



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Webster Elementary School	19-64881-6021760	05/13/25	

Purpose and Description

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

Schoolwide Program

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

In coordination with the Pasadena Unified School District's LACP, Webster Elementary School has goals to address the ESSA requirements for improved student achievement in ELA and Math, the requirements for professional development and improved evidence-based instructional strategies, and specific areas for Webster Elementary including family engagement, attendance, and behavioral supports which are also requirements of ESSA and the LCAP.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Creating our SPSA is a collaborative process involving district staff, site staff, and our educational stakeholders. Our site plan was developed through a series of meetings with staff, our MTSS team, and School Site Council (SSC). Our site council met on April 1, 2025. The final draft of the SPSA was reviewed by School Site Council (SSC) on May 13, 2025. Both SSC and our educational stakeholders were actively involved in reviewing data and developing our SPSA goals. The Annual Review of the SPSA will take place in May 2026 with the SSC.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

\$22,653.00 \$41,760.00 \$49,600.00
For the 2025-2026 school year, Daniel Webster School is projected to receive \$22,653 in Unrestricted Funds, \$41,760 in LCFF S&C (this does not include any possible carryover funds), and \$49,600 in Title I Funds. This funding will cover funding a library coordinator, a Bilingual Aide, and three noon aides for three hours per day. The noon aides work 3.5 to 4 hours per day during the 2024-2025 school year, but the current budget will not allow for the same coverage. This budget will

also not allow for a STEM aide, support for our performing arts, nor additional support for the Armenian Academy.

School Vision and Mission

Daniel Webster School Vision

"We will create a nurturing and inclusive learning community where every child thrives, embraces curiosity, and achieves their full potential."

Daniel Webster School Mission

"At Webster Elementary School, we are dedicated to transforming education to create a community where every child is empowered to achieve. By empowering our students to be culturally responsive, we prepare them to succeed in their educational journey and beyond."

School Profile

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

In 2022, the school served approximately 390 students in Pre-K through grade 5. Student demographics were as follows: 45.7%- White, 41.4%- Hispanic, 5.9%- African American, 3.9% Asian, and 3.1% Other, Multiple or No response. 75.3% of students were Socio-Economically Disadvantaged, 17% were students with Disabilities, and 9.8% were English Learners. We are proud to be a school community that is rich in cultural and ethnic diversity.

The Webster School campus is composed of 13 classrooms, 1 RSP classroom, 1 Music classroom, a library, and Art Loft, a staff lounge, staff workroom, a fully renovated auditorium and front office, three playgrounds and a grassy field. The cafeteria eating area was refurbished and painted by parent volunteers in August , 2009 and was repainted in December, 2018; the cafeteria tables were purchased with PTA funds as well, and air conditioning was installed in summer 2012. The Parent Center provides space for PTA and other parent committees and after-school enrichment classes sponsored by Parker-Anderson.

Daniel Webster offers all needed supports and services for students with Individualized Education Plans in the general education program. Additionally, there are five Special Day Classes to support students whose placement is in a more restrictive environment in Pre-K, TK-1st grades, and grades 2-5.

The Webster parents and the community have been extremely supportive of the educational programs at Daniel Webster School. To begin with, the school site opened an Art Loft in the fall of 2010. Then, during the 2012-13 school year, PTA purchased new playground equipment. Every student at Daniel Webster has an assigned Chromebook to access district applications and academic programs.

Since the 2012-2013 school year, the Webster PTA averaged approximately \$30,000 each year, which provided a supplemented and/or fully funded the following: School library coordinator, Choir Risers, \$150.00 in supplies for every classroom teacher, school field trips, school buses for each class, a renovated school garden, and various environmental and/or bully prevention assemblies; traditionally, Webster has always had one of the highest number of volunteer hours in the Pasadena Unified School District. At onset of the 2016-17 school year, the Webster Annual Fund once again provided partial funding for Webster's Music Instruction for each grade level; in addition, our Annual Fund Committee raised the funding to purchase a electronic school marquee in 2017, renovations to the school garden, and instructional materials for the teachers. A beautification day was held on MLK Day in January, 2018; due to the hard work of many school and community volunteers, the front of the school looks fantastic with replanted with flowers, trees, and bushes as well as an above-ground sprinkler system. In August, 2018, a family built and donated a "little library", which was installed at the front of the school site as well. PTA families have also donated more picnic tables for the kindergarten playground areas since last Spring, 2017.

Webster has been a recipient of the Sage Garden Grant since the 2020-2021 school year. The has funded and trained a master gardener and cooking instructor to help students at underserved elementary schools experience hands-on, standards-based lessons as they grow, prepare, and share nourishing food.

Additionally, there were many enrichment programs provided at Webster, which included, but were not limited to, the

following programs/activities: Instrumental Music (3rd/4th/5th), Lego Robotics, Innovation Club, Marine Biology, Science Explosion classes, Math Field Day coaching, 3rd grade Swimming lessons (Aquatics Center), MatheMagic classes, Robot Building, Character/Bullying and Environmental Assemblies, Dance lessons for Kinder and 1st grade classes, and various field trips sponsored by the Pasadena Armory. An after-school Armenian language and history program is normally held weekly.

Webster is a diverse community; families speak a multitude of languages consisting primarily of English, Armenian and Spanish. Oral interpretation and child care are always available at all parent meetings as we strongly believe that parent involvement and high student achievement are synonymous. Weekly Principal voice and email messages are provided via the Blackboard Parent Link System. Monthly newsletters and school tours are provided by the Webster principal, as well as Webster parent volunteers.

The PUSD School Board approved Webster Elementary School to become an Armenian World Language school starting in the 2022-2023 school year. Webster's Armenian Academy will offer daily Armenian language and culture class to all students who opt-in to the academy TK-5th grade beginning in the Fall of 2023.

