

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **WEBSTER ELEMENTARY** SCHOOL

2020-21

37-68338-6040273
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Strom, Carmi

Contact Person: Strom, Carmi

Position: Principal

Telephone Number: 619-362-3000

Address: 4801 Elm St, Webster Elementary, San Diego, CA, 92102-1354,

E-mail Address: cstrom@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Webster

DUE: October 5, 2020

SITE CONTACT PERSON: Carmi Strom

PHONE: 619-362-3000

FAX: 619-362-3049

E-MAIL ADDRESS: cstrom@sandi.net**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):** Title 1 Schoolwide Programs (SWP) CSI School**The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:**

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 9/28/20 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: 10/1/20 |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: <u>10/1/20</u> |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: _____ 10/1/20 _____

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.Carmi Strom

Type/Print Name of School Principal

/Carmi Strom/

Signature of School Principal / Date

William Schweitzer

Type/Print Name of SSC Chairperson

/William Schweitzer/

Signature of SSC Chairperson / Date

Gesuhita Cruz

Type/Print Name of ELAC Chairperson

/Gesuhita Cruz/

Signature of ELAC Chairperson / Date

Bruce Bivins

Type/Print Name of Area Superintendent

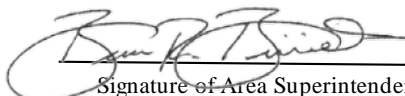
 10/6/2020
Signature of Area Superintendent / Date**Submit Document With Original Signatures To:**
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This fulfills the requirements of a Title 1 schoolwide program school.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT

In December/January 2019/2020 I met with Webster's SSC Team and presented them a budget survey. During the same time frame I presented the same budget survey to the Webster staff, and during our December Family Friday, I surveyed parents. Surveys were also available for any parent or staff member that was unable to attend the scheduled meetings. In our February 2020 SSC meeting, our site approved the budget for SBB. During the month of September 2020, I met with my ELAC Team to gather input for the 2020-2021 SPSA. Our SSC reviewed the SPSA in October 2021.

RESOURCE INEQUITIES

Webster's root cause analysis involved examining data from 2019 CAASPP, the 2019 California Dashboard, 2018-2019 California Healthy Kids Survey, site data (DRA, Math); and a review of the 2019-20 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the areas of ELA and Math.

Resource Inequities

Resource inequities exist in three areas: materials, support staff and professional learning. One of the root causes is our support staff has chosen not to participate in district professional learning to improve their teaching. My ability to send my support staff to trainings is limited because it is not mandatory that they keep up on the best teaching practices. What I have done is leverage my alliances I have been building with the team. Because of this leverage I was able to motivate them to join many of the district before school trainings this school year. Another areas of support needed would be mental health. We are allocated a one day a week counselor. This is not enough time. To support this area of need, we are funding a Guidance Assistant position. We are also working with two outside organizations: Cornerstone a private mental health provider and an SDSU graduate student in early childhood mental health working towards their masters degree. As a school site we have valued the Project Resource Teacher position due to the ability to support us in so many ways for us: works with struggling general education students, acts as our EL coordinator, support our ELL students

that are on the cusp of reclassification as well as any long term ELL, drive professional development with the teaching staff, and lead our PLC's and ILT team. This past year they developed a service project for all 4th and 5th grades to support building community and student agency.

Materials:

A common, proven, and comprehensive curriculum lays the foundation for high quality teaching and learning. Although many programs claim to be comprehensive, there is often the need for additional materials that target the needs of specific populations such as English Learners and Students with Disabilities. Currently, we have a guaranteed and viable curriculum for Language Arts "Benchmark" (District created Critical Concepts) and Mathematics (Envision 2.0 and Engage NY) which serve to target Tier 1 instruction. For Tier 2 and 3 intervention/support we also utilize online curriculum programs such as Achieve ST Math, and RazKids. RazKids and STMath provide students with additional instruction and support at their specific learning level. These are all strongly research based programs. We are also using the district purchased supplemental materials in ELD (Benchmark). Our Resources teacher works with small groups of students needing extra support.

Support Staff:

Targeting the needs of the whole child requires a "village". Teachers and one administrator are hard pressed to meet the social-emotional, health, and instructional needs of students without additional support systems in place. By virtue of our poverty level (93%), many of our students come to school carrying the burden of many issues associated with high poverty environments (e.g. traumatic events). The social emotional needs of our population greatly impact learning, therefore we fund our Guidance Assistant for five days because the position school counselor is funded by the district for one day which isn't enough time. Over the years that we have funded the Guidance Assistant, we have seen some benefits which are reflected in our school climate and suspension rates. However, funding support staff is expensive and therefore takes away from our ability to fund in other areas. Every year stakeholders weigh the pros and cons of where we spend our monies and have made the decision to continue funding five days of Guidance Assistant, however, if this position were either fully funded or funded at a higher rate, we would then be able to purchase other materials and professional learning.

Currently we fund a Resource Teacher who works with English Learners (newcomers and at-risk LTELs) and acts as our EL coordinator. They work with general education students that do not receive any other extra services in the area of ELA. This resource teacher collects pre-and post-data which shows growth for most if not all of the students with whom they work with. Nevertheless, the high needs of our population and the number of students that qualify for the extra support would benefit from additional support staff who might work with students who are also struggling in other content areas (Math).

