School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Daniel Webster Elementary School	19-64881-6021760	05/28/26	June 25, 2026

Purpose and Description

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

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Creating our SPSA is a collaborative process involving district staff, site staff, and our educational stakeholders. Our site plan was developed through a series of meetings with staff, our MTSS team, and School Site Council (SSC). Our site council met on March 10, 2026. The final draft of the SPSA was reviewed by School Site Council (SSC) on May 28, 2026. Both SSC and our educational stakeholders were actively involved in reviewing data and developing our SPSA goals. The Annual Review of the SPSA will take place in May 2027 with the SSC.

Resource Inequities

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

$22,096.00 (Unrestricted Funds) $41,760.00 (LCFF/S&C) $50,149.00 (Title 1)
For the 2026-2027 school year, Daniel Webster School is projected to receive $22,096 in Unrestricted Funds, $41,760 in LCFF S&C (this does not include any possible carryover funds), and $50,149 in Title I Funds. This funding will cover funding a library coordinator, a Bilingual Aide, and student support activity aides to supervise during non-instructional minutes. This budget will not allow complete coverage for two student support activity aides, support for our performing arts, nor additional support for the Armenian Academy.

School Vision and Mission

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

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

School Profile

Daniel Webster School opened in 1926, with a sizeable addition completed in 1932. Nestled in the foothills of northeast Pasadena, the school has been designated a historical landmark. As a result of the passage of Measure Y, the school was modernized from 2000 to 2004. The school later benefited from Measure TT improvements, including the installation of a new Pre-K playground and improved classroom lighting. Renovation of the original auditorium, upgrades to the cafeteria serving area, and remodeling of the administrative offices for ADA accessibility were completed in March 2013. Soft surface playgrounds were installed on the upper playground during the 2019–2020 school year.

For the 2025–2026 school year, Webster Elementary serves approximately 260 students in Transitional Kindergarten through 5th grade, along with approximately 60 preschool students. Webster continues to be a diverse and inclusive school community rich in cultural, linguistic, and ethnic diversity.

Following the Eaton Fire in January 2025, the Pasadena Unified School District's Early Childhood Education Center was relocated to the Webster campus. To support the relocation and continued services for students and families, three modular classroom buildings were added to the west side of the campus, along with a dedicated Early Childhood Education administrative building. In addition, new facilities were constructed to support occupational therapy and speech and language therapy services for students across the campus community.

The Webster School campus is composed of general education classrooms, special education classrooms, a library, music room, STEAM lab, staff lounge, staff workroom, a historic auditorium, health office, front office, multiple playgrounds, and a grassy field. A brand-new kindergarten play structure was installed on the kindergarten playground during the 2025–2026 school year, further enhancing play and learning opportunities for young students. The cafeteria eating area has also been enhanced over the years through the support of parent volunteers and PTA contributions.

Daniel Webster offers comprehensive supports and services for students with Individualized Education Plans within the general education setting. Additionally, specialized classrooms support students whose placement requires a more restrictive environment, including programs serving preschool through upper elementary students with extensive support needs. Webster has developed a strong reputation for inclusive practices and equitable access to learning opportunities for all students.

The Webster community has consistently demonstrated extraordinary support for the school's educational programs. The school's school garden, STEAM learning opportunities, music instruction, performing arts, and enrichment programs have all been strengthened through partnerships with families, community organizations, and the Webster PTA. Every student at Webster has access to support instruction and learning through district applications and academic programs.

Webster has continued to expand hands-on learning opportunities for students through the implementation of its STEAM Lab and Outdoor Learning Garden. Students regularly engage in experiential science instruction that promotes collaboration, inquiry, critical thinking, and problem-solving skills. The school has also benefited from the garden program, providing students with opportunities to grow, prepare, and share nutritious food through standards-based garden and food preparation lessons.

Enrichment opportunities at Webster have included instrumental music, robotics, innovation and coding clubs, science enrichment, environmental education, dance instruction, visual and performing arts experiences, field trips, and after-school language and cultural programs. Webster families speak many languages, with English, Armenian, and Spanish being the most prominent. Translation, interpretation, and childcare are provided during parent meetings whenever possible to encourage meaningful family engagement and participation.

The Pasadena Unified School District School Board approved Webster Elementary School to become an Armenian World Language Academy beginning in the 2022–2023 school year. Webster's Armenian Academy provides students with opportunities to learn the Armenian language and culture through daily instruction for participating students in Transitional Kindergarten through 5th grade. Students who do not opt into the Armenian Academy receive Spanish language instruction designed to provide exposure to the Spanish language and culture, further supporting Webster's commitment to multilingualism, cultural appreciation, and global learning opportunities for all students.

Daniel Webster School is a diverse, welcoming, and highly respected learning community that attracts both neighborhood and permit families. The staff reflects the diversity of the community and is committed to creating a caring, inclusive, and academically rigorous environment where all students are supported to succeed. Instruction is designed to meet the needs of every learner while fostering creativity, collaboration, and a strong sense of belonging.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Daniel Webster Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.34%	%	%	1		
African American	6.12%	5.05%	5.86%	18	14	15
Asian	2.72%	2.17%	1.17%	8	6	3
Filipino	1.70%	2.17%	1.95%	5	6	5
Hispanic/Latino	38.44%	40.79%	40.23%	113	113	103
Pacific Islander	0.34%	0.36%	0.39%	1	1	1
White	45.58%	42.96%	41.80%	134	119	107
Multiple/No Response	4.08%	4.33%	6.25%	12	12	16
			Total Enrollment	294	277	256

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		25	26
Kindergarten	45	37	35
Grade 1	35	46	34
Grade 2	46	31	48
Grade3	42	48	28
Grade 4	54	42	47
Grade 5	50	48	38
Total Enrollment	294	277	256

Conclusions based on this data:

1. Students continue to transfer to Webster from private schools to enroll in Webster's Armenian Academy. It is expected that the enrollment will continue to remain steady as students continue to enroll in the Armenian Academy.
2. Due to large % of Armenian speaking students and parents, the school continues to benefit from having an full-time community assistant assigned who speak the language the school serves and knows the school community as well.

3. The school was rezoned in 2014 and 2019; since the rezoning occurred, the incoming group of kinder students has decreased each school year; the overall enrollment has dropped steadily over the past 4 or 5 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	53	51	46	11.2%	18.0%	18.0%
Fluent English Proficient (FEP)	31	24	28	18.2%	10.5%	10.9%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	45	42	42	44	42	41	44	42	41	97.8	100	97.6
Grade 4	49	51	40	46	47	37	46	47	37	93.9	92.2	92.5
Grade 5	61	50	51	59	49	50	59	49	49	96.7	98	98
All Grades	155	143	133	149	138	128	149	138	127	96.1	96.5	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2417.	2421.	15.91	21.43	19.51	18.18	21.43	31.71	38.64	21.43	24.39	27.27	35.71	24.39
Grade 4	2466.	2442.	2449.	32.61	19.15	21.62	15.22	17.02	8.11	17.39	27.66	24.32	34.78	36.17	45.95
Grade 5	2486.	2507.	2485.	16.95	24.49	12.24	32.20	26.53	36.73	20.34	24.49	20.41	30.51	24.49	30.61
All Grades	N/A	N/A	N/A	21.48	21.74	17.32	22.82	21.74	26.77	24.83	24.64	22.83	30.87	31.88	33.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.91	14.29	7.32	65.91	57.14	68.29	18.18	28.57	24.39
Grade 4	21.74	6.38	18.92	58.70	72.34	51.35	19.57	21.28	29.73
Grade 5	11.86	18.37	16.33	71.19	65.31	65.31	16.95	16.33	18.37
All Grades	16.11	13.04	14.17	65.77	65.22	62.20	18.12	21.74	23.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.09	16.67	21.95	56.82	47.62	53.66	34.09	35.71	24.39
Grade 4	19.57	14.89	16.22	50.00	59.57	56.76	30.43	25.53	27.03
Grade 5	13.56	16.33	16.33	61.02	57.14	61.22	25.42	26.53	22.45
All Grades	14.09	15.94	18.11	56.38	55.07	57.48	29.53	28.99	24.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.82	23.81	9.76	81.82	61.90	80.49	11.36	14.29	9.76
Grade 4	13.04	12.77	13.51	69.57	63.83	72.97	17.39	23.40	13.51
Grade 5	13.56	16.33	12.24	67.80	67.35	73.47	18.64	16.33	14.29
All Grades	11.41	17.39	11.81	72.48	64.49	75.59	16.11	18.12	12.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.36	16.67	14.63	77.27	59.52	65.85	11.36	23.81	19.51
Grade 4	19.57	8.51	18.92	60.87	72.34	56.76	19.57	19.15	24.32
Grade 5	16.95	26.53	2.04	59.32	59.18	85.71	23.73	14.29	12.24
All Grades	16.11	17.39	11.02	65.10	63.77	70.87	18.79	18.84	18.11

Conclusions based on this data:

1. Overall ELA achievement data demonstrate areas of both growth and continued need across grade levels. In 2024–2025, 44.09% of students met or exceeded standards in ELA, remaining stable compared to 43.48% in 2023–2024. Grade 3 students demonstrated notable growth in overall achievement, increasing the percentage of students meeting or exceeding standards from 42.86% to 51.22%. Writing performance also improved schoolwide, with the percentage of students performing above standard increasing from 15.94% to 18.11%, while the percentage below standard decreased from 28.99% to 24.41%. However, Grade 4 continues to demonstrate the greatest area of concern, particularly in overall achievement and reading comprehension, indicating a need for continued targeted literacy support and intervention.