Daniel Webster School is a diverse, rich learning community. It is a well-respected school that attracts both neighborhood and other families. The ethnicities of the staff reflect the diversity of the community. In a caring, nurturing environment, the instruction is designed to meet the needs of all students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.67%	0.66%	0.34%	2	2	1
African American	5.39%	5.61%	6.12%	16	17	18
Asian	2.69%	2.97%	2.72%	8	9	8
Filipino	1.35%	1.98%	1.70%	4	6	5
Hispanic/Latino	40.40%	39.93%	38.44%	120	121	113
Pacific Islander	%	0%	0.34%	0	0	1
White	45.45%	31.02%	45.58%	135	94	134
Multiple/No Response	2.36%	3.63%	4.08%	7	11	12
Total Enrollment				297	303	294

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	60	52	45
Grade 1	37	47	35
Grade 2	53	42	46
Grade3	45	49	42
Grade 4	54	50	54
Grade 5	48	63	50
Total Enrollment	297	303	294

Conclusions based on this data:

1. Students continue to transfer to Webster from private schools to enroll in Webster's Armenian Academy. It is expected that the enrollment will continue to remain steady as students continue to enroll in the Armenian Academy.
2. Due to large % of Armenian speaking students and parents, the school continues to benefit from having an full-time community assistant assigned who speak the language the school serves and knows the school community as well.
3. The school was rezoned in 2014 and 2019; since the rezoning occurred, the incoming group of kinder students has decreased each school year; the overall enrollment has dropped steadily over the past 4 or 5 years; parents who have left the school and transferred inside and/or outside the district.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	43	34	53	10.6%	14.5%	18.0%
Fluent English Proficient (FEP)	46	55	31	16.8%	15.5%	10.5%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The English Learner population has increased and FEP population has decreased. Students identified as Level 1 and level 2 learners will continue to have designated time allotted to meet their needs as second language learners in general ed classrooms
2. Webster's English Learner reclassification rate is over 15% each school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43	45	42	43	44	42	43	44	42	100.0	97.8	100
Grade 4	55	49	51	53	46	47	53	46	47	96.4	93.9	92.2
Grade 5	48	61	50	48	59	49	48	59	49	100.0	96.7	98
All Grades	146	155	143	144	149	138	144	149	138	98.6	96.1	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2406.	2409.	2417.	23.26	15.91	21.43	20.93	18.18	21.43	25.58	38.64	21.43	30.23	27.27	35.71
Grade 4	2435.	2466.	2442.	11.32	32.61	19.15	22.64	15.22	17.02	33.96	17.39	27.66	32.08	34.78	36.17
Grade 5	2451.	2486.	2507.	14.58	16.95	24.49	14.58	32.20	26.53	18.75	20.34	24.49	52.08	30.51	24.49
All Grades	N/A	N/A	N/A	15.97	21.48	21.74	19.44	22.82	21.74	26.39	24.83	24.64	38.19	30.87	31.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.60	15.91	14.29	58.14	65.91	57.14	23.26	18.18	28.57
Grade 4	11.32	21.74	6.38	69.81	58.70	72.34	18.87	19.57	21.28
Grade 5	14.58	11.86	18.37	47.92	71.19	65.31	37.50	16.95	16.33
All Grades	14.58	16.11	13.04	59.03	65.77	65.22	26.39	18.12	21.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.28	9.09	16.67	55.81	56.82	47.62	27.91	34.09	35.71
Grade 4	3.77	19.57	14.89	60.38	50.00	59.57	35.85	30.43	25.53
Grade 5	6.25	13.56	16.33	39.58	61.02	57.14	54.17	25.42	26.53
All Grades	8.33	14.09	15.94	52.08	56.38	55.07	39.58	29.53	28.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.63	6.82	23.81	67.44	81.82	61.90	20.93	11.36	14.29
Grade 4	11.32	13.04	12.77	73.58	69.57	63.83	15.09	17.39	23.40
Grade 5	6.25	13.56	16.33	75.00	67.80	67.35	18.75	18.64	16.33
All Grades	9.72	11.41	17.39	72.22	72.48	64.49	18.06	16.11	18.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.63	11.36	16.67	60.47	77.27	59.52	27.91	11.36	23.81
Grade 4	3.77	19.57	8.51	83.02	60.87	72.34	13.21	19.57	19.15
Grade 5	10.42	16.95	26.53	62.50	59.32	59.18	27.08	23.73	14.29
All Grades	8.33	16.11	17.39	69.44	65.10	63.77	22.22	18.79	18.84

Conclusions based on this data:

1. 63.63% of students were at or above ELA proficiency levels in 2019; This decreased to 35.41% of students who were at or above ELA proficiency levels in 2022. This is demonstrating learning loss due to school closure during the pandemic. This number has remained steady near 44% showing that student proficiency is on the rise. 4th graders are demonstrating least proficiency (1st graders during school closure).
2. Professional Learning Communities can empower teachers to improve teaching and learning through increased collaboration and distributive leadership with a lens toward a growth mindset approach.
3. Tier 2 students will benefit from focused instruction of foundational skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43	45	42	43	44	42	43	44	42	100.0	97.8	100
Grade 4	55	49	51	55	48	49	55	48	49	100.0	98.0	96.1
Grade 5	48	61	50	48	60	50	48	60	50	100.0	98.4	100
All Grades	146	155	143	146	152	141	146	152	141	100.0	98.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2427.	2421.	2418.	18.60	9.09	16.67	34.88	34.09	26.19	11.63	34.09	14.29	34.88	22.73	42.86
Grade 4	2449.	2467.	2446.	9.09	27.08	8.16	23.64	18.75	28.57	38.18	18.75	30.61	29.09	35.42	32.65
Grade 5	2438.	2474.	2506.	10.42	11.67	26.00	8.33	15.00	16.00	25.00	31.67	22.00	56.25	41.67	36.00
All Grades	N/A	N/A	N/A	12.33	15.79	17.02	21.92	21.71	23.40	26.03	28.29	22.70	39.73	34.21	36.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.26	18.18	19.05	44.19	56.82	47.62	32.56	25.00	33.33
Grade 4	10.91	22.92	16.33	56.36	45.83	48.98	32.73	31.25	34.69
Grade 5	8.33	10.00	18.00	37.50	60.00	56.00	54.17	30.00	26.00
All Grades	13.70	16.45	17.73	46.58	54.61	51.06	39.73	28.95	31.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.58	6.82	21.43	55.81	68.18	52.38	18.60	25.00	26.19
Grade 4	14.55	25.00	14.29	60.00	47.92	51.02	25.45	27.08	34.69
Grade 5	6.25	10.00	20.00	45.83	61.67	60.00	47.92	28.33	20.00
All Grades	15.07	13.82	18.44	54.11	59.21	54.61	30.82	26.97	26.95

Conclusions based on this data:

1. 48.9% overall of students met or were above proficiency in Mathematics in 2019; this percentage decreased to 34.25% on the 2022 CAASPP in overall math. This increased to 37.5% on the 2023 CAASPP and continued to increase to 40.42 on the 2024 CAASPP.
2. Additional training analyzing diagnostic assessments and comparing them to inform teacher instruction is needed; all Webster teachers should be using I-ready math curriculum and assessments regularly.
3. The percentage of students who were below standard overall decreased by nearly 15% on the 2023 CAASPP and decreased an additional 5.67% on the 2024 CAASPP.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1405.1	1410.1	*	1413.6	1409.6	*	1385.2	1411.4	6	14	21
1	*	*	*	*	*	*	*	*	*	*	8	6
2	*	*	*	*	*	*	*	*	*	*	6	8
3	*	*	*	*	*	*	*	*	*	4	*	6
4	1507.6	*	*	1489.0	*	*	1525.9	*	*	11	7	5
5	*	*	*	*	*	*	*	*	*	4	6	5
All Grades										28	44	51

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.14	28.57	*	35.71	33.33	*	42.86	9.52	*	14.29	28.57	*	14	21
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	63.64	*	*	9.09	*	*	0.00	*	*	27.27	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.29	11.36	27.45	25.00	29.55	35.29	21.43	36.36	9.80	14.29	22.73	27.45	28	44	51

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	28.57	*	64.29	33.33	*	21.43	9.52	*	14.29	28.57	*	14	21
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	72.73	*	*	0.00	*	*	9.09	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.43	18.18	41.18	21.43	43.18	25.49	25.00	15.91	9.80	7.14	22.73	23.53	28	44	51

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.14	28.57	*	21.43	28.57	*	50.00	23.81	*	21.43	19.05	*	14	21
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	18.18	*	*	45.45	*	*	9.09	*	*	27.27	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	2.27	25.49	39.29	22.73	21.57	28.57	45.45	29.41	17.86	29.55	23.53	28	44	51

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	28.57	23.81	*	57.14	52.38	*	14.29	23.81	*	14	21
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	63.64	*	*	9.09	*	*	27.27	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.29	31.82	41.18	42.86	50.00	33.33	17.86	18.18	25.49	28	44	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	35.71	33.33	*	35.71	38.10	*	28.57	28.57	*	14	21
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	72.73	*	*	9.09	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.57	38.64	37.25	32.14	29.55	39.22	14.29	31.82	23.53	28	44	51

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	14.29	19.05	*	71.43	57.14	*	14.29	23.81	*	14	21
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	11.36	17.65	60.71	54.55	50.98	25.00	34.09	31.37	28	44	51

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	28.57	42.86	*	21.43	38.10	*	50.00	19.05	*	14	21
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	63.64	*	*	18.18	*	*	18.18	*	*	11	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	9.09	33.33	46.43	52.27	45.10	10.71	38.64	21.57	28	44	51

Conclusions based on this data:

1. Students by domain performance level for all students in increasing in all domains with the exception of speaking.
2. The number of English Learners entering the school is increasing.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
294	73.1%	18%	1%
Total Number of Students enrolled in Webster Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	18%
Foster Youth	3	1%
Homeless	1	0.3%
Socioeconomically Disadvantaged	215	73.1%
Students with Disabilities	57	19.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	6.1%
American Indian	1	0.3%
Asian	8	2.7%
Filipino	5	1.7%
Hispanic	113	38.4%
Two or More Races	12	4.1%
Pacific Islander	1	0.3%
White	134	45.6%

Conclusions based on this data:

1. Webster's Socioeconomically Disadvantaged population continues to be significant with a need for additional supports.

2. Webster has growing population of students with disabilities as there are more students qualifying for Special Ed services; there will be three SDC classroom units at Webster, one embedded instruction PreK class, and one SDC Prek - autism class

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- We continue to have a significant number of students who are chronically absent, even after implementing attendance incentives. This is primarily students with disabilities. Community partner input regarding incentives to improve attendance have been somewhat effective.
- English language arts academic performance is an area of concern.

School and Student Performance Data

Academic Performance English Language Arts

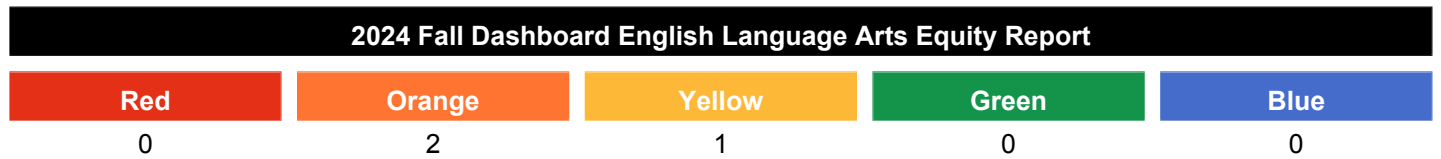
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 13.7 points below standard Maintained 1.2 points 138 Students	English Learners  No Performance Color 63.3 points below standard Maintained 1.6 points 28 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 32.0 points below standard Maintained 2.6 points 104 Students

Students with Disabilities  No Performance Color 90.8 points below standard Increased 23.2 points 26 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 27.0 points below standard Increased 7.0 points 53 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 9.0 points below standard Declined 34.1 points 66 Students

Conclusions based on this data:

1. All subgroups are making progress toward grade level standard or maintained with the exception of white students who declined by 34.1 points.
2. Students with disabilities increased by 23.2 points
3. English Learners are making little progress; and require high level, daily ELD.

School and Student Performance Data

Academic Performance Mathematics

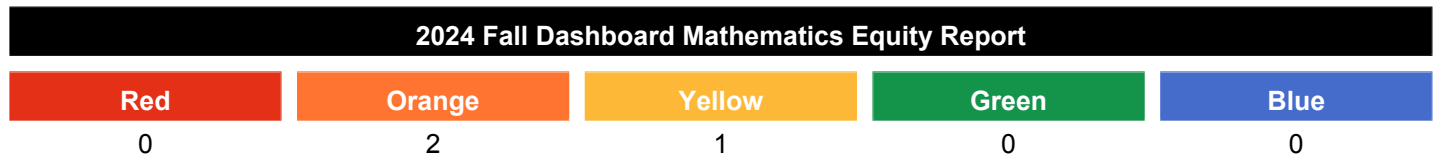
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 26.7 points below standard Increased 3.4 points 138 Students	English Learners  No Performance Color 67.1 points below standard Increased 26.2 points 30 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 39.0 points below standard Maintained 2.9 points 103 Students

Students with Disabilities  No Performance Color 102.8 points below standard Increased 37.6 points 25 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 38.2 points below standard Increased 6.1 points 51 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 26.3 points below standard Declined 27.5 points 68 Students

Conclusions based on this data:

1. English Learners and Reclassified English Learners significantly decreased in distance from standard; Math tier 3 vocabulary must be explicitly taught.
2. Hispanic students and Socio Economically Disadvantaged students are on a similar trajectory toward standard; focus must be placed upon these groups

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 66.7% making progress. Number Students: 24 Students	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	16.7%	0%	66.7%

Conclusions based on this data:

1. Bilingual aide to provide designated ELD time for levels 1 and 2 students under the direction of the instructional coach.
2. Integrated ELD will be included in lesson planning by teachers.
3. English Learners may benefit from Schoolwide ELD daily using the ELD curriculum adopted during the 2023-2024 school year.