Professional Learning

Professional learning is the foundation of Education. It is meant to increase an educator's knowledge and/or teaching skills. As society educational pedagogy changes, so must education; therefore, ongoing professional development is necessary. The amount of professional learning time at the school site is insufficient given the many needs we have as well as having to use some of that time for required activities such as ELPAC training and other district and State mandates. Most of our professional learning takes place during our monthly PLC time but this is also limited as the majority of time must be spent on data analysis, instructional planning, and discussing specific student needs. Setting funds aside for visiting teachers for professional learning and registration fees is a costly endeavor and unreliable. As a result, when deciding how to use the funds for visiting teachers, stakeholders feel that having planning time with colleagues should take precedence which leaves very little funds for other professional learning activities.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
1. Carmi Strom	Principal
2. William Schweitzer	Other School Personnel
3. Shawn Gary	Classroom Teacher
4. Jill Bryson	Classroom Teacher
5. Jason Hundley	Classroom Teacher
6. Natasha Kendrick	Parent
7. Gesuhita Cruz	Parent
8. Tania E. Luken	Parent
9. Rosalyn Gosha	Parent
10. Lizbeth Baltazar	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

For 2019-20 we set goals for all students around chronic absenteeism and suspension rates as identified by the 2018 CA Dashboard. Our baselines last year were 17.1% and 4.3% respectively. From the 2019 CA Dashboard data, we can see that our overall absenteeism increased by 6.2% to 23.2% of students being chronically absent. We also see that for 2019, our Suspension Rate indicator decreased by 0.4% to 3.9%. We do not have new data for June 2020 on the CA Dashboard so we will be moving these goals forward.

Webster continues to build a culture of perfect attendance. We implemented a variety of attendance incentives. (attendance awards and recognition). With COVID it became extremely difficult to convince parents to send their children to school with minor ailments, which do not count as excused absences.

Webster continues to improve student behaviors. We believe in our Character Education program, student recognition and our new upper-grade Service program have supported this move in the right direction. We have continued to reduce our out of school suspensions. During online instruction, we have seen a decrease in undesirable student behaviors.

*Major Differences

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

There are no major differences. We have used a small amount of funds to purchase Character Education books for read alouds in the classrooms.

*Changes							
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.							
Due to online learning we are doing a major push to reach all families. We are using our District Counselor, our Guidance Assistant, and support from Central Office to connect with all families when we see they are not participating online.							
*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK/5th grade	Reduce Chronic Absenteeism	23.2	7.1%	Chronic Absenteeism	Monthly	
June 2021	TK/5th Grade	Continue to reduce suspensions	4.3%	1%	Suspension	3 times a year	
*Identified Need							
A review of our 2019 California Dashboard results provided the data we needed to set our goals for this year. As a site, we are in the Orange Performance Level for All Students in the Academic Engagement: Chronic Absenteeism indicator. Between 2018 and 2019, we increased by 6.2% (to 23.2% chronically absent). We also have five student groups in the Red Performance Level: African American, Students with Disabilities, Hispanic, Homeless, and Socioeconomically Disadvantaged.							
For the Conditions & Climate: Suspension Rate indicator, Webster is the Yellow Performance Level. We decreased by 0.4% from 2018 to 2019 but still have 3.9% of our students suspended at least once. We have one student group in the Red Performance Level (Students with Disabilities) and three student groups in the Orange Performance Level: African American, English Learners, and Socioeconomically Disadvantaged.							
*Online Learning Implications							
After daily Zooms and students are a no show, we are using our District Counselor, our Guidance Assistant, and support from Central Office to connect with all families when we see they are not participating online. We will perform in person wellness check on families and students when needed. We are connecting families to an outside provider for family and individual counseling. We are using our SDSU graduate student to work with individual students.							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK/5th grade	English Learner	Reduce Chronic Absenteeism	18.4%	9%	Chronic Absenteeism	Monthly
June 2021	TK/5th grade	Black or African American	Reduce Chronic Absenteeism	30.8	15%	Chronic Absenteeism	Monthly
June 2021	TK/5th grade	Students with Disabilities	Reduce Chronic Absenteeism	31.5%	16%	Chronic Absenteeism	Monthly

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June 2021	TK/5th grade	Homeless/Foster	Reduce Chronic Absenteeism	34.6%	16%	Chronic Absenteeism	Monthly
June 2021	TK/5th grade	Hispanic or Latino	Reduce Chronic Absenteeism	20.8%	10%	Chronic Absenteeism	Monthly
June 2021	TK/5th grade	Socioeconomically Disadvantaged	Reduce Chronic Absenteeism	24.2%	12%	Chronic Absenteeism	Monthly
June 2021	TK/5th grade	Students with Disabilities	Reduce Suspension Rates	10.9%	5%	Suspension	Monthly
June 2021	TK/5th grade	Socioeconomically Disadvantaged	Reduce Suspension Rates	6.1%	3%	Suspension	Monthly
June 2021	TK/5th grade	English Learner	Reduce Suspension Rates	2.1%	1%	Suspension	Monthly
June 2021	TK/5th grade	Socioeconomically Disadvantaged	Reduce Suspension Rates	4.2%	2%	Suspension	Monthly

Strategy/Activity 1: Decrease Chronic Absenteeism

*Students to be served by this Strategy/Activity

This is a school wide strategy to support all students with a focus on African Americans, SWD, and ELL's.

*Strategy/Activity - Description

Chronic Absenteeism will be addressed through monthly monitoring of the data focusing on any student that has missed four or more days of school in a month. We will reach out to families by phone, hold parent meetings with the counseling department, and/or we will conduct home visits. We will participate in the SARB process for families that cannot comply with our attendance goals. Individual classrooms track their attendance and give awards when they make a whole week with any students missing school. We also honor students that have perfect attendance during each trimester during our "Wise Owl Assembly".

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F028910	Guidance Asst	0.31200	\$10,144.99	\$21,246.18	0289-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Guidance assistant works with students and families to improve attendance and build student agency around going to school.

*Additional Supports for this Strategy/Activity

If need be, we will create individual incentives for selected students to encourage school attendance.