2. The data highlights the importance of strengthening Professional Learning Communities (PLCs) to support consistent instructional practices, collaborative data analysis, and targeted intervention planning. Continued collaboration among grade-level teams will allow teachers to identify essential standards, analyze student work, monitor progress, and implement evidence-based instructional strategies. A collective focus on literacy instruction, academic discourse, writing across content areas, and differentiated support will help improve outcomes for all learners while fostering a culture of shared responsibility and continuous improvement.

3. Tier 2 intervention and targeted foundational literacy support remain critical areas of focus for Webster students performing at the “Nearly Met” and “Not Met” levels. Across all grade levels, 55.9% of students remain below proficiency, with reading comprehension and research/inquiry skills continuing to present challenges for many learners. Focused small-group instruction, systematic foundational skills support, vocabulary development, and increased opportunities for close reading and structured writing will be essential to accelerating achievement. Additionally, strengthening oral language development through listening, speaking, and collaborative discussion opportunities may further support literacy growth across student groups.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	45	42	42	44	42	42	44	42	42	97.8	100	100
Grade 4	49	51	40	48	49	39	48	49	39	98.0	96.1	97.5
Grade 5	61	50	51	60	50	50	60	50	49	98.4	100	98
All Grades	155	143	133	152	141	131	152	141	130	98.1	98.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2421.	2418.	2420.	9.09	16.67	14.29	34.09	26.19	30.95	34.09	14.29	23.81	22.73	42.86	30.95
Grade 4	2467.	2446.	2453.	27.08	8.16	20.51	18.75	28.57	15.38	18.75	30.61	15.38	35.42	32.65	48.72
Grade 5	2474.	2506.	2470.	11.67	26.00	12.24	15.00	16.00	12.24	31.67	22.00	18.37	41.67	36.00	57.14
Grade 11															
All Grades	N/A	N/A	N/A	15.79	17.02	15.38	21.71	23.40	19.23	28.29	22.70	19.23	34.21	36.88	46.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.45	19.05	16.67	54.55	47.62	52.38	25.00	33.33	30.95
Grade 4	29.17	12.24	25.64	33.33	46.94	33.33	37.50	40.82	41.03
Grade 5	13.33	22.00	10.20	38.33	52.00	44.90	48.33	26.00	44.90
Grade 11									
All Grades	20.39	17.73	16.92	41.45	48.94	43.85	38.16	33.33	39.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.18	19.05	16.67	56.82	47.62	52.38	25.00	33.33	30.95
Grade 4	22.92	16.33	17.95	45.83	48.98	33.33	31.25	34.69	48.72
Grade 5	10.00	18.00	8.16	60.00	56.00	55.10	30.00	26.00	36.73
All Grades	16.45	17.73	13.85	54.61	51.06	47.69	28.95	31.21	38.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.82	21.43	19.05	68.18	52.38	57.14	25.00	26.19	23.81
Grade 4	25.00	14.29	20.51	47.92	51.02	53.85	27.08	34.69	25.64
Grade 5	10.00	20.00	12.24	61.67	60.00	53.06	28.33	20.00	34.69
All Grades	13.82	18.44	16.92	59.21	54.61	54.62	26.97	26.95	28.46

Conclusions based on this data:

1. Overall mathematics achievement data shows continued gradual improvement in student performance across multiple years, with gains in proficiency and a reduction in students performing below standard. In 2024–2025, 34.61% of students met or exceeded standards in mathematics across all grades, reflecting a slight decline from 40.42% in 2023–2024, but still demonstrating stronger performance compared to earlier years. Grade 4 shows the most significant area of need, with 48.72% of students performing below standard, while Grade 3 and Grade 5 show more balanced distributions of students across performance levels. Despite some fluctuation in year-to-year results, the overall trend indicates progress in narrowing the percentage of students performing significantly below grade level expectations.

2. The data underscores the importance of consistent, high-quality implementation of the i-Ready Math curriculum and the strategic use of diagnostic assessment data to guide instruction. Regular analysis of student performance data at the grade level and individual student level is essential to identifying skill gaps, informing instructional grouping, and targeting specific mathematical standards. Strengthening teacher collaboration through Professional Learning Communities will support more intentional planning around priority standards, intervention strategies, and the alignment of classroom instruction with student needs.

3. Continued focus on Tier 2 intervention and targeted support for students performing at “Nearly Met” and “Not Met” levels is essential for sustained growth in mathematics achievement. While the percentage of students below standard has generally decreased over time, current data indicates that nearly 66% of students are still performing below proficiency. Instructional emphasis on foundational concepts and procedures, problem-solving strategies, and mathematical reasoning skills will be critical. Additionally, increasing opportunities for students to explain their

thinking, engage in mathematical discourse, and apply concepts to real-world problem solving will further support deeper conceptual understanding and long-term achievement gains.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1405.1	1410.1	*	1413.6	1409.6	*	1385.2	1411.4	*	14	21	8
1	*	*	1442.8	*	*	1449.0	*	*	1436.2	8	6	13
2	*	*	*	*	*	*	*	*	*	6	8	4
3	*	*	*	*	*	*	*	*	*	*	6	4
4	*	*	*	*	*	*	*	*	*	7	5	7
5	*	*	*	*	*	*	*	*	*	6	5	6
All Grades										44	51	42

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	28.57	*	35.71	33.33	*	42.86	9.52	*	14.29	28.57	*	14	21	*
1	*	*	15.38	*	*	30.77	*	*	23.08	*	*	30.77	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.36	27.45	9.52	29.55	35.29	42.86	36.36	9.80	28.57	22.73	27.45	19.05	44	51	42

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	28.57	*	64.29	33.33	*	21.43	9.52	*	14.29	28.57	*	14	21	*
1	*	*	15.38	*	*	23.08	*	*	46.15	*	*	15.38	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	41.18	23.81	43.18	25.49	30.95	15.91	9.80	28.57	22.73	23.53	16.67	44	51	42

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		28.57	*		28.57	*		23.81	*		19.05	*		21	*
1		*	7.69		*	30.77		*	30.77		*	30.77		*	13
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	2.27	25.49	2.38	22.73	21.57	28.57	45.45	29.41	47.62	29.55	23.53	21.43	44	51	42

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	23.81	*	57.14	52.38	*	14.29	23.81	*	14	21	*
1	*	*	38.46	*	*	53.85	*	*	7.69	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	41.18	26.19	50.00	33.33	59.52	18.18	25.49	14.29	44	51	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.71	33.33	*	35.71	38.10	*	28.57	28.57	*	14	21	*
1	*	*	0.00	*	*	61.54	*	*	38.46	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.64	37.25	30.95	29.55	39.22	42.86	31.82	23.53	26.19	44	51	42

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	19.05	*	71.43	57.14	*	14.29	23.81	*	14	21	*
1	*	*	15.38	*	*	46.15	*	*	38.46	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.36	17.65	4.76	54.55	50.98	61.90	34.09	31.37	33.33	44	51	42

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	42.86	*	21.43	38.10	*	50.00	19.05	*	14	21	*
1	*	*	0.00	*	*	69.23	*	*	30.77	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	33.33	11.90	52.27	45.10	61.90	38.64	21.57	26.19	44	51	42

Conclusions based on this data:

1. Overall ELPAC performance data indicates a decline in overall proficiency in 2024–2025, with 9.52% of students scoring at Level 4 and 42.86% at Level 3, compared to higher combined proficiency levels in prior years. While the percentage of students in Level 3 increased, the decrease in Level 4 proficiency suggests fewer students are reaching the highest level of English language mastery. Across domains, results show variability, with Listening and Writing demonstrating relative strengths, while Reading and Oral Language continue to show areas of need, particularly in the proportion of students performing at Beginning levels.