School and Student Performance Data

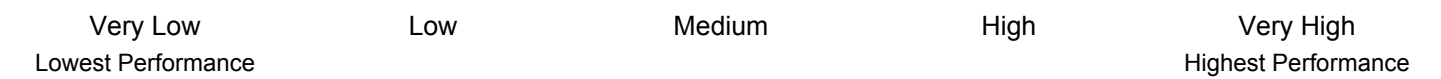
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A for Elementary
2. College and Career Day Event can be utilized to increase community and parental involvement at the school site next school year
3. College and Career Day event will continue and be expanded for all grade levels next school; also, students will need to be given the background information about college and career in order to better create a college and career oriented school environment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 27% Chronically Absent Declined 9.3 315 Students	English Learners  Orange 24.6% Chronically Absent Declined 20.7 61 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Yellow 28.7% Chronically Absent Declined 8.7 247 Students

Students with Disabilities  Orange 39.7% Chronically Absent Declined 15.6 73 Students	African American  No Performance Color 26.3% Chronically Absent Declined 16.5 19 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 9.1% Chronically Absent 0 11 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Orange 35% Chronically Absent Declined 9 120 Students
Two or More Races  No Performance Color 26.7% Chronically Absent Increased 5.2 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 21.7% Chronically Absent Declined 10.4 143 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A for Elementary

School and Student Performance Data

Conditions & Climate Suspension Rate

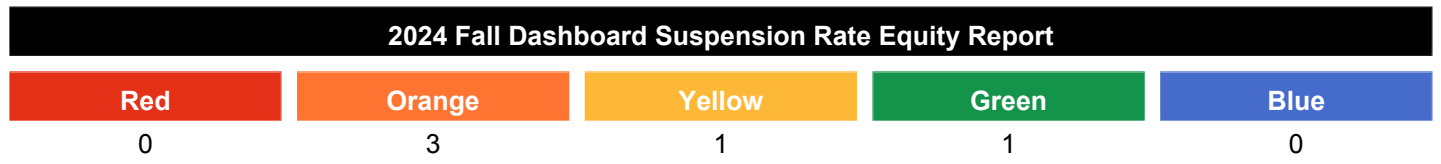
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9% suspended at least one day Maintained 0% 325 Students	English Learners  Orange 1.6% suspended at least one day Increased 1.6% 61 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Orange 1.2% suspended at least one day Increased 0.4% 253 Students

Students with Disabilities  Orange 2.6% suspended at least one day Increased 2.6% 76 Students	African American  No Performance Color 0% suspended at least one day Declined 4.5% 24 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0% suspended at least one day 11 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Yellow 0.8% suspended at least one day Increased 0.8% 124 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 0.7% suspended at least one day Maintained 0.2% 143 Students

Conclusions based on this data:

1. School Staff will continue to provide PBIS interventions for students "Caught Doing Good," also known as the 3 Bs, such weekly wolf tickets recognition on Monday mornings as well as monthly recognition ceremonies for students following the character trait of the month; good citizenship, and Most Improved in specific areas
2. MTSS/RtI team will continue to address issues with behavior and will meet monthly in 2024-2025 school year to review and implement the 3 Tiers of support for students (for academics, behavior, and social emotional)
3. Staff members will develop authentic relationships with their students; Teachers and staff will implement strategies and utilize knowledge gained in the "All it Takes" professional development throughout the school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

iReady Math Diagnostic 2 will increase from the baseline of 66% typical growth from 2024 by a total of 4% to reach 70% or higher typical growth in D2 2025-2026. Instructional Leadership Team to meet monthly to focus on student learning and achievement and coordinate the improvement of instruction in the school, based on data.

Identified Need

Improve instructional delivery of math concepts and increase student exposure to standards of mathematical practice.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessment; Data Dashboard cut scores	2023-2024 SBAC 40.42 Met or Exceeded Standard for Math 3rd grade 42.86 4th grade 36.73 5th grade 42%	2025-2026 School Proficiency Level Target-45% By the end of 2025-2026 school year, the school will increase the number of 3-5 Grade students meeting or exceeding standards on SBAC for math to 45% overall
Ready Math Diagnostic Assessment scores	2022-2023 Diagnostic 2 Overall Placement-17% at risk tier 3, 43% tier 2, 40% tier 1; Progress toward typical growth-55% 2023-2024 Diagnostic 2 Overall Placement-17% at risk tier 3, 52% tier 2, 31% tier 1; Progress toward typical growth-39% 2024-2025 Diagnostic 2 Overall Placement-15% at risk tier 3, 48% tier 2, 37% tier 1; Progress toward typical growth 66%	2025-2026 Diagnostic 2 Decrease in at risk tier 3 by 5%, increase in tier 1 by 5%, Progress toward typical growth-70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

2024-2025 iReady D2, At risk tier 3 decreased by 2%, tier 2 decreased by 4% and tier 1 increased by 6%. Progress toward typical growth increased from 39% to 66% for D2 (goal was 50%)! Fifth grade goal was to increase proficiency by 10% overall to 28.75% on the CAASPP; the increase was over 8% to 26.67%

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

The focus needs to shift from growth alone to accelerated skill acquisition and grade-level proficiency, particularly for Tier 2 students.

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

Local assessment data of iReady Math will be used as Spring 2025 data points. A MTSS coach will work with teachers to target academic and social-emotional needs of specific students. The Webster STEAM Loft will be utilized by students to provide innovative challenges and experiential learning opportunities for all students including Math challenges..

