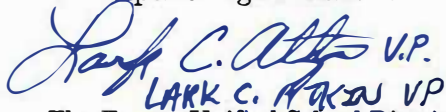


Webster Elementary

10621666006555

Principal's Name: Denise Romero-Whittles

Principal's Signature:

 V.P.
LARK C. ALTON VP

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council**School Site Council List**

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Denise Romero-Whittles	X				
2. Chairperson - Mathew Miranda				X	
3. Eric Collier		X			
4. Michael Foster		X			
5. A Yang		X			
6. Jenny Godinez – Pac Rep				X	
7. Araceli Hernandez				X	
8. Aaron Davlin		X			
9. Vivian Madding				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Webster Elementary

Title I SWP

Required Signatures**School Name: Webster Elementary School**

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

Title	Print Name Below	Signature Below	Date
Vice Principal	Lark C. Atkin, M.A., SpEd.		04/09/2026
SSC Chairperson	Mathew Miranda		04/09/26

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

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

FY 2026/27

Webster - 0480

ON-SITE ALLOCATION

3010	Title I	\$43,884 *
7090	LCFF Supplemental & Concentration	\$122,496
7091	LCFF for English Learners	\$50,140

TOTAL 2026/27 ON-SITE ALLOCATION

\$216,520

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,272
Program Budget	\$42,612
Total Title I Allocation	\$43,884

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Webster Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		5.4 %	2024-2025	6.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		29.7 %	2024-2025	30.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		50 %	2025-2026	51.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		52.2 %	2025-2026	53.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		57.5 %	2025-2026	58.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		68.5 %	2025-2026	69.6 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		25.9 %	2025-2026	27 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		50.9 %	2025-2026	52 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		43.5 %	2025-2026	44.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		50 %	2025-2026	51.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.2 %	2025-2026	61.3 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		16.7 %	2025-2026	17.8 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-46.8 pts	-60 pts	2024-2025	-45 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		28.1 %	2024-2025	33.1 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-52.7 pts	-68.3 pts	2024-2025	-53.3 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		23.4 %	2024-2025	28.4 %	↑
Goal 2	Chronic Absenteeism - (Hispanic)	26 %	32.5 %	2024-2025	31.9 %	↓

Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		32.1 %	2024-2025	31.5 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	26 %	21.1 %	2025-2026	20.5 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	99 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90 %	82 %	2025-2026	83.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		87 %	2025-2026	89 %	↑
Goal 2	Suspension Rate - (Hispanic)		4 %	2024-2025	3.67 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		4.2 %	2024-2025	3.87 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	1 %	4.5 %	2025-2026	4.17 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Academic Achievement:

Analysis of the data suggests that a large majority of students are not performing at grade level as measured by the SBAC despite 52.5% of our learners obtaining 40% or more of stretch growth in ELA and 43.5% of learners obtaining stretch growth of 40% or more in Math, indicating a need to strengthen instructional practices and systems that support student learning and academic growth.

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

English Language Learners:

Analysis of 2025 California Dashboard indicators indicate that our English Language Learners declined by 13.9% with 21 out of 74 students (29.7%) making progress indicating a need to re-establish previous staff learning around EL instructional strategies and strengthen ELA instruction in tandem with ELD standards. Classroom walks reveal a 50% implementation of ELD time.

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

Analysis of absences, suspensions and climate and culture survey indicate that that the school is experiencing a significant issue with safety and stress management at school. A sharp rise of 5.9 percent suspension rates over the course of the year coupled with a 30 percent chronic absenteeism rate and 55% percent of students indicating that they don't know how to manage their emotions, 14 percent of students do not feel safe at school and 15 percent of students feel they have no one to connect to when sad anxious or worried has culminated into students feeling unsafe and unmotivated to come to school.

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

Academic Achievement Causes:

1. Misalignment between instruction, curriculum, and assessment - Instructional practices are not being fully aligned with the cognitive demand, depth of knowledge, and standards assessed on the SBAC, limiting students' preparation for grade-level tasks.
2. PLC's and instructional staff do not consistently analyze formative and summative data to identify learning gaps, adjust instruction, and monitor progress toward grade-level mastery.
3. First year after loosing designated status and the time that came with that status to support students and teacher(s) instructional planning.
4. Professional Learning calendar did not pivot to the 'live data' needs that were trending and a reduction in PL/PLC/Buyback hours hindered a robust and flexible professional learning schedule. The newly implemented Write Tools PL left little to no time to support/expand and monitor teachers in ELD development and planning in tandem to the standards.
5. Misalignment of key instructional positions and job tasks hindered instructional support of teachers.

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

Behavior, Chronic Absences and Social Emotional well being:

1. Misalignment between job duties and job functions has led to a decrease in appropriate interventions
2. School wide incentives for attendance is too far away (semester based)
3. Lack of school wide expectations that are consistently enforced with a robust menu of consequence that are meaningful to students
4. Misalignment of DESSA information - students with unexpected behaviors during unstructured activities are scoring in the 'typical' range on DESSA
5. Lack of adequate supports and service for students served via IEP's. Example: SCIA's are approved but we cannot fill the positions leading to an increase in unexpected behaviors, an over-reliance on ISET behavior interventions and suspensions to keep students safe on campus.
6. Second Step was not practiced with fidelity for semester one. We had a course correction geared towards fidelity at semester two coupled with a reintroduction of character counts and student of the month incentives.
7. Inconsistent enforcement of school wide expectations, a reduction in support staff such as NTA's has made supervision challenging during unstructured times. NTA's do not feel empowered to correct behavior.
8. The inability to monitor students out of class has lead to an increase in bullying in the bathrooms, increased property damage and other inappropriate behaviors
9. Student's ability to bypass schools firewall and get onto inappropriate websites has led to hours of lost instruction and an increase of harassment
10. Inconsistent cellphone expectations have led to an increase of behaviors stemming from cellphone social media usage.

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

English Language Learners:

- 1. PLC's do not consistently and intentionally plan using resources like ELD common core companion to ensure EL students are supported appropriately.
- 2. First year after loosing designated status and the time that came with that status to support students and teacher(s) instructional planning and instruction that is tailored to meet EL student's needs.
- 3. The newly implemented Write Tools PL left little to no time to support/expand and monitor teachers in ELD development and planning in tandem to the standards.
- 4. Misalignment of key instructional positions and job tasks hindered instructional support of teachers in the area of ELD instruction.

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

Academic Achievement Needs:

- 1. The need to consistently analyze formative and summative data to identify learning gaps, adjust instruction, and monitor progress toward grade-level mastery. A return to the PLC+ structure and Teacher Clarity to help guide PLC's in their planning and understanding of the common core standards in ELA/Math and ELD standards in tandem.
- 2. The need for Learning days that highlight a needed ELA/Math instructional strategy, provides time for application, peer feedback and instructional coaching and allows staff intentional planning time for quarterly roadmaps, assessments and rubrics.
- 3. The need to receive consistent instructional feedback, coaching, or professional learning focused on improving practices such as checking for understanding, academic discourse, conceptual development (math) and differentiation
- 4. The need for consistent coaching cycles in the area of ELA and Math with a consistent and intentional planning for ELD students and students in need of differentiated instruction.
- 5. The need to utilize a co-constructed observational tool for classroom walks, IPW's, coaching cycles and data chats
- 6. Intentional PL that builds upon prior learning while exposing teachers to new ELA/ELD strategies so teachers see continuity rather than individual unconnected PL's that are isolated
- 7. Use of interact fellows to assist in TIER II & TIER III intervention.