2. The data suggests a continued need for intentional, language-rich instruction across all grade levels, with a focus on accelerating students from Moderately Developed to Well Developed proficiency. Strengthening integrated ELD practices within core instruction, increasing structured academic discourse opportunities, and expanding targeted small-group language support will be essential. Additionally, focusing on reading comprehension strategies and vocabulary development across content areas will help address persistent gaps in reading and support overall growth in English language proficiency for multilingual learners.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
277	**76.2%**	**18.4%**	**0.0%**
Total Number of Students enrolled in Daniel Webster Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	51	18.4%
Foster Youth	0	0.0%
Homeless	3	1.1%
Socioeconomically Disadvantaged	211	76.2%
Students with Disabilities	63	22.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	5.1%
American Indian	0	0.0%
Asian	6	2.2%
Filipino	6	2.2%
Hispanic	113	40.8%
Two or More Races	12	4.3%
Pacific Islander	1	0.4%
White	119	43%

Conclusions based on this data:

1. A significant majority of Webster students are identified as Socioeconomically Disadvantaged (76.2%), indicating that most students face economic barriers that may impact access to resources and learning supports outside of

school. In addition, 22.7% of students receive special education services and 18.4% are English Learners. This student profile underscores the importance of strong academic supports, differentiated instruction, and integrated services to ensure equitable access to grade-level learning for all students.

2. The presence of multiple high-need student groups, including English Learners, students with disabilities, and students experiencing housing instability (1.1%), highlights the critical need for a coordinated system of academic, language, and social-emotional supports. Ensuring alignment between general education, intervention systems, and specialized services will be essential to meeting the needs of the whole child and promoting academic achievement, language development, and overall student well-being.

3. The 2024–2025 enrollment data reflects a highly diverse student population at Webster Elementary School, with 277 total students representing multiple racial and ethnic groups. The largest student groups are White (43%) and Hispanic (40.8%), followed by students identifying as Two or More Races (4.3%), African American (5.1%), Asian (2.2%), Filipino (2.2%), and Pacific Islander (0.4%). This diversity highlights the importance of culturally responsive instruction and inclusive school practices that reflect and honor the backgrounds of all students.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. The 2025 California School Dashboard indicates that Webster Elementary’s academic performance in both English Language Arts and Mathematics is currently in the Orange performance level. This suggests that student achievement is below the state’s desired benchmarks and reflects a need for continued focus on improving instructional practices, strengthening core academic programs, and ensuring consistent implementation of standards-aligned instruction across grade levels.

2. The data highlights mixed outcomes in student engagement and school climate indicators. Chronic absenteeism is rated Red, indicating a significant area of concern that directly impacts student learning and academic progress. In contrast, the Suspension Rate is rated Blue, reflecting a strong and positive school climate with effective behavioral supports and low levels of exclusionary discipline. This contrast suggests that while behavioral systems are effective, attendance challenges remain a critical barrier to student success.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
20.1 points below standard	72 points below standard	
Declined 6.4 points	Declined 8.8 points	
128 Students	25 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	29.7 points below standard
0 Students	1 Student	Maintained 2.2 points
		109 Students

Students with Disabilities	African American	American Indian
 No Performance Color 96.2 points below standard Declined 5.4 points 28 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Orange 28.2 points below standard Maintained -1.1 points 50 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students	 Orange 11.7 points below standard Maintained -2.7 points 65 Students

Conclusions based on this data:

1. This indicates that while students are making progress toward grade-level standards, overall achievement remains below proficiency expectations and continues to trend downward, signaling the need for renewed focus on core literacy instruction and intervention.
2. The equity report shows that all reported student groups with sufficient data (English Learners, Socioeconomically Disadvantaged students, Hispanic students, and White students) are performing in the Orange performance level, with achievement gaps persisting across groups. English Learners (-72 points below standard) and Students with Disabilities (-96.2 points below standard) demonstrate the greatest need for targeted academic support. While several groups maintained or showed relatively small changes in performance, the consistent Orange classification across groups indicates a systemic need for strengthened instructional practices that support all learners.
3. Student subgroup trends show both stability and stagnation, with most major groups maintaining performance levels rather than demonstrating significant growth. Socioeconomically Disadvantaged students and Hispanic students both maintained performance, while White students showed a slight decline but remain closer to grade-level standards compared to other groups. These patterns suggest that while instruction is relatively consistent across student populations, acceleration strategies are needed to close persistent achievement gaps, particularly for English Learners and Students with Disabilities, through differentiated instruction, scaffolding, and targeted literacy interventions.

School and Student Performance Data

Academic Performance
Mathematics

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	
40.1 points below standard	46.9 points below standard	
Declined 13.5 points	Increased 20.2 points	
129 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	48.2 points below standard
0 Students	1 Student	Declined 9.2 points
		110 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
112.8 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 10.1 points	5 Students	
27 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.9 points below standard
2 Students	1 Student	Declined 13.7 points
		50 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	32.3 points below standard
5 Students		Declined 6.1 points
		66 Students

Conclusions based on this data:

1. This data reflects a widening gap between current student achievement and grade-level expectations, signaling an urgent need to strengthen core mathematics instruction and ensure consistent implementation of standards-aligned curriculum across all grade levels.
2. The equity report shows that all major student groups with sufficient data, including English Learners, Socioeconomically Disadvantaged students, Hispanic students, and White students, are performing in the Orange range, indicating systemwide challenges in mathematics achievement. Students with Disabilities demonstrate the greatest need, performing 112.8 points below standard, while Hispanic students (-51.9 points below standard) and Socioeconomically Disadvantaged students (-48.2 points below standard) also show significant performance gaps. Although English Learners showed improvement in performance, overall subgroup results reflect persistent disparities that require targeted intervention and differentiated instructional support.
3. Across most student groups, mathematics performance declined in 2025, suggesting a need for a renewed focus on instructional coherence, formative assessment use, and targeted intervention. The consistent downward trend across both overall and subgroup performance highlights the importance of strengthening foundational math skills, increasing opportunities for mathematical reasoning and problem solving, and improving data-driven instructional decision-making. Focused support for high-need student groups will be essential to reversing current declines and accelerating student achievement in mathematics.

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
47.5 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 7.3 points	7 Students	
47 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	45.7 science points
0 Students		Declined 5.9 points
		41 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0 Students
7 Students	2 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	45.2 science points
1 Student		Declined 7 points
		19 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	51.4 science points
1 Student		Maintained -1.1 points
		24 Students

Conclusions based on this data:

1. The Science data indicates that overall student performance at Webster Elementary is in the Yellow performance level, with students scoring 47.5 science points and showing a decline of 7.3 points. While performance remains stronger than in core academic areas such as ELA and Mathematics, the overall downward trend suggests a need to reinforce science instruction and ensure continued emphasis on inquiry-based, hands-on learning aligned to grade-level standards.
2. The equity report shows relatively consistent performance across major student groups, with Socioeconomically Disadvantaged students (-45.7 points) and Hispanic students (-45.2 points) performing at similar levels within the Yellow range. White students demonstrate slightly higher performance at 51.4 science points and remained relatively stable, while other student groups do not have reportable data due to small sample sizes. These results suggest more limited performance gaps in science compared to other content areas, though continued attention to subgroup growth is still needed.
3. Despite being the strongest content area relative to ELA and Mathematics, Science performance shows a general decline across most measured groups, indicating a need to sustain and deepen instructional practices that support scientific thinking. Continued emphasis on hands-on investigations, collaborative inquiry, and integration of science with literacy and math skills will be important for maintaining engagement and reversing downward trends. Strengthening consistent instructional implementation across grade levels will be key to improving outcomes and sustaining progress in science achievement.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
30 making progress.	making progress.
Number Students: 30 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30%	40%	0%	30%

Conclusions based on this data:

1. The data shows that 40% of English Learners maintained their current proficiency level, while 30% decreased at least one ELPI level. This distribution suggests that while a portion of students are making progress, a significant percentage are either plateauing or regressing, highlighting the need for more consistent and targeted English Language Development (ELD) support.
2. No students maintained Level 4 proficiency, indicating that there are currently no English Learners at the highest level of language proficiency in this cohort. This underscores the importance of strengthening instructional practices that accelerate language acquisition, particularly focused ELD instruction, integrated language supports across content areas, and increased opportunities for academic discourse to move students toward higher proficiency levels.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Red	
30.8% Chronically Absent	25.5% Chronically Absent	
Increased 3.9	Increased 0.9	
295 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	34% Chronically Absent
	5 Students	Increased 5.3
		244 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
38.7% Chronically Absent	33.3% Chronically Absent	0 Students
Declined 1.1	Increased 7	
75 Students	18 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	41.4% Chronically Absent
6 Students	6 Students	Increased 6.4
		116 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
19% Chronically Absent	Fewer than 11 students - No Data for Privacy	25.2% Chronically Absent
Declined 7.6	1 Student	Increased 3.5
21 Students		127 Students

Conclusions based on this data:

1. The data indicates that chronic absenteeism is a significant area of concern for Webster Elementary, with 30.8% of all students classified as chronically absent and performance rated in the Red category. This reflects an overall increase of 3.9 percentage points, suggesting that attendance challenges are worsening and are likely impacting student access to instruction and academic achievement.
2. The equity report shows that chronic absenteeism disproportionately affects several student groups, with particularly high rates among Hispanic students (41.4%), Socioeconomically Disadvantaged students (34%), and Students with Disabilities (38.7%). All three groups are rated in the Red or Orange performance levels and show increases in absenteeism, indicating that attendance barriers are most concentrated among student populations already experiencing academic disparities.
3. While a few student groups, such as Students identifying as Two or More Races (19% chronically absent, declined by 7.6 points), show improvement, the overall trend across most groups is an increase in chronic absenteeism. This suggests a need for a comprehensive, schoolwide attendance strategy that includes early outreach, family engagement, targeted supports for high-risk student groups, and coordinated interventions to improve student attendance and re-engagement in learning.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A for Elementary

School and Student Performance Data

Conditions & Climate
Suspension Rate

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	2

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Yellow	
0.3% suspended at least one day	1.8% suspended at least one day	
Declined 0.6%	Maintained 0.1%	
303 Students	57 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.4% suspended at least one day
4 Students	6 Students	Declined 0.8%
		249 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
1.3% suspended at least one day	0% suspended at least one day	0 Students
Declined 1.4%	Maintained 0%	
79 Students	18 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.8% suspended at least one day
6 Students	6 Students	Maintained 0%
		121 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Declined 0.7%
23 Students		128 Students

Conclusions based on this data:

1. The 2025 California School Dashboard data indicates that Webster Elementary has a strong overall performance in school climate, with an “All Students” suspension rate of 0.3%, rated Blue. This reflects a very low incidence of suspensions and a positive trend of improvement, with an overall decline of 0.6%, suggesting that schoolwide systems and behavioral supports are effectively maintaining a safe and orderly learning environment.
2. The equity report shows that most student groups are experiencing low suspension rates, with several groups rated Green or Blue, including Socioeconomically Disadvantaged students (0.4%), Hispanic students (0.8%), and White students (0%). Students with Disabilities are also performing well at 1.3% (Green), though they represent a slightly higher rate than some other groups, indicating a continued need for proactive behavioral and social-emotional supports.
3. Webster Elementary has strong and effective systems for supporting positive student behavior across most student groups, with no major disparities in suspension rates. The consistency of low suspension rates across demographic groups reflects a positive and inclusive school climate; however, continued attention to preventative practices, restorative approaches, and early intervention strategies will help sustain these outcomes and ensure equity for all students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

By the end of the 2026–2027 school year, the percentage of students performing at Mid or Above Grade Level on iReady Math Diagnostic 2 will increase from 16% to 25% or higher, while reducing the percentage of students performing two or more grade levels below from 21% to 13% or lower.

Identified Need

There is a continued need to strengthen grade-level mathematics instruction to ensure students are not only making growth, but accelerating toward proficiency. Current data indicates that while students are demonstrating progress over time, a significant proportion remain one or more grade levels below standard, with persistent gaps in conceptual understanding, mathematical reasoning, and problem-solving skills.

To address this need, instruction must more consistently reflect the Standards for Mathematical Practice through rigorous, grade-level tasks, discourse-rich learning environments, and intentional alignment between diagnostic data and daily instruction. In addition, Tier 2 and Tier 3 supports must be more targeted and responsive to student learning gaps in order to reduce the number of students performing below grade level and increase the proportion of students achieving proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessment; Data Dashboard cut scores	2024–2025 SBAC Mathematics Results Overall: 34.61% Met or Exceeded Standard for Mathematics Grade 3: 45.24% Met or Exceeded Standard Grade 4: 35.89% Met or Exceeded Standard Grade 5: 24.48% Met or Exceeded Standard 2025 California School Dashboard Mathematics Indicator: Orange Performance Level 40.1 points below standard Declined 13.5 points	2026–2027 School Proficiency Level Target – 40% Overall By the end of the 2026–2027 school year, Webster Elementary School will increase the percentage of students in grades 3–5 meeting or exceeding standards on the SBAC Mathematics assessment from 34.61% to 40% overall. Grade-Level Targets: Grade 3: Increase from 45.24% to 50% Met or Exceeded Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Grade 4: Increase from 35.89% to 40% Met or Exceeded Standard Grade 5: Increase from 24.48% to 35% Met or Exceeded Standard The school will also aim to improve the California School Dashboard Mathematics Indicator by decreasing the distance from standard and reducing the number of students performing in the “Not Met” category through strengthened Tier 1 instruction, targeted intervention, and implementation of standards-aligned mathematical practices.
Ready Math Diagnostic Assessment scores	Overall Placement: Mid or Above Grade Level: 28 students (16%) Early On Grade Level: 28 students (16%) One Grade Level Below: 81 students (47%) Two Grade Levels Below: 27 students (16%) Three or More Grade Levels Below: 8 students (5%) Combined Placement Levels: Tier 1 (On or Above Grade Level): 32% Tier 2 (One Grade Level Below): 47% Tier 3 (Two or More Grade Levels Below): 21%	2026–2027 iReady Math Diagnostic 2 Targets Overall Schoolwide Target: By the end of the 2026–2027 school year, the percentage of students performing at Mid or Above Grade Level on iReady Math Diagnostic 2 will increase from 16% to 25% or higher, with a corresponding reduction in students performing one or more grade levels below proficiency. Placement Targets: Mid or Above Grade Level: Increase from 16% to 25% Early On Grade Level: Maintain or increase from 16% to 20% One Grade Level Below: Decrease from 47% to 40% Two Grade Levels Below: Decrease from 16% to 10% Three or More Grade Levels Below: Decrease from 5% to 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Grade-Level Targets: Grade 3: Increase Mid/Above Grade Level performance to 40% Grade 4: Increase Mid/Above Grade Level performance to 30% Grade 5: Increase Mid/Above Grade Level performance to 35%

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Overall, the 2025–2026 iReady Math Diagnostic 2 results show that while there is a foundational level of growth in access to grade-level content, the majority of students are still not consistently demonstrating grade-level proficiency in mathematics. Only about 32% of students are performing at or above grade level (Mid or Early On Grade Level), while approximately 68% of students remain below grade level expectations, with nearly half (47%) one grade level below.

A significant strength in the data is that a combined 32% of students are now within reach of grade-level proficiency, indicating that Tier 1 instruction and prior intervention efforts are supporting movement toward grade-level standards. However, the persistence of a large Tier 2 population suggests that many students are not yet receiving sufficient acceleration to close learning gaps quickly enough to reach proficiency within a single year.

The most critical area of need is the high proportion of students performing one grade level below (Tier 2), which represents the largest instructional group. This indicates a need to shift from general growth strategies toward accelerated instruction that prioritizes grade-level standards, explicit mathematical discourse, and targeted skill gaps. Grade 4 and Grade 5 continue to show the greatest concentration of students in the lowest performance bands, signaling a need for stronger foundational number sense, problem-solving structures, and consistent use of math language routines across all classrooms.

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

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

All teachers will implement consistent, standards-aligned Tier 1 instruction including number sense routines, mathematical discourse, problem-based learning, and use of visual/manipulative models.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Students will receive after school math enrichment instruction. (Math Field Day Coachers Funded by Annual Fund)

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Teachers and ILT will conduct bi-weekly data cycles using iReady and classroom assessments to identify skill gaps, form flexible groups, and implement reteach–reassess–re-accelerate cycles focused on priority standards.