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Teachers will plan for math instruction, formative assessments, and hands-on, experiential, activities in grade level cohorts two times per month during PLC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Students will receive after school math enrichment instruction. (STEAM Aide Funded by Annual Fund)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners and RFEPs

Strategy/Activity

Daily Tier 3 interventions (30+ mins) with targeted small groups based on domain deficits to reduce iReady Tier 3 by 5%.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Incorporate data chats: Empower students to track their progress and set personal growth goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Use stretch growth goals from i-Ready to help students make more than one year’s progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

iReady ELA Diagnostic 2 will increase from the baseline of 84% typical growth from 2024 by a total of 2% to reach 86% or higher typical growth by the end of the 2025-2026 school year. Instructional Leadership Team to meet monthly to focus on student learning and achievement in ELA and coordinate the improvement of instruction in the school based on data.

Identified Need

Improve instructional delivery of English language arts concepts and increase student exposure to ELA standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessment data; Data Dashboard	2023-2024 SBAC 43.48% Met or Exceeded Standard for ELA 3rd grade 42.86 4th grade 36.17 5th grade 51.02	By the end of 2025-2026 school year, the school will increase the number of 3-5 Grade students meeting or exceeding standards on SBAC for ELA to 50% overall
Reading iReady Diagnostic	2023-2024 Diagnostic 2 Overall Placement- tier 3 18%, tier 2 43%, tier 1 38%; Progress toward typical growth-35% 2024-2025 Diagnostic 2 Overall Placement at risk tier 3 17%, tier 2 42%, tier 1 41%; Progress toward typical growth-84%	2025-2026 Decrease in at risk tier 3 by 5%, increase in tier 1 by 5%, Progress toward typical growth-85%

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Progress toward typical growth increased from 35% in 2023-2024 to 84% in the 2024-2025 diagnostic 2 assessment.

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

The ELA curriculum was new to teachers and there was a learning curve for implementation. Teacher implementation of strategies discussed during PLCs was inconsistent.

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students; Socio-Economically Disadvantaged students; English Learner students, Foster Youth

Strategy/Activity

Expand use of small-group instruction and targeted supports based on diagnostic domain data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students; Socio-Economically Disadvantaged students; English Learner students, Foster Youth

Strategy/Activity

Students will be provided comprehensive phonemic awareness and phonics instruction in the TK-3rd grade classrooms and in small groups for 3rd-5th grade Tier 2 students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students; Socio-Economically Disadvantaged students; English Learner students, Foster Youth

Strategy/Activity

Teachers will focus on student goal-setting and data chats.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

14063

LCFF Supplemental and Concentration (S/C)

11980

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners and RFEs

Strategy/Activity

ELD Professional Development for teachers will be provided and this will be a topic of focus during PLC time. ELD will be taught by classroom teachers at differentiated levels by grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students; Socio-Economically Disadvantaged students; English Learner students, Foster Youth

Strategy/Activity

Use PLCs to identify and address instructional gaps, especially in standards-aligned teaching and common formative assessment use.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 7

By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) within TK-5 at a rate of 25% or higher,
Reduce the number of long-term English Learners (LTEL) in grades 8-12 to less than 5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 3

Amira Reading Spring Diagnostic for EL students will Increase % of proficient EL students by 15 percentage points by the 2026 D2
iReady Math Spring Diagnostic for EL students will Increase the % of proficient EL students by 25 points by the 2026 D2.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic 2	2024 D2-19% of English Learners were at or above grade level on the iReady Reading Diagnostic 2 2025 D2-20% of English Learners were at or above grade level on the iReady Reading Diagnostic 2	English Learners will demonstrate proficiency equivalent to or greater than All Students on the iReady Reading Diagnostic 2 Assessment
iReady Math Diagnostic 2	2024 7% of English Learners were at or above grade level on the iReady Math Diagnostic 2, 2025 D2-14% of English Learners were at or above grade level on the iReady Math Diagnostic 2	English Learners will demonstrate proficiency equivalent to or greater than All Students on the iReady Math Diagnostic 2 Assessment

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Strategies and activities are implemented by teachers and bilingual aide on daily; MTSS coach will focus on support of classroom implementation of integrated ELD.

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

One key difference from the intended implementation plan was the unexpected increase in the number of Level 1 English Learners during the 2024–2025 school year.

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

Instructional walkthroughs and coaching cycles will be established to ensure fidelity of implementation and consistency in ELD instructional practices across classrooms. The MTSS Coach will take a more targeted role, specifically monitoring and providing regular feedback on the implementation of the designated ELD TCM curriculum in every classroom.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

An Instructional Bilingual Aide supports English Learner (EL) students by working alongside the classroom teacher to reinforce language acquisition during both integrated and designated English Language Development (ELD) instruction. The aide provides small-group and individualized support, helps clarify academic content in the students’ primary language when appropriate, and assists in reinforcing academic vocabulary and language structures aligned to ELD standards. Formative classroom assessments and student work samples are regularly reviewed by the teacher and aide to adjust instructional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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36414	Title I Part A: Allocation
27293	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners students

Strategy/Activity

All classroom teachers will receive professional development on the ELD TCM curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Progress monitoring for English Learners will take place three times annually—at the beginning, middle, and end of the year—using tools such as ELPAC results, formative assessments, and designated ELD curriculum checks for understanding to inform instruction and intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an physical and cognitive environments that is are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

Implementation of a Multi-Tiered System of Supports (MTSS) will reduce office referrals for behavior and increase overall student attendance, with a specific focus on improving attendance rates for students with IEPs. In addition, MTSS will be used to foster a positive school culture and climate where all students—especially those with diverse learning needs—feel safe, respected, connected, and supported. Through proactive behavioral supports, social-emotional learning, and staff collaboration, the school will cultivate an environment where students thrive socially, emotionally, and academically.

Identified Need

Increase daily attendance of all students, specifically students with IEPs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	55.4% of Students with disabilities were Chronically Absent in 2024-2025	Decrease chronic absenteeism of Students with Disabilities by 10% to 30.3%
PUSD 2024-2025 Attendance Average for Webster	TK 89% K 90% 1st 91% 2nd 92% 3rd 93% 4th 94% 5th 94% Total School Average 92.1%	Increase student attendance in all grades by 2%

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

MTSS and PBIS were implemented more robustly during the 2024-2025 school year. The Webster Way was taught in all classrooms and at assemblies. (Be safe, Be respectful, Be responsible) and wolf tickets (Caught being good

tickets) for demonstrating being safe, respectful and responsible) were distributed and rewarded. Webster will continue to focus on attendance and will use the 2024-2025 baseline data

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

A flowchart for addressing office-managed vs. staff managed issues was created with staff input, however staff usage was limited.

