Barbara Webster Elementary

Academy of Sports and Health Science

2026-2027 CCSPP Implementation Plan

School Overview

Barbara Webster Elementary's Community Schools approach is grounded in a commitment to the whole child and is organized around three interconnected pillars: Academics, Social and Emotional, and Physical Health. The school's vision is that every student has equitable access to the relationships, resources, learning opportunities, and supports needed to thrive. Community Schools work builds upon structures already embedded at the school, including the Community Schools Advisory, ILT, ELAC, PTA, SSC, Student Council, Wellness Peers, Anti-Vape Social Club, MTSS, Learning Center, Student Study Team, and SEL staff collaboration. These structures create a foundation for shared leadership, student voice, family engagement, and continuous improvement.

Barbara Webster recognizes that students, families, staff, and community members bring valuable strengths, experiences, knowledge, and resources to the school community. Student agency is supported through student goal tracking, portfolios, opportunities for choice during Universal Access Time, Student Council, Wellness Peers, speech and debate, and other expanded learning opportunities. Families contribute through Parent Ambassadors, ELAC, PTA, parent workshops, luncheons, Sound Baths, ParentSquare, and other engagement opportunities. Community partnerships further expand the assets available to students and families.

Measure	2024	2025	Change
English Language Arts	44.7 points below standard	37.1 points below standard	↑ 7.7 points
Mathematics	63.8 points below standard	62.6 points below standard	↑ 1.2 points
Chronic Absenteeism	20.8%	14.5%	↓ 6.3%
Sense of Belonging at School	64%	78%	↑ 14%
Reclassified Students	21	14	↓ 7

Short summary

The data reflects positive movement across both academic and whole-child outcomes at Barbara Webster Elementary. Chronic absenteeism decreased from **20.8% to 14.5%**, while ELA performance improved by **7.7 points** and mathematics improved by **1.2 points**. In addition, week-over-week student reflections showed dramatic increases in personal and vulnerable sharing, indicating growing trust and stronger relationships with adults at school. Students also demonstrated growth in metacognitive skills, moving from primarily descriptive responses to more interpretive and reflective thinking. Together, these outcomes demonstrate meaningful progress in supporting students academically, socially, and emotionally through our Community Schools approach.

Capacity Building Strategies

Barbara Webster will build capacity by strengthening and connecting existing systems rather than creating disconnected initiatives. Staff will continue to collaborate through ILT, PLCs, SEL collaboration, professional learning, MTSS, Data Analysis Days, and the Community Schools Advisory. These structures will support shared understanding of student needs, strengthen consistent practices, and build leadership capacity among teachers, classified staff, counselors, administrators, and support personnel.

A major capacity-building strategy will be the continued use of three annual Data Analysis Days for grades K–6. Staff examine common academic assessments and disaggregated student data to identify academic, social-emotional, and intervention needs. Data are connected to MTSS, the Learning Center, and Student Study Team processes so that identified needs lead to coordinated support.

Barbara Webster will also build family and student leadership capacity by expanding Parent Ambassadors, strengthening ELAC and PTA participation, and increasing opportunities for students to track goals, exercise choice, participate in leadership, and influence their school experience. Staff capacity will be supported through professional learning, peer collaboration, feedback, and shared practices in SEL, CGI, CORE, writing, restorative practices, and student support systems.

Sustainability will be strengthened by braiding multiple funding sources, including LCFF, Title I, Title II, Title III, ELO-P, Special Education, Migrant Education, district professional development resources, and community partnerships. The school will continue leveraging the Outreach Coordinator, counselor, Learning Center staff, Wellness Center personnel, MTSS teams, administrators, and instructional coaches to maintain integrated services. Succession planning and shared leadership will help preserve institutional knowledge as staffing changes occur.

CCSPP Framework Alignment

Barbara Webster's implementation approach aligns with the Community Schools framework through its emphasis on assets-driven and strength-based practice, racially just and restorative school climates, powerful and culturally relevant instruction, and shared decision-making and participatory practices. The school intentionally identifies students, families, staff, and community members as contributors to student success and builds upon their strengths and experiences.

The school's restorative and SEL practices promote belonging, relationships, inclusion, and student well-being. Sown to Grow reflection check-ins, calming corners in every classroom, Mindful Mondays, SEL professional learning, Yoga and tiered supports provide common approaches for supporting students. Schoolwide celebrations, cultural days, Ability Awareness activities, and the Health and Wellness Fair provide opportunities to recognize student identities, cultures, abilities, and experiences.