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

GOAL 1 ELD:

- 1. The need to consistently analyze formative and summative data to identify learning gaps, adjust instruction, and monitor progress toward grade-level mastery. A return to the PLC+ structure and Teacher Clarity to help guide PLC's in their planning and understanding of the common core standards in tandam with ELD standards.
- 2. The need for increased use of visual supports in the classroom such as anchor charts
- 3. The need to receive consistent instructional feedback, coaching, or professional learning focused on improving practices such as checking for understanding, academic discourse, and differentiation as it relates to the English Language Learner's needs.
- 4. The need for explicit grade level vocabulary development and analysis skills and PL to help teachers learn how to explicitly teach these skills to increase EL learning

- 5. The need to utilize a co-constructed observational tool for classroom walks, IPW's, coaching cycles and data chats - with specific look for's for ELD and differentiated instruction
- 6. Goal setting with EL students

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

- 1. Intentional monitoring and tracking of initiatives such as Second Step and Champs.
- 2. Engagement and monitoring system to curb out of class behaviors such as 5 Star Students
- 3. Use of a management system to curb off task behavior on laptops such as Classroom Management Software
- 4. Consistent messaging around cellphones at the elementary level
- 5. Increase in SEL centered activities such as Character Counts, incentives, CHAMPS, TST realignment to meet site need.
- 6. Training via Climate and Culture manager to support supervision strategies during unstructured times
- 7. Paid time to continue NTA training one time per month.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA Proficiency

Partially Implemented

ELA Action 1 was partially implemented using a literacy grant and other site funds. Webster utilized a literacy coach to coordinate school wide intervention for students not on grade level. All student baselines were established using DIBLES and progress monitored throughout the year. Teaching fellows were used to provide direct and explicit instruction in foundational literacy in small group instruction for 45 minutes 4 times per week. Those students not making progress in this setting were referred to TST and SST respectively. Staff has attended a multitude of regional and third party trainings centered around early literacy and Webster leveraged district paid programs such as Success Together to bring families together with their children to engage with books, learning games and other strategies to support at home. Webster utilized an instructional coach with the intention of providing support to new teachers, coaching cycles and PL support however; the addition of several new programs to the site and a misalignment of job duties did not provide adequate time for the coach to readily assist as intended. Webster split funded tech-direct maintenance to repair and install needed technology to assist with literacy. IEP's, SST's and 504's were shifted to directly after school and site leveraged and utilized subs to cover classrooms so that teachers could meet with parents during SST's when students were not making gains.

Math Proficiency

Partially Implemented

Math Action 1 was partially implemented. Professional learning did occur in the 2025-2026 year with regards to math but did not stay present when Webster transitioned to a writing focus at the start of the academic year. Staff did participate in PLC+ training and Teacher Clarity, however; application of PLC+ Teacher Clarity indicators is inconsistent across grade levels. Increased checks for understanding and student goal setting are not yet established consistently in every classroom. Webster was unable to secure an additional teaching fellow to assist with instruction centered around conceptual understanding.

EL Reclassification

Partially Implemented

Currently the practice is inconsistent across the grade levels.

Exposure to Careers

Partially Implemented

Webster was unable to host a career day for 4th-6th grade. Character Counts has been reintroduced to the site this year. Field trips have been promoted through grade level trips and opportunities.

Developing Essential Skills for the Classroom and Beyond

Partially Implemented

Second step was not fully implemented first semester. Increased to grade level fidelity at start of second semester. Job misalignment created issues with fully implementing areas of the TIER II intervention.

Improved Student Attendance

Partially Implemented

Overall support structure in place however; inconsistencies with full implementation were evident. The change in social worker for attendance and some team members has lead to a challenge in full implementation, however; team is meeting and identifying students. School wide structures have been rolled out but is inconsistent in the classroom.

Positive Behavior Support

Partially Implemented

Climate and Culture team had several new team members this year and therefore restructuring and training needed to take place. School wide structures and routines were not fully implemented in semester one while semester two school wide expectations and systems have been put into place but not yet as robust as a fully implemented system would demonstrate.

25-26 Professional Learning

Partially Implemented

Last year, consistent PL took place and was centered around ELD and math strategies. This year has proven much more difficult as some of the PL had to be used for district mandated training such as AI.

Promote a Positive Staff Climate and Culture

Partially Implemented

Webster was unable to provide a career day. We were able to provide some cultural experiences such as Teocali dance.

Expansion of Parent Communication

Partially Implemented

Webster uses Parent Square and Let's Talk however; we have not maximized it's use to be as robust of a communication platform as it could be. Inconsistent use/access by staff has lead to some areas of difficulties. Additionally, parents who use the 'digest' feature on Parent Square do not receive important information prior to it occurring.

25-26 Community Outreach

Partially Implemented

Webster recently completed its Read Across America and prior to that completed it's Letter's to Santa and Toys for Tots drive. Bi-Monthly we have meal distribution and annually a back to school event. We were unable to produce a multi-cultural event. Last year there was not a community fair as anticipated but we are currently planning one for May and have sporadic implementation of Coffee Chats.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA Proficiency

Partially Effective

CA Dashboard data shows a maintenance effect on scores only, suggesting a 1.8 percent maintenance across 140 students. However; since this was only partially implemented we are anticipating a score rise to target areas after full implementation with a key component missing of coaching cycles.

Math Proficiency

Partially Effective

CA Dashboard data shows a maintenance effect on scores only, suggesting a -0.5 percent maintenance across 143 students. However; since this was only partially implemented we are anticipating a score rise to target areas after full implementation with a key component missing of coaching cycles. According to iReady we experienced 85 of the 298 students assessed to grow, representing a 28.5 percent in growth, 0% decline and 71% maintenance. iReady indicates that of 298 students growth was as follows:

- From 03 to 16 students mid or above grade level = +13 students movement
- 16 to 38 students early on grade level = + 22 students movement
- 137 to 144 students one grade level below = + 7 students movement
- 76 to 44 students two grade levels below = + 32 students movement
- 66 to 56 students three or more grade levels behind with 60 IEP's on campus +11 student movement

EL Reclassification

Ineffective

This was not effective across all grade levels. Survey of implementation was 50% without intentional implementation. Key components missing were coaching cycle. We anticipate course correction in new academic year as we are currently at a 13.9 percent decline.

Exposure to Careers

Ineffective

Webster was not able to implement this action and therefore have no data to support the effectiveness. However, we plan to start a full implementation of Character Counts school wide, meaningful clubs and a career day for 4-6 grades as well as a community service exposure day for K-3.

Developing Essential Skills for the Classroom and Beyond

Ineffective

Webster was not able to implement this action and therefore have no data to support the effectiveness. However, we plan to start a full implementation of Character Counts school wide, teach Second step with fidelity and use the DESSA as a primary data source for monitoring the effectiveness.

Improved Student Attendance

Partially Effective

According to CA dashboard, we experienced a .7 percent increase in chronic absenteeism. Internal metrics indicate a positive increase of .01 percent. Internal metrics also show a 5.1 percent rise in suspension rates from 1.8 percent. Suggesting a correlation between students suspended and impact on absenteeism.