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

The MTSS Team will serve as the umbrella for all RTI and PBIS behavioral supports, as well as academic and social-emotional tiers, in the 2025-2026 school year. The MTSS Team will continue to focus on social-emotional components such as the implementation of Second Steps and Community Circles.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SWPBIS team meets monthly led by MTSS Coach

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
404.00	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students/Students with disabilities

Strategy/Activity

Implementation of engaging attendance incentives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will be supervised and safe during unstructured school time. (Funded through general fund)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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

Goal 5

Increase parent and community member satisfaction through stronger relationships, improved two-way communication, and more inclusive opportunities for engagement, resulting in greater family connection and trust in the school community.

Identified Need

Webster’s enrollment has continued to decline annually, indicating a need to strengthen the school’s visibility, reputation, and responsiveness to family and community needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

During the 2024–2025 school year, strategies to increase parent participation and engagement were implemented with varied success. While the school offered multiple opportunities for involvement—including ELAC meetings, cultural committee events, and Webster United meetings—overall parent engagement remained limited to a small percentage of families. Despite these efforts, a broader representation of the school community has yet to be consistently achieved.

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

In addition to the planned support for ELAC, the school also supported the development of three culturally inclusive parent groups: the Armenian Academy Parent Committee, the Hispanic Heritage Parent Committee, and the Webster United Parent Committee. These groups were not part of the original implementation plan or budgeted expenditures but were created in response to community interest and to build a more inclusive school culture. While these committees increased opportunities for involvement, their reach remained limited, and participation levels varied across groups.

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

Develop a formal family engagement calendar with a balanced mix of academic, cultural, and social events across the year to foster consistent participation. Use surveys and personal outreach to understand barriers to participation and to co-design events that reflect the interests and availability of diverse families. Expand communication strategies, including the use of multilingual outreach tools (texts, apps, personal phone calls), to ensure all families are informed and invited. Establish parent ambassadors or liaisons to increase outreach and peer-to-peer engagement among underrepresented groups.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hosting inclusive family events and meetings that highlight Webster’s academic programs, STEAM Lab, garden, and community values.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1206	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Enhancing school communication through regular, multilingual updates, family surveys, and personal outreach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Webster will be a visibly clean and safe school for students to attend.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Webster front office will continue to offer excellent customer to all parents and community members in person and via telephone and email.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build relationship with Webster Children's Center families; include in communication regarding events and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Form a Webster parent enrollment committee in the fall of 2025

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$49600
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$49600
Other State/Local Funds provided to the school	\$41760

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
----------------------------------	-----------------

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

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

State or Local Programs Funding Sources	Allocation (\$)
---	-----------------

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

Total of federal, state, and/or local funds available for this school: \$91,360

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	41760	0.00
Title I Part A: Parent Involvement	1206	0.00
Title I Part A: Allocation	48394	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	41,760.00
Title I Part A: Allocation	48,394.00
Title I Part A: Parent Involvement	1,206.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kristin Forrest	Principal
Cynthia Kim	Other School Staff
Maria Valdez	Classroom Teacher
Katherine Wiggins	Classroom Teacher
Gerardo Valdez	Classroom Teacher
Carolina Ventura Peralta	Parent or Community Member
Talia Glasberg	Parent or Community Member
Bobby Salman	Parent or Community Member
Arpa Abrahamian	Parent or Community Member
Sam Abrahamian	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



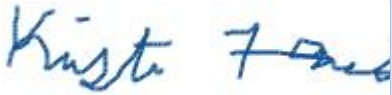
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 5/13/25.

Attested:



Principal, Kristin Forrest on 6/5/25



SSC Chairperson, Sam Abrahamian on 6/5/25

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- MTSS Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- Families in transition/ Foster Youth support staff and services including transportation;
- Parent and Community Engagement;

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2025-26 is as below:

School: Webster Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	197	\$70,359.94



Pasadena Unified School District Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Webster Elementary	Principal:	Kristin Forrest
School Number:	(626396-5740	Counselor:	
Date Completed:	5/29/25	Principal Signature:	<i>Kristin Forrest</i>

Goal: Decrease the percentage of chronically absent students to 10% or less.

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2025-2026 Chronic Absentee Goal
30.8%	17%	20.8%

GOAL 1: TEAMS & DATA			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Use of Data: Use of Data: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Data sources include: School ADA Chronic Absence List Truancy List District Reports Identify any pupil that is struggling to attend school due to a mental or physical health concern and create a plan based on the pupil's situation (mental or physical health concern, attendance, class engagement both	Queries on AERIES will be run on a monthly basis to identify chronic students. Attendance data will be compiled and reviewed monthly at the Attendance Team meetings This will be assessed on a quarterly basis.	<i>Goal is to develop an individualized plan and apply interventions to 100% of students who have been identified on a monthly basis.</i> <i>Improve the Webster attendance rate to 95%.</i>

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Pasadena Unified School District Student Wellness and Support Services

	during and before remote learning, family situation) Identify any pupil who is chronically absent (a pupil who is absent from school for 10% or more of the school days in one school year) and apply appropriate interventions (Truancy Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement, etc.)		
b. Attendance Improvement Team: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	The Attendance Improvement Team will meet in conjunction with the MTSS team The Attendance Improvement Team includes: Mrs. Forrest-principal Mrs. Deabrego Paz-Att. Clerk Cynthia Kim-MTSS Coach Claudia Mendez-Health Clerk Teacher Rep	The attendance improvement team meets monthly	All team members have been identified, and member attendance is at least 80%. The team has a current action plan to address the school community's attendance need.