Instructional practices also reflect the framework by combining academic rigor with student-centered learning. CGI, CORE, writing, common benchmarks, and districtwide assessments provide shared academic language and practices. Student portfolios, goal setting, student choice, sports, theatre, speech and debate, and other expanded

learning opportunities provide additional ways for students to connect learning with their interests, identities, goals, and future aspirations.

Shared decision-making is embedded through the Community Schools Advisory, SSC, ELAC, PTA, ILT, Student Council, Wellness Peers, and Anti-Vape Club. These structures provide multiple avenues for students, families, and staff to participate in school improvement and contribute to priorities.

Goals and Actions

Goal 1: Strengthen student voice, agency, and belonging. Barbara Webster will expand opportunities for students to track academic and personal goals, exercise choice, participate in leadership, and provide input into school priorities. Student Council, Wellness Peers, and the Anti-Vape Club will continue providing authentic leadership opportunities, while student portfolios and Universal Access Time will support student ownership of learning. The school will continue using student feedback and participation data to inform Community Schools planning.

Goal 2: Strengthen family engagement and leadership. The school will continue developing PTA, ELAC, and the BW Parent Ambassadors and District Parent Ambassadors programs. Parent Luncheons, workshops, Sound Baths for students, ParentSquare communication, and other engagement opportunities will provide multiple ways for families to contribute their perspectives and participate in the school community. The school will also strengthen communication about Community Schools priorities, progress, and opportunities for involvement throughout the school year and particularly through our District Community Schools Advisory Committee.

Goal 3: Strengthen academic, SEL, and wellness supports through coordinated systems. Barbara Webster will continue connecting Data Analysis Days, MTSS, Student Study Team processes, the Learning Center, Sown to Grow, calming corners, Mindful Mondays, restorative practices, and SEL collaboration. These systems will allow staff to identify needs, coordinate interventions, monitor progress, and adjust supports based on student data and stakeholder feedback.

Goal 4: Deepen culturally relevant and inclusive learning experiences. The school will continue culturally relevant celebrations, cultural experiences, Ability Awareness activities, and opportunities that connect student identity, culture, community, and classroom learning. Partnerships and expanded learning opportunities will be used to provide students with authentic experiences in areas such as sports, theatre, speech and debate, wellness, and leadership.

Goal 5: Strengthen and expand community partnerships. Barbara Webster will continue developing partnerships with organizations such as Childhood Matters, BRITE, SEEAG, Driscoll Berries, Migrant Education, Parent Ambassadors, and wellness providers. Community partners will be engaged as collaborators who help respond to identified student and family needs rather than solely as service providers. The Outreach Coordinator and Community Schools Advisory will help coordinate relationships, resources, communication, and feedback.

Goal 6: Establish sustainable systems and continuous improvement. The school will use Data Analysis Days, Sown to Grow information, MTSS results, attendance, participation data, family feedback, and stakeholder input to monitor implementation and determine where adjustments are needed. Staffing, partnerships, programs, and resources will be reviewed regularly to ensure they remain aligned with the school's three pillars and evolving student and community needs.

Summary Reflection

Barbara Webster's CCSPP implementation is built on the belief that Community Schools are not a separate program but a way of working that connects academics, social-emotional development, physical health, family partnership, student voice, community collaboration, and shared responsibility. The school has an established foundation of leadership structures, student and family engagement opportunities, collaborative data systems, wellness supports, instructional practices, and community partnerships.

The Needs and Assets Assessment reinforced this approach by bringing together student, family, staff, and community perspectives and connecting those perspectives to existing quantitative and qualitative data. Stakeholders used Data Analysis Days, MTSS, Student Study Team processes, ILT, SSC, and the Community Schools Advisory to identify strengths, barriers, priorities, and opportunities.

Moving forward, Barbara Webster will continue strengthening what is already working while intentionally addressing identified needs. The implementation plan emphasizes equity, relationships, student agency, family partnership, culturally relevant learning, wellness, community collaboration, and continuous improvement. By aligning resources and leadership structures around these shared commitments, the school will continue developing a sustainable Community Schools model responsive to the evolving needs and assets of every student, family, staff member, and community partner.

Next Steps

The immediate next steps are to continue strengthening the Community Schools Advisory and existing governance structures, communicate Community Schools priorities and progress to staff and families, expand student and family leadership opportunities, deepen community partnerships, and use ongoing data cycles to monitor implementation. Barbara Webster will continue reviewing academic, SEL, wellness, attendance, participation, and stakeholder information to determine whether strategies are reaching students and families equitably.

The school will also continue building staff capacity, strengthening restorative and SEL practices, expanding culturally relevant learning, and aligning available funding and staffing resources with the three pillars. Through these actions, the Community Schools work will remain responsive, collaborative, and sustainable rather than functioning as a collection of isolated programs.