Positive Behavior Support

Ineffective

With only partial implementation and behaviors the school was unequipped to handle without district level interventions such as ISET which requires a documented history of suspensions for qualification, we experienced a sharp rise in suspensions from 1.9 to 5.1 percent.

25-26 Professional Learning

Partially Effective

Last year we made strides in our EL PL. However; when the school shifted to a writing focus PL became partially ineffective because it did not spiral in or build upon previous trainings and this year, while we made gains in writing as measured by students work samples, we declined sharply by 13.9 percent regarding English Language Learners. We anticipate a course correction next year as we intentional spiral previous PL into current learning and reinforce with calibrated classroom walks and robust feedback and coaching cycles with staff.

Promote a Positive Staff Climate and Culture

Partially Effective

2025-2026 Climate and Culture Survey indicate 81 percent favorability of staff culture and 80 percent favorability of staff wellness placing us at -8 and -11 points below the district 'norms'. Because not all areas of the action were implemented or not implemented with fidelity we do anticipate a course correction next year and are anticipating a growth of 10 percentage points from 80 to 90 and from 81 to 91 percent when the plan is fully implemented.

Expansion of Parent Communication

Partially Effective

Panorama metrics indicate a response rate from families of 46 which is down from 73 respondents in 2024 and 76 respondents in 2023 suggesting a lack of engagement in the process and becoming an anecdotal evidence point as well. We anticipate a course correction next year by strengthening the aspects of Parent Square and Let's Talk and actively removing and adding our family enrollment into both systems with current contact information and explicit instructions on usage. Despite various forms of communication the front office staff continues to be bombarded daily with inquiries from parents that were addressed through these means.

25-26 Community Outreach

Ineffective

Webster recently completed its Read Across America and prior to that completed it's Letter's to Santa and Toys for Tots drive. Bi-Monthly we have meal distribution and annually a back to school event. We were unable to produce a multi-cultural event. Last year there was not a community fair as anticipated but we are currently planning one for May and have sporadic implementation of Coffee Chats.

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

1. All Action goals will have a data tool and stated criteria in order for Webster to track efficacy and year to year data allowing us to gauge effectiveness both quantitatively and qualitatively.
2. All members that are leading major action areas will have a copy of the Action to use while leading their work.
3. ILT will meet to determine most effective uses for the ELF Tutors.
4. A returned focus to MTSS structure to ensure high level, rigorous and standards based instruction in Math, ELA and ELD instruction a return and strengthening of PLC+ and Teacher Clarity as the bedrock of any instructional approach.
5. A calibrated team of daily classroom walks leveraging co-constructed feedback and an observational tool.
6. Re-alignment of job duties to ensure maximum effectiveness and support in the classroom via observations, coaching and feedback.
7. Admin will monitor action areas and the leading teams to ensure intentional focus and follow through.

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

SSC:	ELAC:	Staff:
Career Exposure:		Continue • Small group instruction and interventions

Career Day - rotation sign up interest or survey. Guest speaker for each classroom.

Encourage Hands on demonstrations and partnerships with district or outside agencies.

Model after Madera Career Day

Survey Kids for their interests.

Essential Skills for the classroom and beyond:

Critical Thinking - social media

Character Traits promoted and reinforced by the school

Group building activities, team challenges during recess, class challenges

Use of Analog Clocks

Increase Library time

Money management - budget challenge/silent auctions

Social Media Vs. Life

AI safety and correct use.

Positive Staff Climate:

Food/snacks

Student appreciation for Staff (cards shoutouts etc.)

Team Challenges dress up point challenges

Buyback treasure hunts

Staff support for discipline

Expansion of Communication:

Class Dojo (not all teachers use)

Parent square (not all parents use)

Flyers in backpacks (random - don't always get home)

- 1.Substitutes for teacher training Planning and professional development
- 2. Share i-Ready data with ELAC members and provide ELAC members the opportunity to give input SPSA in ELA/Math/EL Services, and Family Engagement

- Positive student recognition systems
- Attendance incentives
- Staff collaboration
- Administrative support and communication

Improve / Stop

- Inconsistent behavior consequences
- Lack of time for intervention
- Delayed parent communication
- Perceived inequities in staff treatment

Major Staff Suggestions

- 1. Expand intervention systems for struggling students
- 2. Strengthen schoolwide behavior expectations and consequences
- 3. Increase student incentives and recognition
- 4. Improve family communication and engagement
- 5. Provide focused professional development and instructional coaching
- 6. Continue building a positive staff culture

Information booth arrival and dismissal where flyers are distributed directly to parents.

Teacher communication to parents directly

EL Learners:

Tutors

English Support for Parents

More Reading clubs - Bilingual

Visuals HFW in picture and word form

School Based Welcome for new comers

Student Attendance:

Kinder fundamental years monthly recognition of students with Awesome Attendance

Start Incentives young.

Flyer information of impact on learning and life consequences

Outreach for parents beginning of the years parent meeting registration/enrollments

SSC would like budget toward student incentives such as pizza party/snow cones attendance 100% to fill letter.

Positive behavior:

Student store that uses school currency and cash

Student body presidency

gamify challenges - incentives rewards

correct and thank behavior to reinforce

create a house system to foster connectiveness, belonging and challenges

ELA Proficiency:

Tutoring - Issues with attendance and sports commitments. Need for a post tutoring meeting to discuss pros/cons of tutoring after school.
Tutoring schedule is very confusing to parents and causing frustration.

Intervention/RTI - This forma had positives, due to enrollment and numbers and reading levels.

Improvements needed in vocabulary recognition and learning. School wide rollout of lessons K-2 6 step phonics (done) and 3-6 vocabulary morphology (not Yet).

Math Proficiency:

Math facts absolutely necessary

Incentivize fluency fun-active-brief

Manipulatives for as many things as possible - is there enough?
Donations? Sponsorships?

Professional Learning:

Coherence (established at beginning of the year) syllabus and expectations

Differentiated PLs for Upper/Lower grades especially during CAASP.
Grade Levels. Morning and after lunch sessions. Training during school time must be valuable loss of instruction for kids versus value for teachers improvement/growth.

Community Outreach:

Promoting Community attendance at team sports (flyers given at start of season, web access)

School carnival open to community

School Event Weeks like SEL week, Read Across America get more community Prescence or involvement.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA Proficiency

Action Details

Early Literacy

Webster students will be engaged in a rigorous, standards-based English Language Arts program using:

- Common Core State Standards, aligned to SBAC Targets.
- English Language Development Standards
- Wonders GVC, Wonders also aligns to state standards and SBAC Targets.

Secondary resources used are:

- Scholastic
- Read works
- Write Tools
- Heggerty
- Secret Stories
- Orton Gillingham
- LETRS.

Teachers will plan and deliver high quality and rigorous standards-based quarterly units by:

- Developing Assessment Plans that include learning targets, common formative assessments (CFA's) and a common summative assessment aligned to SBAC targets.
- PLCs will analyze data from assessments to determine instructional steps, develop a plan for corrective or extended instruction and incorporate differentiated instruction.
- Instruction will focus on the use of high quality text, complex talk and tasks, explicit vocabulary development, grade level analysis of multi-syllabic words and writing skills in order to build student comprehension of the text.
- Webster will continue to implement a school-wide (K-6th) RTI model that provides multi-tiered intervention for all students (intensive, strategic, and core) in order for each student to move a minimum of one grade level per year. While we no longer have a full time Literacy Coach to coordinate this our ILT is strategically utilizing 4 ELF tutors to help launch this instruction in the classrooms and the instructional coach who will support classroom instruction, by demonstrating instruction and planning with teachers and providing coaching cycles in order to improve and accelerate student learning, in and Literacy.