GOAL 2: PREVENTION			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success



Pasadena Unified School District Student Wellness and Support Services

a. Prevention Strategies: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Utilize Social Emotional Learning curriculum to address students' social/emotional well-being. <i>Trauma informed and restorative practices are used to build relationships with all students and promote regular daily attendance.</i> <i>Celebrate students that have perfect attendance for the month with a 10 minute dance/bubble party with the principal.</i> <i>Recognize students with the most improved attendance for each semester.</i>	Weekly/Monthly	Increase in the monthly attendance rates from 2024-2025
b. Outreach: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	<i>Create publications delineating attendance expectations (principal's monthly newsletter, weekly Sunday Night Blasts, PTA Things to Know)</i> <i>A month-long school-wide Attendance Awareness Campaign will be held in September with activities, incentives, and messaging to promote regular attendance.</i>	Monthly/Weekly September 2026	Increase in the monthly attendance rates from 2024-2025

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Pasadena Unified School District Student Wellness and Support Services

	<i>Attendance will be discussed at least once at each stakeholder meeting, educating the greater community.</i> <i>MTSS Coach and the attendance clerk will communicate with parents of students who are chronically or on the verge of chronic absenteeism to provide resources and give information.</i> <i>Outreach will be provided to parents of chronically absent students; Daily calls to parents of absent students</i>	Ongoing Ongoing Daily/Ongoing	
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GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Attendance Intervention: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Our MTSS Coach works with students in the Wellness Room as a trusted adult in a safe space. She works with our on-site CSW to create social groups to build social skills.	Daily	Increase in the monthly attendance rates from 2024-2025

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Pasadena Unified School District Student Wellness and Support Services

	Our Community Assistant works with our families to provide resources around transportation and housing as needed.		
b. Student Re-Engagement: What re-engagement strategies are used to help students find and maintain success in the classroom?	The MTSS Coach works with students and teachers to create student plans for success and engagement.	as needed	Increase in the monthly attendance rates from 2024-2025

SSC Meeting Agenda (Suggested Template)

School Site: _Webster_____ Meeting Date: __May 13, 2025_____

SSC Meeting Agenda

Legal Requirements (Check topics to be covered at this meeting):			
SSC Business		SPSA	
	Title I Parent Involvement Policy, Home School Compact	X	SPSA Goal Review
	SSC Elections		SPSA Target Progress
	SSC Training	X	SPSA Approval
	SSC Calendar		SPSA Planning
	DAC, ELAC Merger		Modifications for SPSA Goals, Strategies, Funding
	Uniform Complaint Procedures		Assessment and Evaluation Survey for SPSA
	Attendance	Budget	
	Parent Education Opportunities		Funding Updates (District Information)
	SSC Survey (end of year)		Modifications to Categorical Funding based on Target Updates
	New Members Take Office		Review of Budget
	School Safety Plan & Emergency Management Plan		
Data Review			
	Site Developed Data	DAC & ELAC	
	District Benchmark Data		EL Program
	Quarterly Target Data Review		Reports
			Training

ITEM	DESCRIPTIONS	ACTION REQUIRED OF SSC MEMBERS
1. Call to Order	• Sam Abrahamian	• Informational

2. SSC Business • Approval of Minutes • Approval of Agenda • SSC 2025-2026 Elections	• Action Item: Approval of minutes for April 1, 2025 Meeting; Sam Abrahamian • Review of May 13, 2025 Agenda; Sam Abrahamian • Discussion of nominations and ballots	• Voting • Voting • Informational
3. SPSA • Approval of SPSA Goals, Strategies, Budget	• Review of SPSA including Goals, Strategies, Budget • Approval of 2025-2026 SPSA	• Informational • Voting
4. ELAC • DELAC Report • ELAC Report	• Informational: DELAC • Informational: ELAC Representative	• Informational • Informational
5. Public Comment	•	•

Next Scheduled SSC Meeting Date: TBD

Time: 6:00pm

Room: Virtual

School Site Council Meeting Minutes

School Name: Webster Elementary School
Date: May 13, 2025
Location: Virtual
Minutes Recorder: Maria Valdez, SSC Secretary
Called To Order Time: 6:05 PM

Members Present

Member Name (Place a * next to SSC Chair's name)	Membership Category (Classroom Teacher, Other Employee, Principal/Designee, Parent, Community Member, Student)	Present/Absent
Sam Abrahamian*	Parent	Present
Maria Valdez	Teacher	Present
Katherine Wiggins	Teacher	Absent
Gerardo Zelada	Teacher	Present
Cynthia Kim	Other Staff	Present
Kristin Forrest	Principal	Present
Carolina Peralta-Ventura	Parent	Present
Arpa Abrahamian (Keshishian)	Parent	Present
Talia Glasberg	Parent	Absent
Bobby Salman	Parent	Absent

Others Present :
(if any)

Agenda Items/Minutes

(add rows as needed)

Call to order 1 min	Meeting was called to order at 6:05 pm by Sam Abrahamian.
Roll call/attendance 2 min	Katherine Wiggins, Talia Glasberg, Bobby Salman absent Total of 7 members present (Quorum is met)
SSC Business	• Approval of Minutes ○ Cynthia Kim made the 1st motion to approve the April Minutes. ○ Arpa Keshishian made the 2nd motion to approve. • Approval of May Agenda ○ 1st motion to approve made by: Cynthia Kim. ○ 2nd motion to approve made by: Arpa Keshishian. • There will be an opening for next year. This is Bobby Salman's last year. ○ This is Talia's and Carolina's 2nd year. So those positions will be open for 2026-2027 SY. ○ The ballots need to go out in May, but our new parents that come in August will not be able to join the Board. ○ Sam asked if the ballots are sent, when can people vote? ■ Kristin told him voting can happen during Open House. ■ There should be parity on the Board. • We should have 5 parents and 5 school staff. • So far for next year we have 3 openings for school staff and 1 opening for parents. ○ Only parents need to be nominated. ○ There are district trainings that need to be completed, ■ Sam suggested that the voting be open right away and Mrs. Kim agreed.
Update from the principal/designee 5 minutes	Approval of SPSA and Budget: • Webster also following the District's #1 Goal - all students will graduate. ○ All students will have access to academic resources. • Goal #1 (Webster) - iReady, we use diagnostic #2. We don't use the state test because the data will be almost one year old. ○ iReady will increase from 66% in 2024 by 4% on diagnostic #2 next year. ○ The Instructional Leadership Team will continue to meet monthly to coordinate the data.