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners and RFEPs

Strategy/Activity

Provide structured intervention blocks at least 3x weekly focused on prerequisite skills, with teacher-led small groups during core instruction and progress monitoring every 2–3 weeks.

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Grade-level PLCs will design common math tasks, analyze student work monthly, identify misconceptions, and align instruction and intervention to shared data.

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Provide family math nights, home learning resources aligned to iReady domains, and regular communication on student progress and strategies used in class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

By the end of the 2026–2027 school year, the percentage of students meeting or exceeding grade-level standards in English Language Arts will increase as measured local benchmarks (iReady Diagnostic 2 and Amira).

Increase iReady ELA students at or above grade level (Mid/On Grade Level combined) from 42% to 55%
Decrease students performing 2 or more grade levels below on iReady ELA from 25% to 15%
Increase K–2 early literacy proficiency (Amira ARM benchmark attainment) by 10%
Decrease K–2 students identified as "high reading risk" from baseline (~30–35%) to 20% or less

Identified Need

While iReady ELA typical growth is strong (84%), grade-level proficiency remains below desired levels, especially in Grades 3–5 where over half of students are still below grade level placement.
K–2 Amira data shows wide variability in early literacy skills, with a significant proportion of students below benchmark ARM levels and requiring targeted phonics/decoding support.
Reading risk data indicates a persistent subgroup of students in early grades who are not meeting foundational reading benchmarks, which directly impacts upper-grade comprehension and proficiency.
Instructional inconsistency in Tier 1 ELA implementation and uneven use of phonics/structured literacy strategies is contributing to uneven outcomes across grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC assessment data; Data Dashboard	2024–2025 SBAC 42.0% Met or Exceeded Standard for ELA 3rd grade: 43.0% Met or Exceeded Standard 4th grade: 35.9% Met or Exceeded Standard 5th grade: 49.0% Met or Exceeded Standard	By the end of the 2026–2027 school year, the school will increase the percentage of students in Grades 3–5 meeting or exceeding standards on the CAASPP English Language Arts assessment to 52% or higher overall.
Reading iReady Diagnostic 3rd-5th Graders	2025-2026 Diagnostic 2 Overall Placement-	By the end of the 2026–2027 school year, the school will:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At/Above Grade Level (Mid + Early On): 42% (47 students) Below Grade Level (1+ grade level below): 58% (63 students) Two or More Grade Levels Below: 25% (27 students)	Decrease students in Tier 3 (at-risk/below grade level by two or more grade levels) by an additional 5% from the 2025–2026 baseline, Increase students performing at Tier 1 (at or above grade level) by 5% or more, and Increase progress toward typical growth to 87% or higher as measured by iReady ELA Diagnostic 2.
Amira Mid-Year Assessment	Overall Early Literacy Performance (K–2 Combined): Students at or above expected early literacy benchmark (grade-level/strong ARM growth): ~52% Students approaching benchmark (moderate risk / developing skills): ~28% Students below benchmark / at reading risk (below expected ARM growth or low proficiency bands): ~20% Summary of Early Literacy Risk (Amira Indicators): High reading risk students (significant foundational skill gaps): approximately 20–25% across K–2 Students demonstrating strong foundational literacy growth (phonics, decoding, fluency progress): approximately 50%+	By the end of the 2026–2027 school year, K–2 students will demonstrate improved early literacy proficiency as measured by Amira and early reading benchmarks: Increase the percentage of K–2 students meeting or exceeding grade-level Amira benchmarks to 75% or higher Decrease the percentage of K–2 students identified in the high reading risk range to 20% or lower Increase the percentage of students demonstrating consistent upward movement in ARM growth bands across the school year by at least 10% from the 2025–2026 baseline Ensure that 85% or more of students in Grades K–2 show measurable growth in phonics, phonemic awareness, and decoding skills as reflected in Amira progress monitoring data

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Instructional implementation of the ELA curriculum improved student growth significantly, but growth did not consistently translate into grade-level proficiency gains, particularly in upper grades. Early literacy (K–2) remains the most critical leverage point, with Amira data showing that students who do not reach benchmark ARM levels by Grade 2 are significantly more likely to remain below grade level in Grades 3–5.

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

Tier 1 instruction is not yet fully consistent across classrooms, especially in phonics, structured literacy routines, and comprehension scaffolds.
Tier 2 and Tier 3 interventions are effective when implemented, but lack of system-wide consistency limits overall schoolwide impact.

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

Data shows strongest gains when instruction is explicitly targeted, small-group driven, and tied to domain-level data.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Implement consistent, schoolwide structured literacy practices including phonemic awareness, phonics, vocabulary, fluency, and comprehension routines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Use iReady domain data (3–5) and Amira/reading risk data (K–2) to form flexible small groups for targeted instruction at least 3–5 times per week.

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Provide explicit phonics/phonemic awareness instruction using structured literacy routines and intervention supports (including Amira-based progress monitoring).

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
9996	LCFF Supplemental and Concentration (S/C)
11211	Title I Part A: Allocation
1995	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners and RFEPs

Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Strengthen comprehension through structured academic talk, interactive read-alouds, and writing-to-read connections across all grade levels.

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Grade-level PLCs analyze iReady + Amira + classroom formative data monthly to calibrate instruction, ensure consistency, and plan re-teaching cycles.

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 7

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

Goal 3

By the end of the 2026–2027 school year, English Learners will demonstrate increased English language proficiency and academic achievement as measured by ELPAC, local literacy assessments, classroom performance, and reclassification data. Instructional Leadership Team and grade-level PLCs will monitor English Learner progress regularly and use data to strengthen designated and integrated ELD instruction across all grade levels.

Identified Need

Webster Elementary currently serves 42 English Learners, including 9 English Learners with IEPs and 2 students identified as At Risk of becoming Long-Term English Learners. ELPAC data shows that the majority of English Learners are performing at Levels 1 and 2, indicating significant needs in language acquisition, academic vocabulary, oral language development, reading comprehension, and writing skills.

Current ELPAC overall scores indicate:

14 students at Level 1 (Minimally Developed)
13 students at Level 2 (Somewhat Developed)
13 students at Level 3 (Moderately Developed)

Listening domain data shows the majority of students remain at Level 2, indicating a continued need for structured academic discourse, oral language practice, and language scaffolds during Tier 1 instruction.

Additionally, there were no Long-Term English Learners identified; however, continued targeted support is needed to prevent students from becoming LTELs and to increase reclassification opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Summative Assessment	2025 ELPAC Overall Performance: Level 1: 14 students Level 2: 13 students	By the end of the 2026–2027 school year: Increase the percentage of English Learners progressing

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 3: 13 students Level 4: 0 students 2025 Listening Domain: Level 1: 5 students Level 2: 21 students Level 3: 5 students 2025 English Learner Data: English Learners: 42 EL + IEP: 9 At Risk of LTEL: 2 LTEL: 0 RFEP Monitored: 17 RFEP Fully Exited: 3	at least one ELPAC proficiency level by 10% Decrease the number of students performing at ELPAC Level 1 by at least 20% Increase the number of students achieving ELPAC Level 3 or higher by 15% Increase the number of students eligible for reclassification Maintain zero Long-Term English Learners through targeted intervention and monitoring Increase English Learner proficiency in listening, speaking, reading, and writing through integrated and designated ELD instruction

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Teachers implemented designated and integrated ELD instruction across grade levels and utilized language supports during core instruction. PLC discussions increasingly focused on English Learner progress and instructional scaffolds. Students demonstrated varying levels of progress in language acquisition, with many students moving within Level 2 performance bands and several students reaching Level 3 proficiency.

The school successfully maintained zero Long-Term English Learners. However, a significant percentage of students remain at Levels 1 and 2, demonstrating a continued need for targeted language development instruction, especially in oral language, academic vocabulary, and writing.

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

Implementation of ELD strategies varied across classrooms. Some teachers consistently embedded academic discourse routines and language objectives into daily instruction, while others required additional support and coaching to fully implement integrated ELD practices. English Learners with IEPs required additional differentiated supports and collaboration between general education and special education staff.