Strategy/Activity 2: Decrease Suspensions

*Students to be served by this Strategy/Activity

This will be a school wide strategy with a focus on our Black/African American and students of color.

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*Strategy/Activity - Description									
<p>Suspension rates will be addressed through our PBIS committee, our Webster Way Assemblies, our Character Education program and Caught you Being ... (Responsible, Respectful, Safe and Scholarly) program. During Principal Coffees data and ideas will be shared. When available we will offer parenting classes around behavior.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0289-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F028910	Individual counseling, family outreach, small group intervention

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

For the 2019-20 ELA we focused on less teacher reading and more student reading using “Close Reading”. We held PD’s around effective “Close reading” in the classroom. We lead “Close Reading” demonstration lessons. Principal observed multiple times “Close Reading” lessons by every classroom teacher. Because of Covid 19 and the closing of schools mid year we do not have end of the year data either in CAASPP or DRA2. We are moving our goals forward for this year and looking at them as two year goals.

During PLC’s, staff used “Learning Targets” to plan focused lessons and drive their instruction as well as the formative data collected from the each lesson.

*Major Differences

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

We maintained our clarity of focus throughout the year and added a writing component.

*Changes

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 the 2020-2021 school year, we are maintaining the school wide focus of "Close Reading" and adding a writing component.

*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3rd - 5th grade	Meet or exceed standards	35.5%	40%	CAASPP ELA	Annually	
June 2021	TK - 2nd	To be at grade level per the DRA2	64%	80%	DRA 2	Monthly	
June 2021	3rd - 5th grade	Meet or exceed standard	63%	80%	DRA 2	By Monthly	
*Identified Need							
<p>The following data served as the basis for our goals:</p> <ul style="list-style-type: none"> - TK-2 data shows that 64% of students were reading at or above grade level on the Developmental Reading Assessment 2 at the end of the 2018-2019 school year - Gr 3-5 data shows that 35.5% of students were meeting or exceeding standard on the SBAC. - Gr 3-5 data shows that 63% of students were meeting or exceeding standard on the DRA 2 - Students with disabilities in TK-2 end of year DRA 2 data shows that 3 of 12 students (25%) were reading at grade level - Students with disabilities SBAC data shows that 4.2% in grades 3-5 met standard on the SBAC. - For English Learners, end of year data shows that 57.4% (27 students) were at or above grade level on the DRA in grades Tk-2. - For English Learners, SBAC data shows that 23% in grades 3-5 met or exceeded standard. 							
*Online Learning Implications							
<p>Assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation, videos or other agreed upon student demonstrations of their abilities. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations as well as DRA 2 and other online assessments selected by the teacher as they become available. Clear communication with parents will be critical.</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 2nd grade	Students with Disabilities	Make at least one years growth	25%	35%	DRA 2	Bimonthly
June 2021	3rd - 5th grade	English Learner	Meet or Exceed the standard	23%	35%	CAASPP ELA	Annually
June 2021	3rd - 5th grade	Students with Disabilities	Meet or Exceed the standard	4.2%	10%	CAASPP ELA	Annually
June 2021	TK - 2nd grade	English Learner	Make at least one years growth	57.4%	68%	DRA 2	Bimonthly

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June 2021	3rd - 5th grade	English Learner	Meet or Exceed the standard	51%	66%	DRA 2	Bimonthly
June 2021	3rd - 5th grade	Students with Disabilities	Meet or Exceed the standard	13%	28%	DRA 2	Bimonthly
June 2021	TK - 2nd grade	Black or African American	Meet or Exceed the standard	68%	77%	DRA 2	Bimonthly
June 2021	3rd - 5th grade	Black or African American	Meet or Exceed the standard	60%	70%	DRA 2	Bimonthly

Strategy/Activity 1- PD

*Students to be served by this Strategy/Activity

All students will be served with a focus on ELL's, students being serviced through Special Ed (SWD), and African Americans.

*Strategy/Activity - Description

At Webster we have collected data on how much are students are reading vs. how much teachers are reading. What we found was teachers are doing the reading for students. To get more reading out of the students we are going to focus on "Close Reading" during our Guided Reading blocks of time, as well as through out the day in different content areas. We will be improving lessons through our monthly PLC's and PD's, with a clear focus on examining the data collected for the teaching staffs formative assessments. We are always in a cycle of learning: lesson planning, deliver lesson, administering formative assessment, review the data collected, and then next steps. Demonstration lesson will be provided as well as PD around well planned tier 1 instruction. I will also hold two monitoring meetings during the school year to check in on teachers.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02891N	Inschool Resource Tchr	0.10000	\$9,508.70	\$13,539.02	0289-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Lead ILT member, PLC support and they lead PD's
F02891P	Inschool Resource Tchr	0.63000	\$59,904.81	\$85,295.82	0289-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Lead ILT member, PLC support and they lead PD's
F02891Q	Inschool Resource Tchr	0.27000	\$25,673.49	\$36,555.36	0289-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Lead ILT member, PLC support and they lead PD's
N02894E	Prof&Curriclm Dev Vist Tchr		\$1,881.00	\$2,300.27	0289-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Release time for teachers for PD's extra PLC's or selected teachers, cross visitations and monitoring meetings.

*Additional Supports for this Strategy/Activity

Strategy/Activity 2- Support for struggling students

*Students to be served by this Strategy/Activity

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This is support for all students that are below grade level or show signs of struggling.

