools, NextGen, PLC+, etc.)

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Survey Spring 24/25

School Building Committee Agendas

Outcomes measured by

- PLC Alignment of instruction, and monitoring of PLCs by admin
- Staff participation of extra curricular events
- Staff participation in team building events
- Encouragement of staffs professional growth

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Survey Fall 25/26

School Building Committee Agendas

Outcomes measured by

- Encouragement of staffs professional growth
- Staff participation of extra curricular events
- Staff participation in team building events

Outcomes monitored by Principal, VP, and teachers.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Climate and Culture Survey Spring 25/26

School Building Committee Agendas

Outcomes measured by

- Encouragement of staffs professional growth
- Staff participation of extra curricular events
- Staff participation in team building events

Outcomes monitored by Principal, VP, and teachers.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	95 %	97.6 %	2024-2025	99 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Due to working families, we have had a difficult time scheduling school wide events, parent meetings and conferences. Parent square is not user friendly for parents. Parents who have multiple students in various schools become inundated with messages; overwhelming parents causing them to tune out messages. Parents lack knowledge of resources that Fresno Unified offers and how to advocate for their children.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all parents have phones/technology/internet to communicate with the school.
- Not all parents feel comfortable or safe coming to the school campus due to political uncertainty
- Language barriers
- Lack of knowledge on Education System
- Parents feeling insecure about how to help their children academically

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Incentives for parents to attend school events
- Increase positive home visits and contacts
- Provide parent workshops (coffee hours, special events)
- Provide technology hubs on sites for parents to utilize and access school related information.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Expansion of Parent Communication

Fully Implemented

This action was fully implemented. While we still do not have as much participation as we want, we have implemented everything that was planned.

Action 2: 24-25 Community Outreach

Fully Implemented

The Fall 2024 Climate & Culture family survey increased by 8% points in family engagement. We have had multiple opportunities for parents to be engaged on campus and expect to see an increase next year.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Expansion of Parent Communication

Effective

This action was fully implemented based on Fall 2024 Climate and Culture Survey: Family Engagement at 99%

Action 2: 24-25 Community Outreach

Effective

This action was fully implemented based on Fall 2024 Climate and Culture Survey: Family Engagement at 99%

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

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

We will share Webster Elementary 2024-2025 SPSA and ongoing Progress Monitoring Data during Back-to-School and Open House events to offer multiple opportunities for parents to receive information and provide feedback. We will track our support and success by monitoring attendance at these events through a sign-in sheet.

Goal 5 (families opportunities to connect and engage in their child's school and education). We will add learning opportunities for our parents, guardians, and community members who would like to volunteer on our campus. Monthly sessions may also include tips on how to assist a teacher and volunteer in our classrooms. Another need our parents have expressed is in support of their child(ren)'s academics. Through our Parent Coffee chats, we will also provide information about community resources to help their child(ren) with academics, such as our After School Program. We can also utilize Parent University to offer workshops that also help parents support their child(ren)'s academics.

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

SSC: • Parent Meetings • Positive Phone Calls home • Connect with students with excess absences The SSC likes that Webster has staff stability and a positive culture.	ELAC: • Parent Meetings • Positive Phone Calls home • Connect with students with excess absences The ELAC feels like the staff at Webster cares about the students and each other. This has contributed to the retention of staff over the years.	Staff: • Events with parents; lunch on the lawn, family dance, Cultural Events, etc. • Increase communication with parents through multiple sources. The staff feels that the positive environment and family feeling at the site is responsible for staff retention.
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Action 1 :

Expansion of Parent Communication

Action Details:

In order to increase modes of communication with our families we will use parent square. We will utilize this to send and share important information with our families in English and Spanish weekly and as needed based on events that come up throughout the week.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Academics
- Student Centered and Real-World Learning
- Student Engagement
- Parent Portal
- Webster Website
- Edutext
- Parent University
- Communication with parents
- Increasing parental involvement SSC, ELAC, DAC, and LCAP meetings
- Provide Title I funds to support parents
- Literacy, Math and Science Nights
- Family/Community Night
- Parent Coffees
- Direct Graphics
- Supplemental staff time to support parent involvement
- Parent Square

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

In order to support our EL families we will be using parent connect in Spanish and English. We will provide parent workshops in Spanish and English. Send notes home in Spanish and English. Provide Bilingual presenters for our EL parents.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Provide babysitting for parent meetings and workshops.
- Parent meetings and workshops

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Materials and Supplies
- Student Engagement
- Books and references
- District Tech
- EL Resources
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support parents

As a site: What are the planned actions to support this student group?

- Parent information hub
- Community resources (All For Youth, Meal Distribution, Parent University, Word Church, Martin Park, etc.)
- Parent communications (Parent Square, Weekly bulletin, coffee chats, invitations to school events, etc.)

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Spring 24/25 Parent Feedback form after school wide meetings and events Outcomes measured by • Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Fall 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by • Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Spring 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by • Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL

Action 2 :

25-26 Community Outreach

Action Details:

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

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

- Coffee Chat
- Website
- Parent Square
- Parent Connect

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Provide babysitting for parent meetings and workshops.
- Parent meetings and workshops

Using 7090/7091 funds only: What are the planned expenses to support this student group?

The following identified sub groups will receive the following: SED, HM, LTEL, HI, EL, AA, AS, FY, MR, WT :

- Materials and Supplies
- Student Engagement
- Books and references
- District Tech
- EL Resources
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support parents

As a site: What are the planned actions to support this student group?

- Parent information hub
- Community resources (All For Youth, Meal Distribution, Parent University, Word Church, Martin Park, etc.)
- Parent communications (Parent Square, Weekly bulletin, coffee chats, invitations to school events, etc.)

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Spring 24/25 Parent Feedback form after school wide meetings and events Outcomes measured by • Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Fall 24/25 Parent Feedback form after school wide meetings and events Outcomes measured by • Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Climate and Culture Family Survey Spring 25/26 Parent Feedback form after school wide meetings and events Outcomes measured by • Data collected by survey and feedback Outcomes monitored by Principal, VP, and CCT, HSL

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	1,441.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	3,600.00

\$5,041.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0480 Webster Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs **No IEPs**	10,735.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education and Leadership Foundation : ELF Tutors split funded with 7091	26,326.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Coach, Literacy	0.2900	Paying 29% out of 7090 and 71% out of 6211(Reading Specialist grant)	49,136.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After school tutoring	4,995.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	16,601.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Printer Leases	7,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,377.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			Education and Leadership Foundation : ELF Tutors split funded with 3010	4,097.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Next Gen Site License	8,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Site License	5,000.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4000		33,548.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3500		29,354.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	1,441.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	3,600.00
							\$201,210.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$38,502.00
Sup & Conc	7090	\$119,280.00
LCFF: EL	7091	\$43,428.00
Grand Total		\$201,210.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$133,267.00
G3 - Increase student engagement in their school and community	\$62,902.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,041.00
Grand Total	\$201,210.00