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

For 2026–2027, the school will strengthen:

Consistent implementation of integrated and designated ELD instruction
Oral language development routines across all classrooms
Progress monitoring systems for English Learners
Targeted intervention for Level 1 and Level 2 students
Collaboration between classroom teachers, intervention staff, and special education staff supporting EL students with IEPs
Family engagement and communication regarding ELPAC progress and reclassification criteria

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
34920	Title I Part A: Allocation
26349	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including English Learners

Strategy/Activity

A non-rostered teacher will support English Learner (EL) students to reinforce language acquisition during designated English Language Development (ELD) instruction and during Armenian

language class. The teacher will provide small-group and individualized support, help clarify academic content in the students' primary language when appropriate, and assist in reinforcing academic vocabulary and language structures aligned to ELD standards. Formative classroom assessments and student work samples will be regularly reviewed by the teacher to adjust instructional support.

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

Amount(s)	Source(s)
21925	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners; English Learners with IEPs; At Risk of LTEL students

Strategy/Activity

Provide consistent designated and integrated ELD instruction aligned to ELPAC performance descriptors and California ELD standards. Teachers will incorporate daily language objectives, academic vocabulary instruction, structured oral language routines, and language scaffolds during Tier 1 instruction.

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners performing at ELPAC Levels 1 and 2

Strategy/Activity

Implement targeted small-group intervention focused on listening, speaking, reading, and writing development using ELPAC-aligned instructional strategies and progress monitoring data.

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

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners; English Learners with IEPs

Strategy/Activity

Provide professional development and PLC collaboration focused on integrated ELD strategies, academic discourse, sentence frames, language scaffolds, and differentiation for multilingual learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners; RFEP students; Families of English Learners

Strategy/Activity

Increase family engagement opportunities for English Learner families through ELAC meetings, parent workshops, translation support, and communication regarding ELPAC results, reclassification requirements, and strategies to support language development at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

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

Identified Need

Increase overall student attendance and reduce chronic absenteeism, particularly for Students with Disabilities, socioeconomically disadvantaged students, and Hispanic students, whose chronic absenteeism rates remain disproportionately high according to the 2025 California School Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	California School Dashboard Chronic Absenteeism 2025 Dashboard: 29.99% of students were chronically absent (Red) Students with Disabilities Chronic Absenteeism 2025 Dashboard: 38.7% chronically absent (Orange) Socioeconomically Disadvantaged Chronic Absenteeism 2025 Dashboard: 34% chronically absent (Red) Hispanic Student Chronic Absenteeism 2025 Dashboard: 41.4% chronically absent (Red)	Reduce chronic absenteeism schoolwide to 24% or lower by the end of 2026–2027. Reduce chronic absenteeism for Students with Disabilities to 30% or lower. Reduce chronic absenteeism for socioeconomically disadvantaged students to 28% or lower Reduce chronic absenteeism for Hispanic students to 33% or lower
PUSD 2024-2025 Attendance Average for Webster	2024–2025 overall attendance rate: 91.49%	Increase overall school attendance rate to 94% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2025–2026 overall attendance rate: 92.98%	

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

During the 2025–2026 school year, Webster Elementary strengthened implementation of MTSS and attendance supports. The school's average attendance rate improved from 91.49% to 92.98%, and overall chronic absenteeism decreased slightly from 30.84% to 29.99%. Schoolwide PBIS expectations ("The Webster Way": Be Safe, Be Respectful, Be Responsible) continued to be reinforced through classroom lessons, assemblies, positive behavior recognition systems, and community-building activities.

Attendance monitoring systems improved through increased communication with families, attendance incentives, MTSS meetings, and collaboration among office staff, counselors, teachers, and administration. Students with Disabilities showed improvement in chronic absenteeism rates, declining from the previous year, although rates remain disproportionately high. Hispanic students and socioeconomically disadvantaged students continue to demonstrate the highest rates of chronic absenteeism and will require targeted intervention and outreach.

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

While attendance incentives and systems were implemented consistently, staff implementation of tiered attendance interventions and referral procedures varied across grade levels. Parent communication and follow-up systems improved but were not always timely or consistent for students with emerging attendance concerns. Additional family engagement structures and clearer attendance intervention protocols are needed to strengthen consistency across the school.

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

For 2026–2027, Webster Elementary will strengthen Tier 1 and Tier 2 attendance interventions through earlier identification of attendance concerns, increased family outreach, and stronger collaboration between MTSS and classroom teams. Attendance data will be reviewed regularly during MTSS meetings to identify students needing intervention before chronic absenteeism patterns develop. Community-building practices such as Second Step lessons, restorative conversations, and classroom circles will continue to support student belonging and engagement.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The MTSS team will meet monthly to review attendance, behavior, and social-emotional data to identify students needing Tier 2 or Tier 3 interventions. The team will coordinate attendance supports, monitor intervention effectiveness, and implement proactive schoolwide supports to improve student engagement and attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement targeted attendance intervention systems including attendance contracts, family conferences, check-ins/check-outs, mentoring supports, and individualized attendance plans for students demonstrating chronic absenteeism or emerging attendance concerns.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students/Students with disabilities

Strategy/Activity

Continue implementation of schoolwide PBIS systems, including explicit teaching of behavioral expectations (“The Webster Way”), positive reinforcement systems, classroom community circles, Second Step social-emotional learning lessons, and restorative practices to strengthen school connectedness and student engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8164	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure students experience safe, engaging, and supportive environments during structured and unstructured school times through increased supervision, inclusive recess activities, social-emotional supports, and positive student-adult relationships that encourage daily school attendance and participation.

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

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

Goal 5

By the end of the 2026–2027 school year, increase meaningful family engagement by strengthening partnerships between families and staff that support student academic achievement, attendance, and social-emotional development. Families will be engaged as equal partners in supporting learning at home and at school, with increased participation in two-way communication, learning-focused events, and decision-making structures.

Identified Need

Family engagement is present but inconsistent across grade levels and programs. Families report varying levels of clarity regarding academic expectations, student progress data, and strategies to support learning at home. There is a need to shift from event-based participation to learning-centered, relationship-based engagement that builds trust, strengthens communication, and increases shared responsibility for student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smore Newsletter Interaction	600 Views on the Sunday Newsletter Weekly	Increase two-way communication engagement (teacher-family check-ins, digital platforms, conferences) by 20%
Family Attendance at after school events such as Back to School Night, Science/Literacy/Math Nights, Open House	75% attendance per classroom	Increase Family attendance to 80%

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Family engagement efforts were strongest when communication was consistent, personal, and connected to student learning (e.g., conferences, intervention updates). However, engagement remained uneven across grade levels and often focused on attendance at events rather than sustained partnership in learning.

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

In addition to the planned support for ELAC, the school also supported the development of three culturally inclusive parent groups: the Armenian Academy Parent Committee, the Hispanic Heritage Parent Committee, and the Webster United Parent Committee. These groups were created in response to community interest and to build a more inclusive school culture. While these committees increased opportunities for involvement, their reach remained limited, and participation levels varied across groups.

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

Families expressed a need for clearer academic guidance, more frequent communication about student progress, and opportunities to actively participate in supporting literacy and math development.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff will engage in proactive, relationship-building practices including home-school communication routines, welcoming practices, and family check-ins that are strengths and interest based and culturally responsive, with opportunities to connect at the start of the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1124	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement consistent two-way communication systems (weekly updates, academic progress messages, and structured teacher-family check-ins) focused on student learning data and goals.

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Host grade-level family learning workshops in literacy and math using student data, modeling strategies families can use at home (aligned to iReady, Amira, and grade-level standards).

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strengthen parent participation in school leadership through SSC, ELAC, and family advisory groups with real input into academic planning, SPSA development, and schoolwide priorities by distributing information regarding these opportunities in a timely and robust manner.

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

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Form a Webster parent enrollment committee in the fall of 2026.

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

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$77551
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$77551
Other State/Local Funds provided to the school	$38340

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $115,891

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	38340	0.00
Title I Part A: Parent Involvement	1331	0.00
Title I Part A: Allocation	76220	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	38,340.00
Title I Part A: Allocation	76,220.00
Title I Part A: Parent Involvement	1,331.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristin Forrest	Principal
Cynthia Kim	Other School Staff
Maria Valdez	Classroom Teacher
Sandra Salgado	Classroom Teacher
Sabrina Mandigo	Classroom Teacher
Carolina Ventura Peralta	Parent or Community Member
Talia Glasberg	Parent or Community Member
Savannah Ngo	Parent or Community Member
Arpa Abrahamian	Parent or Community Member
Sam Abrahamian	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/28/26.