- Webster will provide after school tutoring using the Block Grant from designated school closure.

Direct Instructional Services

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

Instruction

Tier 1

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

Tier 2

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

Tier 3

- Students with an IEP will receive instruction from Resource Specialist Teacher in accordance with their IEP offer of FAPE.
- Teaching fellows will provide intensive reading instruction to students in grades Kinder-2nd five days a week, 3rd - 6th, four days a week.
- RSP Push-in model to support students with IEP's and students demonstrating gaps in the classroom.
- TST and data chats with TSA/classroom teachers and admin will identify students to monitor in Tier 3.
- Monthly Student Study Team meeting to develop plans for student success for identified students.

Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.
- Culturally sensitive and engaging materials will be purchased to support the reading comprehension of students in significant subgroups.

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

English Learner Students

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

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

English Learner student population is performing at the red level in the area of English Learner Progress. CA dashboard data indicated a decline of 13.9%.

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

. Increase materials to support visual strategies such as but not limited to anchor charts and explicit vocabulary instruction. Technology to provide access to text for students that are new comers.

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

- Teachers will create an Action Plan in August to detail how they will provide designated/integrated ELD instruction.
- Targeted EL's will receive small group instruction in reading comprehension, vocabulary and writing from the teachers and Teaching Fellows.
- Teachers and Teaching Fellows will provide instruction to EL's to target areas of growth based on ELPAC results.
- Supplemental materials to support reading for English Learners will be provided.
- Data Chats will include specifics strategies on how to support English Learners.
- Beginning of school year, staff will identify LTEL's and create an action plan to meet their needs.
- Supplemental contracts will be provided to teachers and classified staff to provide after school tutoring.
- PLC's will disaggregate data to monitor and track EL student progress on Common Formative Assessments and SBAC IAB's/FIAB's.
- Students needing additional support will receive Tier 2 intervention in their classroom through small group instruction.
- Identified EL students will receive ELD support through Tier II intervention deployments and utilization of the ELD standards.
- Supplemental pay contracts will be provided for babysitting, interpreters, school events and for parent meetings.
- Extended Learning Summer Program (ELSP) Summer Program Opportunities will be provided and promoted to English Learners.
- Teachers will increase usage of strategies specific to ELD students such as but not limited to anchor charts, explicit vocabulary instruction, sentence stems etc.

Student Groups

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

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

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

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

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

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

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

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

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services
- Targeted resources (Write Tools, NexGen Math, 5 Star Students, etc.) to increase student academic achievement and engagement
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- In order to support our families we will:
- Use Parent Square in Spanish and English.
 - Provide parent workshops in Spanish and English such as but not limited to coffee chats based on the need of families.
 - Send notes home in Spanish and English.
 - Provide Bilingual presenters for our EL parents when possible.
 - Increase engagements from parents around ELPAC and other state testing to show support for their testing students. This can include but is not limited to testing workshops, rallies that involve parents prior to testing and tutoring to support parents understanding of grade level material in order for them to be able to help their students with homework and other tasks.
 - Create and maintain a parent information hub
 - Provide community resources such as but not limited to All4Youth and Care Solace, Meal Distributions, Parent University, Martin Park, etc.
 - Increase engagement in SSC, ELAC, DLAC, CAC and LCAPP by continuously messaging

Professional Learning

Describe Professional Learning related to this action.

In order to promote life long learning and retain our Webster staff, we will provide research based PL opportunities to our staff such as but not limited to utilizing a book study approach along with in person/virtual professional learning opportunities where staff teams will study best practices. Quarterly collaboration with EL services to analyze data and make instructional leadership pivots as necessary to address "live" needs of our current EL population. Resources and training for clubs and student engagement such as but not limited to 5 Star Students. Learning days will be provided that address ELA standards in tandem with ELD standards. Use of subs, reference materials, Write tools and professional Development/Conferences/consultants to support students in the classroom as necessary.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

- Classroom walk throughs utilizing the FUSD Instructional Practice
- Provide immediate and actionable feedback for teachers to implement and improve practices.

Outcomes measured by

- Walkthrough data
- FIABs and IAB Data
- CFAs and Checks for understanding
- Monitor iReady My Path lesson data

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- District benchmark, iReady Diagnostic reading assessments, SBAC
- Interim assessments

Outcomes measured by

- Growth from assessment to assessment and through iReady Personalized Learning Lessons.
- 52.2% of students met their stretch growth mid year (40% and above) in 25/26. This will increase by 12% points for 26/27 mid year

Outcomes monitored by teachers, grade level PLCs, and admin.

And ultimately achieve these impacts.

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

- SBAC Results: decrease the distance from meeting standards in ELA from -60 to -46.8.

Outcomes measured by

- Growth from distance from standard.

Outcomes monitored by Principal and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math Proficiency

Action Details

College & Career Readiness

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

Direct Instructional Services

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

Instruction

Tier 1

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

Tier 2

- Students will receive corrective instruction, based on summative results, as planned in their grade level planning calendars
- Differentiated instruction in math will be provided in all classrooms based on common formative results, student needs, iReady and any other quantitative/qualitative data that indicates a learning gap.
- Teacher and/or Admin will conduct data chats with targeted students

- Teachers will recommend student to TST when not making progress with Tier 1 instruction.

Tier 3

- Students with an IEP will receive instruction from the Resources Specialist Program teacher in alignment with their IEP's offer of FAPE.
- Students not making adequate progress after receiving all Tier 1 and 2 supports will be referred to SST

Materials:

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

English Learner Students

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

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

Student Groups

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

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

- Provide learning days for teachers to focus on specific teaching strategies, peer feedback after application and lesson planning quarterly with quarterly grade level data chats.
- Professional learning opportunities to support student learning. (Next Gen Math)
- Provide babysitting for parent meetings and workshops.
- Provide extra pay contracts for certificated and classified for after school tutoring.

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

Hispanic (HI):

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Coffee chats or Math workshops that highlight the major clusters of learning in each grade level and teach parents about conceptual understanding, precise vocabulary, precision, perseverance and other essential math skills.
2. Video banks accessible to parents that assist them in supporting their student in learning math skills.
3. Math and Science Nights or nights that include any discipline centered around math skills.

Professional Learning

Describe Professional Learning related to this action.

Webster has an additional professional learning scheduled for Next Gen Math.