***Strategy/Activity - Description**

For the 2020-2021 school year, we will support struggling students in the following ways: before (or if available) after school tutoring, small group instruction, field trips, and Raz-Kids printable books. Teachers will select focus students in their classroom to guide their instruction and planning of lessons.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N028911	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0289-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		This will be for implementing our tutoring program, homework, and the printing of grade level books for use in school and at home.
N0289A1	Interprogram Svcs/Field Trip		\$1,500.00	\$1,500.00	0289-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Academic field trips to bridge classroom learning.
N0289B0	Supplies		\$4,365.00	\$4,365.00	0289-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Classroom and intervention materials for students.
N0289B1	Interprogram Svcs/Paper		\$1,565.00	\$1,565.00	0289-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		This will be for implementing our tutoring program, homework, and the printing of grade level books.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Our 19/20 Math focus for the year was literacy in Math, also know as "Word Stories" or "Word Problems". Because of Covid 19 and the closing of schools mid year we do not have end of the year data ether in CAASPP or End of Unit data We are moving our goals forward for this year and looking at them as two year goals.

*Major Differences

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

There were no major differences.

*Changes

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.

We are not planning on any changes to our Math focus this year.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 2nd grade	Score at or above grade level	Baseline will be established	40%	End of Unit Assessments	End of Math Units

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June 2021	3rd to 5th grade	Score at or above grade level	34.3%	40%	CAASPP Math	Annually
June 2021	3rd to 5th grade	Score at or above grade level	43%	56%	End of Unit Assessments	End of Math Units

*Identified Need

For TK - 2nd grade, the baseline will be established.

- Gr 3-5 data shows that 34.3% of students were meeting or exceeding standard on the CAASPP.
- Students with disabilities CAASPP data shows that 3.3% in grades 3-5 met or exceeded the standard
- For English Learners, CAASPP data shows that 23% in grades 3-5 met or exceeded the standard.

*Online Learning Implications

Assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student math examples or student-developed presentation, videos or other agreed upon student demonstrations of their abilities. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations as well as other online assessments selected by the teacher as they become available. Clear communication with parents will be critical.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 2nd grade	English Learner	Score at or above grade level	Baseline will be established	30%	End of Unit Assessments	At the End of the Units
June 2021	3rd - 5th grade	English Learner	Score at or above grade level	23%	40%	CAASPP Math	Annually
June 2021	TK - 2nd grade	Students with Disabilities	Score at or above grade level	Baseline will be established	20%	End of Unit Assessments	At the End of the Units
June 2021	3rd - 5th grade	Students with Disabilities	Score at or above grade level	3.3%	20%	CAASPP Math	Annually
June 2021	3rd - 5th grade	English Learner	Score at or above grade level	12%	40%	End of Unit Assessments	At the End of the Units
June 2021	3rd - 5th grade	Students with Disabilities	Score at or above grade level	18%	45%	End of Unit Assessments	At the End of the Units
June 2021	TK - 2nd grade	Black or African American	Score at or above grade level	75%	83%	End of Unit Assessments	At the End of the Units
June 2021	3rd - 5th grade	Black or African American	Score at or above grade level	39%	54%	End of Unit Assessments	At the End of the Units

Strategy/Activity 1

Webster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Students to be served by this Strategy/Activity									
All students will be served with a focus on ELL's, students being serviced through Special Ed., and all other subgroups that are not meeting the standards.									
*Strategy/Activity - Description									
To support the learning of math and math concepts, we are providing Math PD's when needed. Our focus has been on Math Word Stories. We have provided enough math word stories to last the whole school year. As a staff, we agreed to work with students at least three times a week on these types of math activities. Teachers will also pull small groups when need to reteach math concepts.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
This year we have provided every teacher with enough math word stories to last the year. As a staff we have agreed to administer at least three math stories a week. We have agreed to collect data on our school wide Google Data doc. on end of unit assessments. Struggling students are pulled in to small groups for reteaching. Math home work is sent home weekly or daily depending on the grade level. All grade levels are using ST-Math in their classrooms and online.									

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Last year's ELL plan was to have all teachers implement designated ELD 30 minutes a day five days a week, and to have integrated ELD though out all other content areas. Our Resource teacher pulled small groups of selected ELL students to provide extra support. We met our goal of redesignating all eligible students. Despite Covid 19 we are moving forward with a plan to meet this year's goal of redesignating all eligible students. When looking at the California dashboard, we see a drop in our ELPi level with 14.5 % moving part or all of one level. 51.6% did grow at least one year's growth with the remaining percent staying where they were. We are moving our goals forward for this year and looking at them as two-year goals.

*Major Differences

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

No major differences.

*Changes

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.

This year I will be working with our Office of Language Acquisition (OLA) to provide support to our teaching staff with the changes due to online learning and how best to deliver these services.

***Integrated English Language Development**

All teachers with rosters have been trained in iELD instruction. Over the last few years we have had PD's focused on iELD. I will lead walkthroughs and observations with my resource teacher on site as well as through Zoom during online learning to ensure teachers are integrating ELD strategies into their lessons. When needed, PD will be provided for staff.

***Designated English Language Development**

All teachers with rosters have been trained in dELD instruction. Over the last few years we have had PD's focused on dELD. We have worked with our OLA office to plan and lead our PD's. I will lead walkthroughs and observations with my resource teacher/EL coordinator, on site as well as through Zoom during online learning to ensure teachers are leading dELD lessons. When needed teachers will update their daily schedules to reflect dELD teaching. When discrepancies are found PD will be provided for staff.