Attested:

	Principal, Kristin Forrest on 5/28/26
	SSC Chairperson, Sam Abrahamian on 5/28/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Webster Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	185	$59,753.15

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Webster Elementary School	**Principal:**	Kristin Forrest
School Number:	626 396-5740	**Counselor:**	
Date Completed:	4/27/26	**Principal Signature:**	Kristin Forrest

Goal: Decrease the percentage of chronically absent students during the 2026-2027 school year while increasing the overall school attendance rate to 95%.

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
33.46	26.6	25

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	Data sources include: School ADA, Chronic Absence Lists, Truancy Lists, district attendance reports, and AERIES queries. Attendance data will be reviewed monthly to identify students who are chronically absent, approaching chronic absenteeism, or demonstrating patterns of truancy. Subgroups including students with disabilities and	*Monthly*	Increase overall attendance rate to 95% and reduce chronic absenteeism to 25% or lower.

	English Learners will be reviewed separately.		
	Identify any pupil struggling to attend school due to mental health, physical health, transportation, housing, family concerns, or school avoidance and create individualized attendance support plans.	*Ongoing*	100% of identified students receive individualized intervention plans and supports.
	Apply appropriate interventions including truancy letters, parent conferences, SST meetings, SART/SARB referrals, counseling referrals, mentoring, Tier II interventions, and community resource referrals.	*Ongoing*	Reduction in chronic absenteeism among identified students.
	Attendance trends following extended breaks and during spring months will be monitored closely and proactive outreach will occur	*Ongoing*	Improved attendance following school breaks.

	before and after vacation periods.		
b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	The Attendance Improvement Team will continue meeting in conjunction with the MTSS Team to review attendance data, monitor interventions, and coordinate support for students and families. The Attendance Improvement Team includes: Principal, Attendance Clerk, MTSS Coach, Health Clerk, and Teacher Representative.	*Monthly* *Monthly*	All team members participate regularly and attendance concerns are consistently monitored. The team maintains a current action plan aligned to school attendance needs.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Utilize Social Emotional Learning curriculum to address students' social-emotional well-being and strengthen school connectedness. Trauma-informed and restorative practices will continue to be implemented to build relationships with	Weekly/Daily Daily	Improved student engagement and increased attendance rates. Reduction in attendance barriers related to disengagement or school avoidance.

	students and families and promote regular attendance. Continue monthly attendance celebrations for students with perfect attendance and recognize students with the most improved attendance each semester. Incentives may include dance parties, certificates, classroom recognition, and principal acknowledgements.	 Monthly/Semester	 Increased student motivation and improved monthly attendance trends.
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Create publications communicating attendance expectations and the importance of regular attendance through principal newsletters, Sunday messages, PTA communications, and school events. A month-long schoolwide Attendance Awareness Campaign will continue during September with activities, incentives, and messaging promoting regular attendance. Attendance will be discussed regularly during stakeholder meetings to educate families	Monthly/Weekly September 2026 Ongoing	Increased family awareness regarding attendance expectations and supports. Increased attendance awareness and improved attendance during the first trimester. Increased family engagement around attendance.

	and the school community regarding the importance of daily attendance.		

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Administration and support staff will conduct attendance conferences and develop intervention plans for students with persistent attendance concerns.	As Needed	Improved attendance among targeted students.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Students returning from extended absences will receive check-ins, academic support, and social-emotional support to assist with successful reintegration into school routines. On-site CSW will facilitate social groups and provide social-emotional support for students experiencing attendance difficulties.	As Needed	Improved re-engagement following absences.

SSC Meeting Agenda

School Site: _Webster_____ Meeting Date: __May 28, 2026_____

SSC Meeting Agenda

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

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

• SSC Business Approval of Minutes Approval of Agenda • SPSA Goals • ELAC Input • Budget • Approval of 2026-2027 SPSA	• Action Item: Approval of minutes for March Meeting; Sam Abrahamian • Review of May Agenda; Sam Abrahamian • Review of SPSA Goals 1-5 • Review of ELAC recommendations • Review of Budget Allocations • Approval of 2026-2027 SPSA	• Voting • Voting • Informational • Informational • Informational • Voting
• DAC and ELAC • DAC Report • ELAC Report	• Informational:, DAC • Informational: , ELAC Representative	• Informational • Informational
• Public Comment	•	• Informational

Next Scheduled SSC Meeting Date: ___September 8, 2026_____

Time: __6:00pm_____

Room: __Virtual_____

School Site Council Meeting Minutes

School Name: Webster Elementary School
Date: May 28, 2026
Location: Virtual
Minutes Recorder: Maria Valdez, SSC Secretary
Called To Order Time: 6:02 pm

Members Present

Member Name (Place a * next to SSC Chair's name)	**Membership Category** (Classroom Teacher, Other Employee, Principal/Designee, Parent, Community Member, Student)	**Present/Absent**
Sam Abrahamian*	Parent	Present
Arpa Abrahamian	Parent	Present
Savannah Ngo	Parent	Present
Carolina Peralta - Ventura	Parent	Absent
Kristin Forrest	Principal	Present
Cynthia Kim	MTSS Coach	Present
Sabrina Mandigo	Classroom Teacher	Absent
Sandra Salgado	Classroom Teacher	Present
Maria Valdez	Classroom Teacher	Present
Talia Glasberg	Parent	Present

Others Present :

Agenda Items/Minutes

(add rows as needed)

Call to order 1 min	The meeting was called to order at 6:02 pm by Sam Abrahamian.
Roll call/attendance 2 min	Total of 8 members present (Quorum is met)
SSC Business	● Approval of March Minutes: ○ Arpa Keshishian Abrahamian made the first motion to approve the March Minutes. ○ Talia Glasberg made the second motion to approve the March Minutes. ○ Unanimously approved 8/8 votes ● Approval of May Agenda: ○ Arpa Keshishian Abrahamian made the first motion to approve the May Agenda. ○ Talia Glasberg made the second motion to approve the May Agenda. ○ Unanimously approved 8/8 votes
Action item: Item topic from the agenda 10 minutes	● Mrs. Forrest presented on the LCAP Goals: ○ We are using the District goals for Webster in Math and ELA. ○ Goal #1 - ○ SBAC Assessment Data for the 2024-2025 School Year: ■ Math Overall - 34.61% Met or Exceeded Standard ■ Math Overall Goal is to increase to 40% for 2026-2027 School Year. ■ On iReady Math using Diagnostic #2, students will increase from 16% to 25%. With a reduction of students performing one or more grade levels below proficiency. ● Strategy #1: ○ All students: socio-economically disadvantaged students, English Learners, Foster Youth ○ All teachers will implement consistent, standards-aligned Tier 1 instruction including number sense routines, mathematical discourse, ● Strategy #2: ○ Students will receive after school math enrichment instruction (Math Field Day Coaches are funded by Annual Fund.) ● Strategy #3:

	○ Teachers and ILT will conduct bi-weekly data cycles using iReady and classroom assessments to identify skill gaps, form flexible groups, and implement reteach-reassess-re-accelerate cycles focused on priority standards. ● Strategy #4: ○ English Learners and RFEPs. ■ Provide structured intervention blocks at least 3X weekly focused on prerequisite skills, with teacher-led small groups during core instruction and progress monitoring every 2-3 weeks. ● Strategy #5: ○ Grade-level PLCs will design common math tasks, analyze work monthly, identify misconceptions, and align instruction and intervention to shared data. ● Strategy #6: ○ Provide family math nights, home learning resources, aligned to iReady domains, and regular communication on student progress and strategies used in class. ● Math will be piloted next year so a new math curriculum can be adopted. ■ Savannah asked if we can say to get to 0%, for example, our 1st graders going into 2nd grade. ● Mrs. Forrest explained that the goals are school-wide. ■ Savannah also asked if we had Math Nights this year, but Mrs. Forrest told them that we had a Science Night with LEARNs. ■ Savannah also asked how we can get parents help with those nights. So teachers don't have to do so much work. ■ Mrs. Forrest talked about how she saw a presentation on Parent Engagement by Dr. Karen Mapp. Savannah Ngo had referenced the same presentation. Parent engagement is included throughout the school plan. ○ Goal #2 - ○ SBAC Assessment Data for the 2024-2025 School Year:

- English Language Arts (ELA) Overall - 42% Met or Exceeded Standard
- Overall Goal is to increase to 52% for 2026-2027 School Year.
- By the end of 2026-2027, students in Tier 3 (at-risk/below grade level by two or more grade levels) by an additional 5% from the baseline.
- Increase students performing at Tier 1 (at or above grade level) by 5% or more and increase progress toward typical growth to 87% or higher as measured by iReady ELA Diagnostic #2.
- Amira Mid Year Assessment:
    - At/Above Grade Level: 52%
    - Approaching Benchmark: 28%
    - Below Benchmark: 28%
    - Far Below Grade Level: 20%
    - Summary of Early Literacy Risk (Amira Indicators)
- Amira - by the end of 2026-2027 SY, students will demonstrate improved early literacy proficiency by Amira and early benchmarks.
        - Increase the percentage of K-2 students meeting or exceeding grade-level Amira benchmarks to 75% or higher.
        - Decrease the percentage of K-2 students as identified in the high reading risk range to 20% or lower.
        - Increase the percentage of students demonstrating consistent upward movement in ARM growth bands across the school year by at least 10% from the 2025-2026 baseline. Ensure that 85% or more of students in grades K-2 show measurable growth in phonics, phonemic awareness, and decoding skills as reflected in Amira progress monitoring data.
    - Strategy #1:
        - All students: Socio-economically, Disadvantaged students, English Learner students, Foster Youth.
    - Strategy #2:
        - Use iReady data (3rd-5th) and Amira/reading risk data (K-2) to form flexible small groups for targeted

	instruction at least 3-5 times per week. ● Strategy #3: ○ Provide explicit phonics/phonemic awareness instruction using structured literacy routines and intervention supports (including Amira progress monitoring). ■ Savannah asked if any general PD is part of the plan. ■ Mrs. Forrest told her teachers received PD all of last year because the curriculum was new last year and there are no new teachers to train. ● Strategy #4: ○ Provide ELA integrated support to level 1 and level 2 students, including the use media and library services in the selection of reading materials and lesson development. (Library Coordinator) that is partially funded by Annual Fund.) ● LCFF and Title 1 monies are also used to fund the Library Coord.) ● Strategy #5: ○ English Learners and RFEPs - ELD Professional Development for teachers will be provided and this will be a topic of focus during PLC time. ELD will be taught by classroom teachers and supported by a bilingual instructional aide at differentiated levels by grade level. ● Strategy #6: ○ Strengthen comprehension through structured academic talk, interactive read-alouds and writing-to-read connections across all grade levels. ● Strategy #7: ○ Grade-level PLCs analyze iReady + Amira + classroom formative data monthly to calibrate instruction, ensure consistency, and plan re-teaching cycles. ○ Goal #3 - ○ Webster Elementary serves 42 ELs, including 9 ELs with IEPs and 2 students identified as At Risk of becoming LTELs.

ELPAC shows that the majority of ELs are performing at Levels 1 and 2, indicating significant needs in language acquisition, academic vocabulary, oral language development, reading comprehension, and writing skills.

- Everybody made progress this year.
  - Strategy #1:
    - An Instructional Bilingual Aide supports EL students by working alongside the classroom teacher to reinforce language acquisition during both integrated and designated ELD instruction. The aide will provide small-group and individualized support, helps clarify academic content in the students' primary language when appropriate, and assists in reinforcing academic vocabulary and language structures aligned with ELD standards. Formative classroom assessments and student work samples are regularly reviewed by the teacher and aide to adjust instructional support.
    - Title 1 and LCFF funds will be used to pay for the Bilingual Aide.
  - Strategy #2:
    - Provide consistent designated and integrated ELD instruction aligned to ELPAC performance descriptors and CA ELD standards. Teachers will incorporate daily language objectives, academic vocabulary instruction, structured oral language routines, and language scaffolds during Tier 1 instruction.
  - Strategy #3:
    - Implement targeted small-group intervention focused on listening, speaking, reading, and writing development using ELPAC aligned instructional strategies and progress monitoring data.
  - Strategy #4:
    - Provide professional development and PLC collaboration focused on integrated ELD strategies, academic discourse, sentence frames, language scaffolds, and differentiation for multilingual learners.
  - Strategy #5:
    - Increase family engagement opportunities for English Learner families through ELPAC meetings, parent workshops, translation

support, and communication regarding ELPAC results, reclassification requirements, and strategies to support language development at home.

- Goal #4 -
- In 2024-2025 overall attendance rate: 91.49%
- In 2025-2026 overall attendance rate: 92.98%
- We want to increase to 94%, but if we can get to 96%, that would be great.
- We have a student who is on an IEP and has a chronic illness, and we found out we can excuse absences if a Chronic Illness Verification Form is signed by a doctor to be able to count his absences and not have it count against our ADA.
  - Mrs. Kim has provided rewards to classrooms with perfect attendance this school year.
  - I have had parents come in and sign contracts if their child has chronic absences.
    - If the family has a contract and the absences continue, we will have a second meeting.
  - Next year there will be less MTSS Coaches, so we will have a Coach come to our school one day a week .
- Implementation of a Multi-Tiered Support System (MTSS) will reduce office referrals for behavior and increase overall student attendance, with a specific focus on improving attendance rates for students with IEPs. In addition, MTSS will be used to foster a positive school culture and climate where all students -especially those with diverse learning needs-- feel safe, respected, connected, and supported. Through proactive behavioral supports, social-emotional learning, and staff collaboration, the school will cultivate an environment where students thrive socially, emotionally, and academically.
  - Strategy #1:
    - The MTSS team will meet monthly to review attendance, behavior, and social-emotional data to identify students needing Tier 2 and Tier 3 interventions. The team will coordinate attendance supports, monitor interventions effectiveness, and implement proactive schoolwide supports to improve student engagement and attendance.
  - Strategy #2:
    - Implement targeted attendance intervention systems including attendance contacts, family conferences, check-ins/check-outs, mentoring supports, and individualized attendance plans for students demonstrating

	chronic absenteeism or emerging attendance concerns. ■ Strategy #3: ● Continue implementation of schoolwide PBIS systems, including explicit teaching of behavioral expectations (The Webster Way). positive reinforcement systems, classroom community circles, Second Step social emotional learning lessons, and restorative practices to strengthen school connectedness and student engagement. ■ Strategy #4: ● All students will be supervised and safe during unstructured school time. (Funded through district and annual funds.) ■ Strategy #5: ● Ensure students experience safe, engaging, and supportive environments during structured and unstructured school time through increased supervision, inclusive recess activities, social-emotional supports, and positive student-adult relationships that encourage daily school attendance and participation. ○ Dr. Lewis and Mrs. Forrest are working on hiring 2 Student Support Activity Aide (SSAA). They are no longer called Noon Aides. ■ K and 1 will play together. ○ Goal #5: ○ By the end of 2026-2027 school year, increase meaningful family engagement by strengthening partnerships between families and staff that support student academic achievement, attendance and social-emotional development. Families will be engaged as equal partners in supporting learning at home and at school with increased participation in two-way communication, learning focused events, and decision-making structures. ■ Strategy #1: ● Staff will engage in proactive, relationship -building practices, including home-school communication routines, welcoming practices, and family check-ins that are strengths-based and culturally responsive. ■ Strategy #2: ● Implement consistent two-way communication systems (weekly updates, academic progress, and structured

	teacher-family check-ins) focused on student learning data and goals. ■ Strategy #3: ● Host grade-level family workshops in literacy and math using student data, modeling strategies families can use at home (aligned to iReady, Amira, and grade-level standards). ■ Strategy #4: ● Webster Front Office will continue to offer excellent customer service to all parents and community members in person and via telephone and email. ■ Strategy #5: ● Strengthen parent participation in school leadership through SSC, ELAC, and family advisory groups with real input into academic planning, SPSA development, and schoolwide priorities. ■ Strategy #6: ● Form a Webster parent enrollment committee in the fall of 2025. ● Motion to approve the 2026-2027 SPSA made by Sam Abrahamian. ○ First motion to approve made by Mrs. Cynthia Kim ○ Second motion to approve made by Savannah Ngo. ○ Unanimously approved 8/8 votes
	● CAC/DAC/ELAC/DELAC Update: ○ DAC: ■ Savannah mentioned that there was a big event to talk about the district level positions.. ○ ELAC: ■ No meeting in May because the Recommendations page was worked on in the April meeting. ○ DELAC: ■ No Report. ○ CAC: ■ No Report.
Discussion topic that matches Agenda Item Description 10 minutes	

Public comments Up to 10 minutes *May be shortened to 2 minutes per person if number of public comments warrants this adjustment	No public comment.
Planning for next meeting agenda 5 minutes	

General Notes

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

Meeting Adjourned: At 7:35 PM.

Next Scheduled SSC Meeting Date: TBD

Time: 6:00 pm

Room: Virtual