PL Surrounding The Rigor of the standard and a focused intentional alignment on standards that align with SBAC. Use of resources such as Content Explorer, Achieve the Core Coherence map and District pacing guides.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. -Classroom walk throughs utilizing the FUSD Instructional Practice Guide and feedback on the weekly instructional focus. -Provide immediate and actionable feedback for teachers to implement and improve practices. Outcomes measured by • Walkthrough data • FIABs and IAB Data • CFAs and Checks for understanding • Monitor iReady My Path lesson data Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. -District benchmark, iReady Diagnostic math assessments, SBAC -Interim assessments Outcomes measured by • Growth from assessment to assessment and through iReady Personalized Learning Lessons. • 43% of students met their stretch growth mid year (40% and above) 25/26 will increase by 12% points for 26/27 mid year Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. -SBAC Results: decrease the distance from meeting standards in Math from -60 to -46.8 Outcomes measured by • Growth from distance from standard. Outcomes monitored by Principal and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

EL Reclassification

Action Details

Equitable Access

Webster will continue to provide daily Designated English Language Development (ELD) along with Integrated ELD instruction utilizing the California English Language Development Frameworks, Common Core State Standards, and district adopted curriculum. With the support of all instructional staff, English Language Learners will work towards advancing at least one proficiency level a year towards the goal of Reclassification. In addition, it is our goal that staff will increase the ELPI level 12 percentage points by June 2027. Webster will continue to implement instructional strategies from EL PL Work in tandem with best practices for EL learners.

Direct Instructional Services

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

Tier 1

- High quality instruction will be provided using grade-level complex text during integrated ELD and designated ELD.
- Teachers will integrate the CA ELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English Language Development best practices.
- Instruction in reading, writing, listening, speaking, and language development will be provided to support all learning modalities.
- Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and interim assessments to monitor and track EL student progress in order to assess and respond to student instructional needs.
- Teachers will hold data chats with EL's to inform them of their progress and develop goals.
- Duolingo - App for 2nd language learners - in ASP
- Academic vocabulary will be explicitly taught in tandem with grade level word analysis skills such as morphology and segmentation.
- Moving from training to application of previous year long English Learner PL on identifying and implementing strategies to support all EL students and progress monitoring specifically targeting ELA.
- Reclassified students will be celebrated and recognized during semester assemblies.

Tier 2

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

Tier 3

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

Materials and Supplies

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

English Learner Students

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

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

Student Groups

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

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

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

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

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

- RCA
- Materials and Supplies
- Student Engagement
- Staff Engagement
- Teacher Subs for quarterly learning days and data chats
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Printers Leases

- Next Gen (Math), Write Tools (writing), 5 Star Students (Engagement) and Duo-Lingo
- District Tech
- EL Resources such as ELD companion for teachers
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. Increase parent involvement in all areas such as SSC, DAC, CAC and LCAP but specifically in the area of ELAC to collaborate more effectively to meet the needs of our EL families.
2. Supplemental time (babysitting) to support parent involvement
3. Parent coffee chats to promote learning strategies in ELA, ELD and math
4. Communication with parents: Parent Square, Let's Talk, paper notices home in English/Spanish
5. District Graphics
6. Re-Launch of Webster website or something similar
7. Climate and Culture Survey on paper for families that do not have access to internet or need extra support in completing the survey
8. Parent/student dinner/celebration for students that move to reclassification

Professional Learning

Describe Professional Learning related to this action.

- 1. Continued support from instructional coach including but not limited to teaching cycles centered around ELD instruction
- 2. PL to support the use of the ELD common core manual in tandem with slated PL's to support EL students.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- Classroom walk throughs utilizing the FUSD Instructional Practice
- Provide immediate and actionable feedback for teachers to implement and improve practices.

Outcomes measured by

- Walkthrough data
- FIABs and IAB Data
- CFAs and Checks for understanding
- Monitor iReady My Path lesson data
- Monthly interim ELPAC Assessment
- Student work samples (Portfolios)

Outcomes monitored by Principal, VP, and teachers.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

- District benchmark, iReady Diagnostic ELA/Math assessments, SBAC, ELPAC interim assessments

Outcomes measured by

- Growth from assessment to assessment and through iReady Personalized Learning Lessons.
- iReady stretch growth in ELA and Math
- Interim Assessment, student should be moving up a 1/2 of their independent score range.
- Student work samples (Portfolios)

Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- ELPAC Assessment

Outcomes measured by

- Student summative score range will move one level.
- Student work samples (Portfolios)

Outcomes monitored by Principal and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for one Learning Day per quarter per teacher. Goal 1 Action 1-3 and Goal 3 Action 2 - teacher climate. Split fund with 6211 literacy grant. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	15,086.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Write Tools, ELF and/or other vendors to be determined later.	26,326.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Parent Involvement and mandatory 1% of LCFF. - babysitting. **Budget lines for personnel include salaries and related benefits	1,335.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies for parent involvement. Goal 1 Action 1-3, Goal 2 Action 1-5, Goal 3 Action 1-2. **No Food or Incentives**	1,137.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST, IEP, 504 and Quarterly Learning days Days Action 1 Goal 1-3. Action 3 Goal 2. **Budget lines for personnel include salaries and related benefits	7,728.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Next Gen Math, 5- Star student, Scholastic, and/or others to be determined.	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Goal 1 A1 - 3, Goal 2 A-1 - 5, Goal 3 A1 -2. Materials and supplies for teachers. RCA and TIER 2 P.O.'s Scholastic News	18,973.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies. Goal 1 A 1-3, Goal 2 1 - 5.	10,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Math Proficiency and EL reclassification.	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Goal 1 Action 1-3. Goal 2 Action 1 - 5. Goal 3 Action 1-2	5,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Goal 1 Action 2 Math proficiency. Exposure to careers - clubs extra- curricular activities. **Budget lines for personnel include salaries and related benefits	9,816.00
G1A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4000	G2A1-5 **Budget lines for personnel include salaries and related benefits	34,721.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Goal 1 Action 3 EL Reclassification.	1,377.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies to support EL learning. Goal 1 Action 3	5,381.00
G1A3	LCFF: EL	Instruction	Cons Svc/Oth			TBD : ELF Tutors and/or other vendors TBD, split funded with 3010 to support EL reclassification and ELA literacy proficiency.	4,097.00
G1A3	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters as needed for TST, SST, IEP and parent conferences etc. **Budget lines	3,901.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3		Parent Participation	Cls Sup-Sup			for personnel include salaries and related benefits	3,901.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3500	G2A1-5 **Budget lines for personnel include salaries and related benefits	30,384.00

\$192,262.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Exposure to Careers

Action Details

College & Career Readiness

The Climate and Culture Team will develop and plan activities and provide resources to teachers to assist students in developing character and competencies for the workplace. The school will provide a career day for students in 4th-6th grade. School staff and teachers will promote field trips and research opportunities as funding permits and the grade levels will have a rotation of guest speakers that expose students to blue and white collar careers such as car detailing, engineers, landscapers, nurses, nail-techs etc. High interest clubs that center around careers and specific qualities/skills needed for careers.

Direct Instructional Services

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

- Tier 1
- All students will receive lessons that expose them to a variety of careers.
 - Members of the community that represent significant subgroups will be invited to talk to students about their careers.
 - Clubs that interest students and lead to career paths: Coding (computer science), Wood working (Construction and furniture making), Gardening (landscape designing), Auto Detailing (Automotive Self Employment), art club (Variety of disciplines).