I will lead walkthroughs and observations with my resource teacher/EL coordinator focused on Designated ELD instruction. During online instruction, I will use Zoom to observe Designated ELD teaching. All teachers have submitted daily schedules that reflect a minimum of 30 minutes a day set aside for Designated ELD.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th grade	English Learner	Meet or exceed standards	23%	35%	CAASPP ELA	Annually
June 2021	TK - 2nd grade	English Learner	Meet or exceed standards	57.4%	68%	DRA 2	Annually
June 2021	TK - 2nd grade	English Learner	Meet or exceed standards	Baseline will be established	40%	Other (Describe in Objective)	Annually
June 2021	3rd - 5th grade	English Learner	Meet or exceed standards	51%	66%	DRA 2	bimonthly

***Identified Need**

Using the California Dashboard we can see we have some areas of growth. When looking at the ELPI levels, Webster surpassed the State average with over 50% of our ELL students making one year's growth. We did see a dip of approximately 13% drop either a part of a level (High 2 to a Low 2), and the rest stayed where they were. Because of this, we have had PD's around dELD instruction. We are ensuring teachers are teaching dELD as well as iELD, including during online learning.

We exceeded our reclassification goal for last year. We will continue to improve our instruction in Designated ELD and Integrated ELD instruction with a push to meet this year's reclassification goal of 95%.

***Online Learning Implications**

Webster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. These students will receive direct instruction for language through, in-class support, or small group support. Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD. Our School Resource Teacher will pull small groups to ensure growth when available.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1st - 5th grade	English Learner	EL's eligible for reclassification are reclassified	88.2%	95%	Summative ELPAC	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

This will affect all ELL students with a focus on students in 4th and 5th grade students with a score of a 1 or 2 on the ELPAC.

***Strategy/Activity - Description**

Through PLC's and PD's we will continue to push our designated ELD instruction with the use of formative data. Our school Resource teacher will pull selected ELL students to work on ELD instruction.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0289-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F02891N	Pull out support for struggling ELL students in ELA.
	Inschool Resource Tchr				0289-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F02891P	Pull out support for struggling readers and struggling ELL students.
	Inschool Resource Tchr				0289-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : F02891Q	Pull out support for struggling readers and struggling ELL students.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In 2019-20 school year, principal met with all case managers on a regular bases to discuss individual student progress towards their IEP goals. I also met with the classroom teacher regarding individual student IEP goals to see how they are supporting that all IEP goals and to check in and see how they are communicating with the case managers to insure student will meet their IEP goals. We share this progress with parents three times a year and when needed. We noticed most students were meeting their goals! This past year we provided staff with PD's around Co-Teaching. We are trying to move form co-teaching support model to synchronous co-teaching.

*Major Differences

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

*No major differences

*Changes

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.

No major changes

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	Schoolwide	To Meet IEP goals	Baseline is being established this year	70%	Progress Reports on IEP Goals	Annually	
*Identified Need							
<p>Ensure students are meeting their IEP goals through PLC's and co-planning with special ed teachers. We are also working toward co-teaching models in our classrooms. I will do focused walkthroughs in our Special Ed rooms as well as monitor the co-teaching models used.</p> <p>I will work with my Special Ed team to collect data on how many of our students being serviced through an IEP are meeting their yearly goals.</p>							
*Online Learning Implications							
<ul style="list-style-type: none"> - We are always putting forth a "Good Faith Effort." - Implementation of IEP Services in Online Learning Setting - Educators will receive professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc). - All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes - The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators. - All staff will be working as a team to support all students to accelerate their learning. - 							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th grade	English Learner	Meet IEP goals	Baseline is being established	70%	Progress Reports on IEP Goals	Annually
June 2021	TK - 5th grade	Students with Disabilities	Meet IEP goals	Baseline is being established	70%	Progress Reports on IEP Goals	Annually
June 2021	TK - 5th grade	Black or African American	Meet IEP goals	Baseline is being established	70%	Progress Reports on IEP Goals	Annually
Strategy/Activity 1							
*Students to be served by this Strategy/Activity							
This will serve all students with IEP's with a focus on the students that are dual identified.							
*Strategy/Activity - Description							
<p>Ensure students are meeting their IEP goals through PLC's and co-planning with special ed teachers. We are also working toward co-teaching models in our classrooms. I will do focused walkthroughs in our Special Ed rooms as well as monitor the co-teaching models used.</p> <p>I will work with my Special Ed team to collect data on how many of our students being serviced through an IEP are meeting their yearly goals.</p>							

Webster Elementary

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th grade	Black Youth	Reducing Suspensions	6.1%	0%	Suspensions (Classroom and School)	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, Webster site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Webster will develop and implement a site-specific system for tracking classroom referrals.
3. Webster will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Webster will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Webster will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Webster is to maintain or increase the percentage of diverse educators from current year to the following year.

***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.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
 -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Black Youth and all other students.

***Strategy/Activity - Description**

- Our Guidance assistant is a role model for our Black Youth. He works directly with our Black youth to improve school outcomes.
 - Our In-School resource Teacher Leads our community service program to build our school culture around giving back to your community as well as building self-esteem and student agency.
 - Working together and with parents, our goal is to reduce school suspensions with our Black Youth to zero.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0289-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02891O	Our Guidance assistant is a role model to our Black Youth. He work directly with selected students to improve school outcomes.
	Inschool Resource Tchr				0289-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F02891N	Leads our community service program to build our school culture around giving back to you community as well as building self esteem and student agency.
	Inschool Resource Tchr				0289-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F02891P	Leads our community service program to build our school culture around giving back to you community as well as building self esteem and student agency.
	Inschool Resource Tchr				0289-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : F02891Q	Leads our community service program to build our school culture around giving back to you community as well as building self esteem and student agency.

***Additional Supports for this Strategy/Activity**

For our 4th and 5th graders we have developed a "Give Back to Your Community program. All 4th and 5th graders sign up for our in school service program where they can select how they want to help give back to the school community.

Goal 7 - Family Engagement**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Webster values their parents and the role they play in their child's education.

We reach out to parents via flyers, automated phone calls, verbal announcements by teachers, and our school marquee. We also communicated all of the events in both English and Spanish.