	■ On SBAC - 40% of our 3rd-5th students that were tested Met or Exceeded Standard last year. ■ 5th graders - 42% Met or Exceeded Standard ● We would like to see students go from 42% to 45% in Math (Overall) ● iReady Math: ○ 42% - Almost Met Standard (Tier 2 students) ○ 40% - Below Standard (Tier 1 students) ○ But the Typical Growth was at 55%. ● We want to make the above scores higher. ● We decreased our At Risk from ○ They went from 37% to 31% this year on the iReady Diagnostic #2: ■ The Typical Growth was 66%. We want to increase it to 70%. Ms. Forrest is confident the students are able to do this. ● Mrs. Kim informed us that Reading was the main goal this year, but Math should also be discussed. ○ Planning for next year: ■ The Instructional Coach and RTI positions have been dropped. ● Now we will have an MTSS position. ○ Mrs. Kim will be working in that position next year. ■ The STEAM Lab will continue to be used next year. ● STEAM will continue to help students with Science. ○ We need to increase our State Science scores. ○ Last year we went up by 30%. ○ This year our teachers have more buy-in for Science lessons. ○ We don't have site funding for an aide for next year, but the Annual Fund will fund the position. ■ Teachers will plan math lessons in their grade level cohorts. ● This will happen two times per month. ● There will be math tutoring next year. ■ ELs: ● Will continue to receive support next year. ● For Goal #2:
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- We will increase the baseline from 84% to 86% by the end of the 2025-2026 school year.
 - For the 2023-2024 School Year, all ELs scored at 43.8%, with 5th grade scoring at 51%.
 - For next year, they should go up to 50%.
- Looking at iReady Diagnostic #2 (Reading):
 - 18% are At Risk
 - 43% are in Tier 2
 - 38% are in Tier 3
 - The Overall progress was at 35%
- ELD Program:
 - 17% At Risk
 - 48% Tier 1
 - 84% Overall Progress
 - Decrease At Risk by 5%
 - Universal Supports will be strong.
- Phonics and Phonemic Awareness:
 - Our Tier 2 and 3 students will get more support if they need it.
 - An activity for TK - 2nd teachers will engage in Cross curriculum articulation in comprehensive reading and phonics.
 - An activity for 3rd - 5th teachers will be to have students complete the following activities in Small Groups:
 - Literary Texts - compare and contrast. This focus is to help students.
 - The use of Media and Library Services is to also support student learning.
 - The Library Coordinator position is funded by LCFF and some Title I funds.
- Professional Development on the EL Curriculum for all teachers:
 - We will continue to have the teachers teach ELD while the other teacher takes the English Only students.
- Goal # 3 for ELs:

	○ They will increase 1 proficiency level in CAASPP. ○ We want them to pass the ELPAC and reclassify before they go on to Middle School. ○ We want to decrease the number of ELs because we don't want them to become LTELs. ■ We want to increase Reclassifications by 15%. ○ We will use AMIRA next year for ELA Assessment. ■ It will be used as a Reading Screener. ● It will be used as an Intervention tool as well. ○ In 2024, ELs showed: ■ 32% At or Above Grade Level on the Reading iReady Diagnostic #2. ● Strategies and Intervention will be implemented by teachers and aide. ● The MTSS teacher will support or do intervention. ● TCM will continue to be used. ● The Bilingual Aide will support language acquisition. ○ This position was paid by Title I funds, but now it will be paid out of Title I and LCFF. ○ Teachers will continue to receive Professional Development. ○ Progress Reporting will continue to be three times a year (trimester). ● This is a living document and we can make changes as needed. ● Goal for Behavior and Attendance:
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- We will decrease office visits because of behaviors.
 - We want to work with MTSS to help students with behaviors.
 - We have taught the Webster Way.
- We want to continue to work with students on IEPs on their attendance.
 - Mr. Zelada asked about attendance for SPED students.
 - He asked about Pre K students, but their attendance does not count for us.
- Monthly meetings will continue to happen to discuss strategies to support families:
 - Behavior expectations
 - Attendance
- There is a Handbook for families.
- There are banners around the school to remind students how to be a good citizen.
- We want to implement more ways to engage students to improve attendance of all students.
- We have only been funded for one adult for 2 hours for playground supervision.
 - Ms. Forrest thinks 3 hours is best for supervision.
- Ms. Forrest thinks STEAM is very important and wants to bring it down to 2nd grade. This may increase attendance.
- Parent Involvement:
 - We want to increase parent participation:
 - We will continue our Parent Committees:
 - Armenian Parent Committee
 - Latino Heritage Parent Committee
 - Webster United
 - Strategies to attract more parent participation;
 - Parents will be invited to participate.
 - Update information for Parent Tours.
 - The Front Office will continue to offer friendly customer service since the Office is the face of Webster.
 - We need to keep these strategies general, so we don't have to change.
 - Mr. Zelada suggested ways to have new families enroll.
 - Maybe get a committee to look at the issue of recruitment.
 - Ms. Forrest wanted to offer Spanish so parents don't feel like their child needs to join

	the Armenian Academy if they enroll at Webster. ■ Mrs. Kim informed the members that someone mentioned using the ECE classes to become more “comfortable” at Webster. ● The Board was informed that they have been named Webster ECE, ■ The relationship is to be improved and communication as well. ● ECE Parents can be invited to also visit classrooms during Open House. ● Sam stated that parents can also find out about teachers’ teaching experience. This will make parents more interested in enrolling at Webster. ● Mrs. Kim stated that we need to build a relationship with ECE. ○ All kids need to be successful. ○ Ms. Forrest moved on to the next agenda item - approval of the 2025-2026 SPSA. ■ Mrs. Cynthia Kim made the 1st motion to approve. ■ Mrs. Arpa Keshishian made the 2nd motion to approve. ■ Unanimous votes to approve (7)
	● DAC/ELAC/DELAC Update: ○ No DELAC Report. ○ No DAC Report. ● ELAC: ○ There was a meeting in April. ■ There was not much of a turnout.

	■ Nominations took place, but there were not enough parents present to fill the open positions. ■ Recommendations for the SPSA were also discussed. ● Parents want more support for Level 1 ELs.
Discussion topic that matches Agenda Item Description 10 minutes	
Action item: Item topic from the agenda 10 minutes	
Public comments Up to 10 minutes *May be shortened to 2 minutes per person if number of public comments warrants this adjustment	● Ms. Forrest gave us the option to make this the last SSC Meeting of this year. ○ Sam suggested we meet informally during the summer months if needed.
Planning for next meeting agenda 5 minutes	

General Notes

(Use this section to record any notes that might not belong to any specific agenda item)

Meeting Adjourned: At 7:22 PM.

School Site Council Meeting Minutes

Next Scheduled SSC Meeting Date: TBD

Time: 6:00 pm

Room: Virtual