English Learner Students

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

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

Student Groups

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

- Funding Teaching Fellow for targeted EL's to provide small group instruction in reading comprehension, vocabulary and writing
- Funding supplemental materials to support reading and clubs for English Learners will be provided.
- 5 Star Students to track engagement with clubs

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

- TSA
- RCA
- Materials and Supplies
- Student Engagement
- Books and references
- District Tech
- EL Resources
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support students in the classroom

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

- Small group instruction to students grades k-6th during RTI with support staff utilizing push in and pull out services (TSA, teaching fellows, RSP and paras)
- Students supported via IEP will receive instruction aligned to the offer of FAPE outlined in the IEP with the understanding that pushing into the classroom to the maximum extent possible is best practice for students
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. As district funding allows, the use of Success Together to promote literacy, science and STEM nights
2. Supplemental Contracts to provide family engagement opportunities to showcase student works such as but not limited to: competitive car detailing, art hops, and horticulture
3. Increase ELAC participation in tandem with CAC, SSC, DLAC and LCAP
4. District Graphics and flyers sent home in dominate languages
5. Intentional Volunteer Recruitment

6. Identify least dominate languages and address engagement accordingly with purposeful school contact

Professional Learning

Describe Professional Learning related to this action.

1. PL centered around effective clubs to meet diverse student needs and which incorporate both blue collar and white collar jobs.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Weekly participation in clubs with career elements or characteristics involved. - Reduction in unexpected behaviors - Increase in student engagement Outcomes monitored by Principal, VP, Climate and Culture Team as well as Teachers	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Decline in Dessa baseline scores Increase in positive behaviors and connectedness Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. DESSA results: decrease in baseline scores for students beyond the 'typical' range. Outcomes measured by 5 Star engagement, student surveys, and student work samples (professional portfolios) Outcomes monitored by Principal and teachers.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Improved Student Attendance

Action Details

Life Skills

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

Direct Instructional Services

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

Tier 1

- All classes will participate in a school-wide incentive program developed by the Culture and Climate Team targeting improvement of attendance. CCT will provide resources for teachers and staff to promote and educate parents and students on the importance to attendance.
- Home School Liaison, Tier II Specialist, and parents will participate in quarterly meetings focused on the importance of positive attendance.
- Students will be recognized for improved attendance during the school year.
- Perfect attendance awards/ribbons given to the students at assemblies in addition to other incentives such as certificates from local businesses for free adventures or food.

Tier 2

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

Tier 3

- Tier II Specialist/Home School Liaison will support parents of students with poor attendance by contacting and providing parents the necessary resources to improve attendance. Tier II Specialist/Home School Liaison will meet with both parents and students to discuss attendance and an action plan will be developed to increase student attendance. Home will be conducted for any student missing more than two consecutive unexcused days when the school is unable to establish telephone contact.

- Tier II Specialist/Home School Liaison will monitor and check in with students who are at-risk/chronically absent and RCA/Tier II specialist will provide social-emotional support as needed.
- Classified staff will support identified SPED students with check-ins, mentoring and incentives.
- Home School Liaison will provide support to Identified EL students with check-ins, mentoring and incentives.
- Tier II/Home School Liaison will refer chronic students to CWSW and SARB accordingly.

Materials and Supplies

Incentives will be purchased to promote positive attendance.

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

English Learner Students

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

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

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

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

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

With Title I funds we plan to support English learner students by positive home visits, student incentives promoting attendance, increase connectedness to the school system by way of engaging clubs etc.

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

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

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

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

Student Groups

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

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

- Provide babysitting for parent meetings and workshops when discussing attendance
- Books and references materials focusing on attendance, and the importance of being in school.
- Increased meaningful engagement activities such as clubs

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

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

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

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

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

- Tier 2/RCA and School Psych to provided targeted small group counseling
- OA, HSL, Tier 2 and admin to monitor attendance through bi-monthly meetings
- CCT to provide meaningful and healthy competition/inventive opportunities to promote attendance

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. District graphics - bilingual
2. Flyers sent home in dominate languages
3. Increase use of Let's Talk and Parent Square
4. Increase participation in ELAC, DLAC, LCAP, CAC and SSC
5. Strategic chats with parents via coffee chats and other identified means

- 6. Family celebration of student work beyond open house and back to school night such as art hops, band presentation, cultural demonstrations etc.
- 7. Family centered activities to celebrate students with perfect attendance

Professional Learning

Describe Professional Learning related to this action.

PL needed around MTSS Tier I structures and what they look like in the classroom to promote attendance.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Outcomes measured by

- Weekly attendance reports

Outcomes monitored by Principal, VP, HSL, OA, Tier 2.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Outcomes measured by

- Bi-Monthly attendance reports showing 95% or higher
- Monthly TST meetings focused on Attendance
- Positive home visits by TST members

Outcomes monitored by Principal, VP, HSL, OA, Tier 2, TST

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Outcomes measured by

- Annual attendance reports
- Power Bi Reports
- Chronic absenteeism will decrease from 31.6% to 21% for the 26/27 school year.

Outcomes monitored by Principal, VP, HSL, OA, Tier 2, TST

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Developing Essential Skills for the Classroom and Beyond

Action Details

Life Skills

The Climate and Culture Team will continue to support school-wide activities and promote classroom lessons that teach about self-efficacy, growth mindset, and self-management and will specifically keep continuity and fidelity towards SECOND STEP. Increase in clubs that promote positive culture, participation and critical thinking such as but not limited to: competitive auto detailing, chess, geocaching, leadership, community outreach, etc.

Direct Instructional Services

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

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

English Learner Students

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

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

Student Groups

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

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

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

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

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

- TSA
- RCA
- Materials and Supplies
- Student Engagement
- Teacher Subs for quarterly planning and data chats
- Supplemental contracts for tutoring for certificated and classified employees
- Books and references
- Next Gen, Write Tools and 5 star students to track engagement and promote connectedness to the school site community
- EL Resources
- Teaching Fellows to provide push-in and pull-out support during RTI
- Professional Development and Conferences/Consultants to support students in the classroom

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

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

- Small group instruction to students grades k-6th during RTI with teaching fellows utilizing push in and pull out services
- Students receiving support via an IEP will receive instruction in accordance with the IEP's offer of FAPE
- Targeted resources (Write Tools, NexGen Math, etc.) to increase student academic achievement.
- Students will receive high quality explicit and systematic instruction through quarterly planning days, professional development and grade level data chats by teachers

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. As district funding allows, the use of Success Together to promote literacy, science and STEM nights
2. Supplemental Contracts to provide family engagement opportunities to showcase student works such as but not limited to: competitive car detailing, art hops, and horticulture
3. Increase ELAC participation in tandem with CAC, SSC, DLAC and LCAP
4. District Graphics and flyers sent home in dominate languages
5. Intentional Volunteer Recruitment
6. Identify least dominate languages and address engagement accordingly with purposeful school contact

Professional Learning

Describe Professional Learning related to this action.

PL and support from Climate and Culture in implementing Second Step with fidelity.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

-Tier 2, RCA and School Psych will support students identified through TST/DESSA/referrals

-Opportunities for students to be involved in clubs, sports, site activities and events

Outcomes measured by

- Measured by ATLAS entries
- School engagement report through ATLAS
- Attendance at events

Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, RCA, School Psych, HSL, OA

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

-DESSA Report, Fall Climate and Culture Survey results, attendance reports, behavior reports

Outcomes measured by

- Increase attendance
- Decrease in behavior reports
- Decrease in DESSA Report Scores
- Increase attendance at events

Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, RCA, School Psych, HSL, OA

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

-Fall vs. Spring Climate and Culture Survey Data

-Post DESSA results

Outcomes measured by

- DESSA Results
- Climate and Culture Surveys
- Attendance reports
- Behavior Reports

Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, RCA, School Psych, HSL, OA

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Positive Behavior Support

Action Details

Life Skills

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

Direct Instructional Services

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

Tier 1

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

Tier 2

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

Tier 3

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

Materials and Supplies

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

English Learner Students

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

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

Student Groups

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

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

- Professional learning focused on TIER 1 instruction

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

1. As district funding allows, the use of Success Together to promote literacy, science and STEM nights
2. Supplemental Contracts to provide family engagement opportunities to showcase student works such as but not limited to: competitive car detailing, art hops, and horticulture
3. Increase ELAC participation in tandem with CAC, SSC, DLAC and LCAP
4. District Graphics and flyers sent home in dominate languages
5. Intentional Volunteer Recruitment
6. Identify least dominate languages and address engagement accordingly with purposeful school contact
7. Family celebration for students decreasing behavioral intervention need as measured by DESSA and attendance.