I have five parents on my SSC and five parents on my SGT.

We have a working ELAC committee

We host two weeks of parent-teacher conferences, one in the fall and one in the spring.

We encourage teachers to invite parents into their rooms to volunteer and we encourage parents to get active and volunteer in their children's classrooms.

We hold monthly Principal Coffee to inform parents of how to support their children in developing learning skills.

We hold monthly Family Fridays where we invite parents to take an active role in what is happening directly in the classroom.

We hold two evening events focused on instruction, Back to School Night and Open House.

We hold multiple parent classes throughout the school year on a variety of topics.

We have special evening events with a focus on ELA and Math: Family Math Night and Family Literacy Night.

The effectiveness of these programs varies. Family Fridays and Principal Coffees are well attended. We average about 40 parents in attendance.

Math Night and Literacy Nights; we average more than 60 parents and students.

Parent Classes are not well attended. We are averaging about 8 to 10 parents per class.

We are just coming up to speed with the Elementary Power School Parent Portal.

We opened a Parent room during the 2019-2020 school year.

Webster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***Major Differences**

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

No major differences, but we created a parent room.

***Changes**

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.

We are going to continue with our model from last year and add a Science Night and inform parents of the Elementary Power School Parent Portal.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	24%	85%	CAL - SCHLS (CSPS)

***Identified Need**

We see our need to actively engage parents to participate in the CAL - SCHLS (CSPS) survey. We are looking to score a 90% Strongly Agree.

***Online Learning Implications**

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Attend a school or class event	75%	85%	Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families will be our focus.

***Strategy/Activity - Description**

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02895Q	Postage Expense		\$150.00	\$150.00	0289-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		These funds will be used to send home school information.

Webster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N02898E	Interprogram Svcs/Paper		\$200.00	\$200.00	0289-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		These funds will be used for envelopes and parent communication.
N028997	Inservice supplies		\$1,129.00	\$1,129.00	0289-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		These funds will support Family Fridays, Principal Coffees, Our new Parent Room and home school communication.

Goal 8- Graduation/Promotion Rate**Call to Action Belief Statement**

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Last school year we tracked DRA2 levels for all 3rd and 5th graders.

Last year only one student in 3rd or 5th grade with an IEP met the DRA2 requirement for grade-level reading.

Out of approximately 45 ELL students in 3rd and 5th grade, about half were reading at grade level per the DRA2.

We implemented CAASPP practices testing every Tuesday in these classrooms.

We kept a clarity of focus in our PLC's and PD's with "Close Reading." We collected and analyzed our PLC data with input for all grade levels and our Special Ed. team.

In June of 2019, 47% of all 3rd graders were reading at grade level per the DRA2

In June of 2019, 74% of all 5th graders were reading at grade level per the DRA2

On CAASPP, 3rd grade scored an overall 26.5% met or exceeded the standard in ELA

On CAASPP?, 5th grade scored an overall 35.5% met or exceeded the standard in ELA

We also had our 3rd and 5th graders take the FAST exam eReading to gain a better understanding as to the "why" students' DRA2 scores don't align with our CAASPP scores.

***Major Differences**

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

There were no major differences .

***Changes**

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.

We are keeping our PLC focus on "Close Reading". We are now moving this practice into Guided Reading and writing.

We are also focusing in on designated ELD instruction in every classroom.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd grade	Score at or above grade level	26.5%	37%	CAASPP ELA	Annually
June 2021	5th grade	Score at or above grade level	35.5%	45.5%	CAASPP ELA	Annually
June 2021	3rd grade	Score at or above grade level	46%	71%	Grade 3 ELA Reading	Annually
June 2021	5th grade	Score at or above grade level	31%	48%	Grade 5 ELA Reading	Annually

***Identified Need**

After examining our overall 3rd and 5th grade DRA2's for the 2019 - 2020 school year, and the overall CAASPP scores for the 2018-2019 school year, we have identified the need to use another assessment to better judge our progress toward meeting our school goals. We will be using the FAST eReading assessment in grades 1st to 5th to support and drive our instruction.

In our bi-monthly PLC's, we will dig deeper into the "WHY" our students are not moving into the Sphere of Success, with a focus on our "Next Steps." Due to the small sample size in 3rd and 5th grade Special Ed and ELL's, we have a concern for individual student privacy. We will support and track all Special Ed. students and ELL's with the overall goals of "Closing The Equity Gap."

***Online Learning Implications**

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd grade	Black or African American	Score at or above grade level	37%	56%	Grade 3 ELA Reading	Annually

Webster Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd grade	English Learner	Score at or above grade level	16%	50%	Grade 3 ELA Reading	Annually
June 2021	3rd grade	Students with Disabilities	Score at or above grade level	0%	50%	Grade 3 ELA Reading	Annually
June 2021	5th grade	Black or African American	Score at or above grade level	61%	76%	Grade 5 ELA Reading	Annually
June 2021	5th grade	English Learner	Score at or above grade level	20%	50%	Grade 5 ELA Reading	Annually
June 2021	5th grade	Students with Disabilities	Score at or above grade level	10%	50%	Grade 5 ELA Reading	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students will be served with these strategies and activities with a focus on ELL's, African Americans, and Special Ed.

*Strategy/Activity - Description

Through PLC's we will focus on "Close Reading" during our Guided Reading blocks of time. We will plan lessons with "Learning Targets", examine data, and go deeper with our "Next Steps."

During PLC's the Special Ed. team will be a part of the planning as well as working directly with classroom teachers by using one of the four Co-Teach models.

Learning Targets will be posted and referred to multiple times during a lesson. Formative assessments will be used to drive our "Next Steps."

When needed resource teacher will pull small groups with a focus on ELA.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0289-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F02891N	Lead ILT member, PLC support and they lead PD's
	Inschool Resource Tchr				0289-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 4- English Learners Ref Id : F028917	Lead ILT member, PLC support and they lead PD's
	Prof&Curriclm Dev Vist Tchr				0289-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02894E	All staff members need to participate in PD's to improve Tier 1 instruction.
	Supplies				0289-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0289B0	School supplies will be used to support the teaching and learning of students.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Implementation of SPSA- This SPSA was created using the current data and a root cause analysis. The following priorities, strategies, and leadership actions will be implemented school wide at Webster to meet or exceed the SPSA goals. The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC. The principal will work with members of the ILT team to ensure that the following is in place:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement "Close Reading" designated ELD and Co-Teaching with Special Ed. Math Stories three times a week and shared assessments among selected area 1 schools.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- Meetings with selected Area 1 principals will be conducted to support our shared assessments.

Monitoring Student Learning and Providing Support

The site administrator and all teachers will take responsibility for monitoring student learning and providing appropriate support.

- Monitor student ELA reading levels monthly and Math levels at the End of Units.
- Administer common formative utilize the data to lead PLC's
- Administering FAST exam 2nd - 5th grade
- Ensure that all students have access to rigorous and standards-based lessons.

Targeted Professional Learning and Implementation

The site administrator will focus on creating a collaborative risk-taking environment for teachers and students. Through their work, the ILT will continue to support students as well as build teacher leaders.

The site administrator will:

- Use data from classroom observations and common assessments to inform professional learning opportunities.
- Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
- Promote positive and productive relationships with staff, students, parents, and community.

- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work through an appreciative lens and focus on what is working at the school and equity.
- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.
- Strengthen and fine-tune current instructional practices through PLC's and observation feedback.
- Provide professional learning focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance, and Social-Emotional learning (safe, supportive, and collaborative school culture).
- Ensure learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for all students.
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Online Learning Implications

- We have created a safety net for all families by using all available adults to perform outreach. (phone calls, emails, texts, and socially distant home visits).
- The district has provided us with an outreach support person. We are communicating daily around Webster families and how we can support them to log on and have students submit work assignments.
- Webster staff have participated in multiple PD's focused on building community, creating and fosters alliances with our families and warm demanders.
- 100% of the Webster teaching staff attended Dr. Doug Fisher's PD.
- We continue to meet in PLC to monitor student data and movement into the sphere of success.
- The staff is following district guidelines around attendance during online learning.
- Principal holds regularly schedule principal meeting with parents at different times to ensure most families have an opportunity to attend. principal listens and then sets up an equitable way to accommodate families. The principal will do socially distant home drop off of supplies when needed.
- I will monitor and observe online teaching in all classrooms with weekly drop ins.
- I will monitor the student assignments teachers are posting for asynchronous teaching.
- I will be working with a team of principals to support the teaching and learning at Webster this year. We will Zoom into classrooms and provide feedback and leadership moves to support the teaching and learning of students and staff.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Webster Elementary Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 88,340

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 168,846

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$38,856
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$38,856

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$41,650
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 41,650

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$168,846

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Webster Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.3120	\$ 10,144.99	
		Guidance Asst	3000			\$ 11,101.19	
		Inschool Resource Tchr	1109	Pull/Out Push In	0.1000	\$ 9,508.70	
		Inschool Resource Tchr	3000			\$ 4,030.32	
			4301	Supplies		\$ 4,365.00	
			5733	Interprogram Svcs/Paper		\$ 1,000.00	
				5735	Interprogram Svcs/Field Trip		\$ 1,500.00
	09800 LCFF Intervention Support Total					0.4120	\$ 41,650.20
	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.6300	\$ 59,904.81	
		Inschool Resource Tchr	3000			\$ 25,391.01	
			5733	Interprogram Svcs/Paper		\$ 1,565.00	
	30100 Title I Basic Program Total					0.6300	\$ 86,860.82
30103 Title I Parent Involvement			4304	Inservice supplies		\$ 1,129.00	
			5733	Interprogram Svcs/Paper		\$ 200.00	
			5920	Postage Expense		\$ 150.00	
30103 Title I Parent Involvement Total						\$ 1,479.00	
30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109	Pull/Out Push In	0.2700	\$ 25,673.49		
	Inschool Resource Tchr	3000			\$ 10,881.87		
		1192	Prof&Curriclm Dev Vist Tchr		\$ 1,881.00		
		3000			\$ 419.27		
30106 Title I Supplmnt Prog Imprvmnt Total					0.2700	\$ 38,855.63	
Grand Total					1.3120	\$ 168,845.65	

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Webster Academy of Science and Research Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2019-20

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Webster has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Webster Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

- The school convenes an annual meeting to inform parents of Title I Students about Title I Requirements and about the right of parents to be involved in the Title I program.
- Added to the Family Friday once a month.
- Voice messages to all homes through School Messenger alerting parents that document will be sent home.
- Email message sent home through School Messenger alerting parents that the document will be sent home.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.
- The School provides parents with timely information through the school bulletin boards, school calendar, flyers, phone calls, marquee and website to advertise parent meetings.

To involve parents in the Title I, Part A programs, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- Monthly SSC meeting is scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- School Site Council Meetings
- Site Governance Team (SGT) meetings
- PTA Meetings
- Coffee with the principal

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings at Webster are held on various days of the week. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- The school provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings(SSC), Site Governance Team (SGT) meetings, English Learner Advisory Council (ELAC), PTA Meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting the school administration. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

- The school provide parents of Title I students with timely information about Title I programs.
- The School provides parents with timely information through the school bulletin boards, school newsletters, flyers, phone calls, marquee and website to advertise parent meetings.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.
- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All assemblies for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Fridays/Principal Coffees
- School Messenger calls and emails with meeting announcements and information.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- The school provides parents with assistance in understanding the State’s academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child’s class, and opportunities to observe classroom activities.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children’s achievement (ESSA Section 1116[e][2]).