Professional Learning

Describe Professional Learning related to this action.

1. CHAMPs
2. Orwelius

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

Outcomes measured by

- Office Referrals
- Suspension Data
- Power Bi Data
- ATLAS Positive entries

Outcomes monitored by Admin, teachers, TST, CCT, RCA, ILT

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

Shape these behaviors...

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

Outcomes measured by

- Office Referrals
- Suspension Data
- Power Bi Data
- ATLAS Positive entries
- Climate and Culture Fall Survey Data

Outcomes monitored by Admin, teachers, TST, CCT, RCA, ILT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Outcomes measured by

- Office Referrals
- Suspension Data decreasing from 2% to 1%
- Power Bi Data
- ATLAS Positive entries
- Climate and Culture Spring Survey Data

Outcomes monitored by Admin, teachers, TST, CCT, RCA, ILT

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Webster School will continue to augment music and Arts Education with a variety of activities/Clubs that serve as a catalyst for whole-child development, reinforcing academics through creativity, building, designing and critical thinking. Integrating these skills helps students learn better, think deeper, and connect more meaningfully with what they study.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

Required.

- classroom materials and supplies will be purchased to support music and art, like 3D printers, laser printers, canvas, music supplies etc.
- materials and classroom supplies needed for production
- basic props for creativity curriculum materials that align with standards
- basic costumes and shoes that can be used repeatedly
- guest presenters and professional learning for teachers to improve instruction

English Learner Students

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

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events such as but not limited to:

- monthly engagement hours
- concerts
- open House

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Increased Student Engagement: Students show enthusiasm, participation, and joy in movement-based learning. Measured by: teacher observations, attendance, and student surveys Monitored by: art/music teacher(s) and site administrator	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Improved Student Focus and Self-Regulation: Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately. Measured by: teacher observations, reduction in redirections or behavior incidents Monitored by: dance teacher and classroom teachers	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Enhanced School Culture and Climate: The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride. Measured by: school climate surveys, student attendance, and family engagement data Monitored by: site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Goal 2 1-5. Sport uniforms, Student incentives	14,258.00

\$14,258.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Promote a Positive Staff Climate and Culture

Action Details

Health & Wellness

Webster Elementary School will cultivate a collaborative, respectful, and supportive professional environment that strengthens staff morale, increases staff retention, and promotes collective responsibility for student achievement. Staff climate survey data, informal feedback, and leadership team discussions indicate that staff members value opportunities for recognition, collaboration, and meaningful input in school decisions. Strengthening staff relationships and creating structures for communication and appreciation will improve morale, support teacher efficacy, and positively impact student outcomes. Strengthening teacher instructional practices through coaching cycles and walkthroughs increases the effectiveness of classroom instruction, which supports improved student academic outcomes aligned with district LCAP goals

Research indicates that schools with strong professional cultures experience:

- Higher staff retention
- Increased teacher collaboration
- Improved student achievement
- Greater staff engagement

Therefore, Webster Elementary will implement intentional systems to recognize staff, support collaboration, and strengthen professional relationships.

Direct Instructional Services

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

Instructional Walkthroughs and coaching cycles to support teacher growth

- To ensure teachers feel recognized, supported, and valued for their work and reinforce a culture of professional growth and collaboration site administrators will conduct **regular non-evaluative instructional walkthroughs** to observe classroom instruction and identify strengths and opportunities for growth. This will not supplant the evaluative walk-throughs but supplement and strengthen and should be viewed as separate acts.
- Administrators will provide **timely, strengths-based feedback** that highlights effective instructional practices and offers supportive next steps.

- Teachers will participate in **instructional coaching cycles** that include:
 - Pre-conference to identify instructional goals
 - Classroom observation or modeling
 - Reflective feedback and collaborative planning
- Walkthrough trends will be shared with staff to celebrate effective practices and identify schoolwide professional learning needs.
- Administrators will intentionally recognize effective instructional strategies observed during walkthroughs in staff meetings and newsletters to reinforce teacher value and impact.

Staff Recognition and Appreciation

- Celebrate staff achievements during staff meetings and newsletters.
- Establish "Staff Shout-Outs" where staff can recognize colleagues.
- Celebrate milestones such as birthdays, years of service, and accomplishments.

Strengthen Staff Collaboration and Professional Community

- Provide structured Professional Learning Community (PLC) collaboration time that is intentional and meaningful. Due to our small school size we will intentionally seek out other sites with same or stronger PLC teams to move our collaborative work forward in the service of students.
- Facilitate cross-grade collaboration meetings at least quarterly.
- Provide team-building activities during professional development days, ghost walks and other team strengthening strategies as appropriate
- Encourage teacher-led professional learning opportunities.

Improve Staff Communication and Voice

- Conduct staff climate surveys a minimum of twice per year to gather feedback.
- Hold regular open forum discussions during staff meetings.
- Maintain transparent communication through weekly staff updates.
- Provide opportunities for staff input on school initiatives and decisions.
- Maintain a robust and intentional School Building Community as established by instructional staff that is grounded in solution-based, collaborative conversation.

Promote Staff Wellness

- Organize optional staff wellness activities (fitness challenges, mindfulness sessions, walking groups).

- Schedule occasional staff appreciation events (breakfasts, lunches, or social gatherings).
- Provide resources that support stress management and work-life balance.

English Learner Students

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

Not required to speak to this section for Promotion Staff retention.

Student Groups

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

Not required to speak to this section for Promotion Staff retention.

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

- Materials and Supplies (recognition certificates, incentives et.)
- Staff Engagement
- Teacher Subs for quarterly planning and data chats and coaching cycles
- Books and references to assist in honing teaching practices

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

Not required to speak to this section for Promotion Staff retention.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Not required to speak to this section for Promotion Staff retention.

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Promotion Staff retention.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence ☒ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Climate and Culture Survey Spring 25/26

School Building Committee Agendas

Outcomes measured by

- **Staff Climate Survey Results**
 - Increased positive responses regarding staff recognition, collaboration, and communication.
- **Professional Learning Participation**
 - Attendance and participation in PLC meetings, collaboration sessions, and coaching cycles.
- **Staff Feedback**
 - Exit tickets or feedback forms following staff meetings or professional development.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Climate and Culture Survey Fall 26/27

School Building Committee Agendas

Outcomes measured by

- **Instructional Practice Improvements**
 - Increased use of effective instructional strategies identified during walkthroughs.
- **Teacher Participation in Coaching Cycles**
 - Number of completed coaching cycles and teacher reflections.
- **Collaboration Quality**
 - Evidence of shared lesson planning and instructional problem-solving during PLCs.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Climate and Culture Survey Spring 26/27

School Building Committee Agendas

Outcomes measured by

- **Improved Staff Climate Survey Results**
 - Higher levels of staff satisfaction, trust in leadership, and collaboration.
- **Staff Retention Rates**
 - Reduction in staff turnover or transfers.
- **Improved Instructional Quality**
 - Consistent implementation of effective instructional practices across classrooms.

• **Instructional Walkthrough Data**

- Documentation showing exposure to research-based instructional strategies.

Outcomes monitored by

- Staff surveys
- PLC agendas and meeting notes
- Professional development sign-in sheets
- Walkthrough observation logs

• **Staff Recognition Engagement**

- Increased participation in peer recognition programs (e.g., staff shout-outs).

Outcomes monitored by:

- Walkthrough trend analysis
- Coaching cycle documentation
- PLC artifacts (lesson plans, student work analysis)
- Staff recognition participation logs

• **Improved Student Outcomes**

- Increased student engagement and improved academic performance data.

Outcomes monitored by

- Annual staff climate surveys
- Human resources retention data
- Instructional walkthrough trend reports
- Student achievement data (CAASPP, district benchmarks)

26-27 Community Outreach

Action Details

Community Engagement

Webster will provide a multitude of events to promote community outreach which may include but will not be limited to:

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

Direct Instructional Services

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

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

- Parent Square
- Parent Connect

English Learner Students

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

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

Student Groups

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

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

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Back to School - Parents are welcome to the site.
- Community Fair - Open to the public.
- Meal Distribution - For parents of students enrolled at Webster
- Multicultural Program - parents can volunteer or be a part of the events being hosted
- Coffee Chat - Parent involvement for planning and strategies for ELA/Math/ELD reclassification
- Guest presentations - Parent volunteers welcomed
- Parent Incentive Program
- Read Across America - Parent readers welcomed
- Letters to Santa - for the Webster students.

Professional Learning

Describe Professional Learning related to this action.

Not Applicable

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

Long-Term (Change in Condition)
Hope to see

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

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

Climate and Culture Family Survey Spring 25/26

Parent Feedback form after school wide meetings and events

Outcomes measured by

- Data collected by survey and feedback

Outcomes monitored by Principal, VP, and CCT, HSL

Shape these behaviors...

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

Climate and Culture Family Survey Fall 26/27

Parent Feedback form after school wide meetings and events

Outcomes measured by

- Data collected by survey and feedback

Outcomes monitored by Principal, VP, and CCT, HSL

And ultimately achieve these impacts.

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

Climate and Culture Family Survey Spring 256/27

Parent Feedback form after school wide meetings and events

Outcomes measured by

- Data collected by survey and feedback

Outcomes monitored by Principal, VP, and CCT, HSL

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Mat & Supp			: Positive Staff Culture - Goal 3 Action 2.	5,000.00
G3A2	LCFF: EL	Instruction	Bks & Ref			Site Licenses split funded: 5 Star, Classroom Mosaic, and/or other site licenses to be determined later. Goal 3 Action 2 Positive Staff Culture. 5 Star - student engagement and positive behavior support.	5,000.00

\$10,000.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0480 Webster Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0480	1110	1000	1120	Teacher-Subs					G1A1	Subs for one Learning Day per quarter per teacher. Goal 1 Action 1-3 and Goal 3 Action 2 - teacher climate. Split fund with 6211 literacy grant. **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	15,086.00
060	3010	0480	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Write Tools, ELF and/or other vendors to be determined later.	26,326.00
060	3010	0480	1110	2495	2260	Cls Sup-Sup					G1A1	Parent Involvement and mandatory 1% of LCFF. - babysitting. **Budget lines for personnel include salaries and related benefits	1,335.00
060	3010	0480	1110	2495	4300	Mat & Supp					G1A1	: Materials and Supplies for parent involvement. Goal 1 Action 1-3, Goal 2 Action 1-5, Goal 3 Action 1-2. **No Food or Incentives**	1,137.00
030	7090	0480	1110	1000	1120	Teacher-Subs					G1A1	Subs for SST, IEP, 504 and Quarterly Learning days Days Action 1 Goal 1-3. Action 3 Goal 2. **Budget lines for personnel include salaries and related benefits	7,728.00
030	7090	0480	1110	1000	1160	Teacher-Supp					G1A2	Goal 1 Action 2 Math proficiency. Exposure to careers - clubs extra- curricular activities. **Budget lines for personnel include salaries and related benefits	9,816.00
030	7090	0480	1110	1000	4200	Bks & Ref					G1A1	Next Gen Math, 5- Star student, Scholastic, and/or others to be determined.	10,000.00
030	7090	0480	1110	1000	4300	Mat & Supp					G1A1	Goal 1 A1 - 3, Goal 2 A-1 - 5, Goal 3 A1 -2. Materials and supplies for teachers. RCA and TIER 2 P.O.'s Scholastic News	18,973.00
030	7090	0480	1110	1000	4300	Mat & Supp					G1A1	: Materials and Supplies. Goal 1 A 1-3, Goal 2 1 - 5.	10,000.00
030	7090	0480	1110	1000	4300	Mat & Supp					G3A2	: Positive Staff Culture - Goal 3 Action 2.	5,000.00
030	7090	0480	1110	1000	4300	Mat & Supp					G2A1	: Goal 2 1-5. Sport uniforms, Student incentives	14,258.00
030	7090	0480	1110	1000	5631	Off Eq Lease					G1A1	Math Proficiency and EL reclassification.	7,000.00
030	7090	0480	1110	1000	5723	Direct-Maint					G1A1	: Goal 1 Action 1-3. Goal 2 Action 1 - 5. Goal 3 Action 1-2	5,000.00
030	7090	0480	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Gonzalez, Andres	0.4000	G1A3	G2A1-5 **Budget lines for personnel include salaries and related benefits	34,721.00
030	7091	0480	4760	1000	4200	Bks & Ref					G3A2	Site Licenses split funded: 5 Star, Classroom Mosaic, and/or other site licenses to be determined later. Goal 3 Action 2 Positive Staff Culture. 5 Star - student engagement and positive behavior support.	5,000.00
030	7091	0480	4760	1000	4300	Mat & Supp					G1A3	Goal 1 Action 3 EL Reclassification.	1,377.00
030	7091	0480	4760	1000	4300	Mat & Supp					G1A3	: Materials and Supplies to support EL learning. Goal 1 Action 3	5,381.00
030	7091	0480	4760	1000	5899	Cons Svc/Oth					G1A3	TBD : ELF Tutors and/or other vendors TBD, split funded with 3010 to support EL reclassification and ELA literacy proficiency.	4,097.00
030	7091	0480	4760	2495	2260	Cls Sup-Sup					G1A3	Interpreters as needed for TST, SST, IEP and parent conferences etc. **Budget lines for personnel include salaries and related benefits	3,901.00
030	7091	0480	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Gonzalez, Andres	0.3500	G1A3	G2A1-5 **Budget lines for personnel include salaries and related benefits	30,384.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,884.00
Sup & Conc	7090	\$122,496.00
LCFF: EL	7091	\$50,140.00
Grand Total		\$216,520.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$192,262.00
G2 - The Whole Child (SEL and Engagement)	\$14,258.00
G3 - Operational Excellence	\$10,000.00
Grand Total	\$216,520.00

\$216,520.00