- Parents are provided parent workshops to support student achievement.

- Teachers adhere to the District's at-risk, identification, intervention and support timelines
- The principal and teachers meet with parents when students are in severe academic jeopardy.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- The school distributes a School Parent Compact to all parents outlining how parents, the entire school, and students will share the responsibility for improved student academic achievement.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Parents are provided parent workshops to support student achievement.
- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All Student assemblies open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Family Fridays/Principal Coffees
- School Messenger calls and emails with meeting announcements and information.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time. The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- The principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, or call.

This policy was adopted by Webster Elementary on October 1, 2020 and will be in effect for the period of 2019-2020

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 29, 2020.

Carmi Strom

October 1, 2020

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

WEBSTER ACADEMY OF SCIENCE AND REAEAACH ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Webster Elementary distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and monthly Family Fridays/principal Coffees.
- Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents.
- Classroom teachers are asked to respond to parents within 24 hours.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff,

parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- During Back to School Night, during the first month of school, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- During the school year, school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year such as CAASP, ELPAC, GATE, and DRA.
- With the support of outside providers parent classes will be provided to support student achievement

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting. The school bulletin boards, school monthly calendars, flyers, phone calls, marquee, Family Fridays/Principal Coffees, website are used to advertise parent meetings and training sessions offered.

- The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand.

- The school provides written and oral information to families in both Spanish and English. Translation is also provided to better service our families.
- The school bulletin boards, school newsletters, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as:

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and Monthly Principal Chats.
- With the support of the District's Family Engagement Department, the school administered a needs-assessment to survey parents on topics and activities that would support their child.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language through Principal Coffee, Back to School Night, Parent Conferences and communications sent home to parents.

This Compact was adopted by Webster Elementary on October 1, 2020 and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 31, 2020.

Carmi Strom

October 1, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

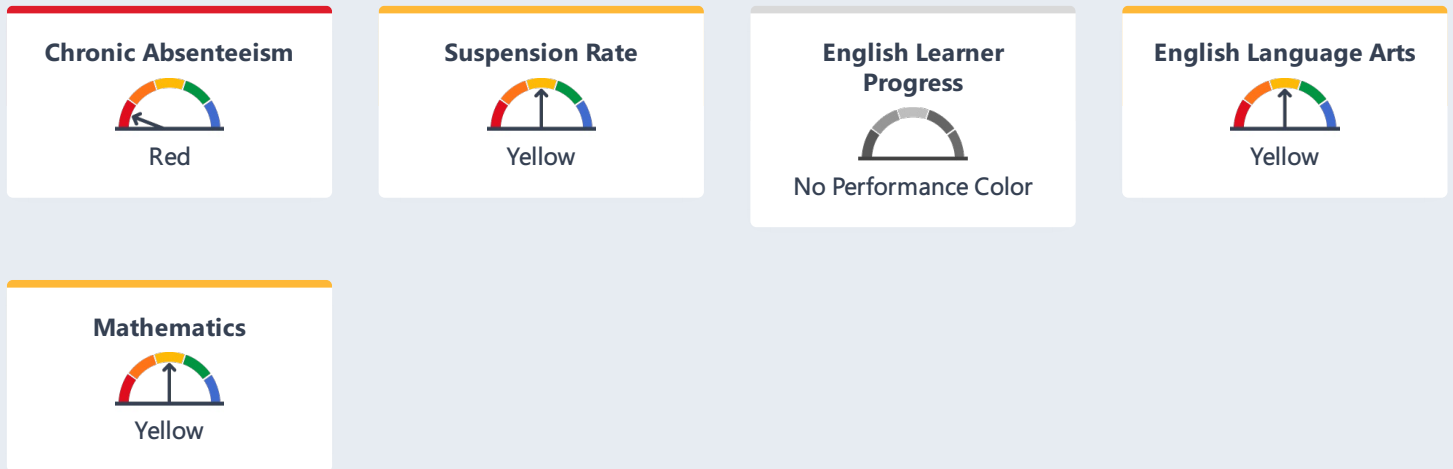
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above

Webster Elementary

Explore the performance of Webster Elementary under California's Accountability System.

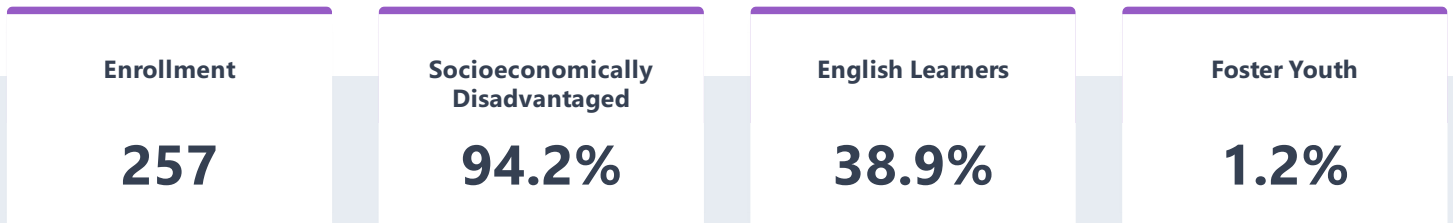


School Details

NAME Webster Elementary	ADDRESS 4801 Elm Street San Diego, CA 92102-1354	WEBSITE http://webster.sandi.net	GRADES SERVED K-6
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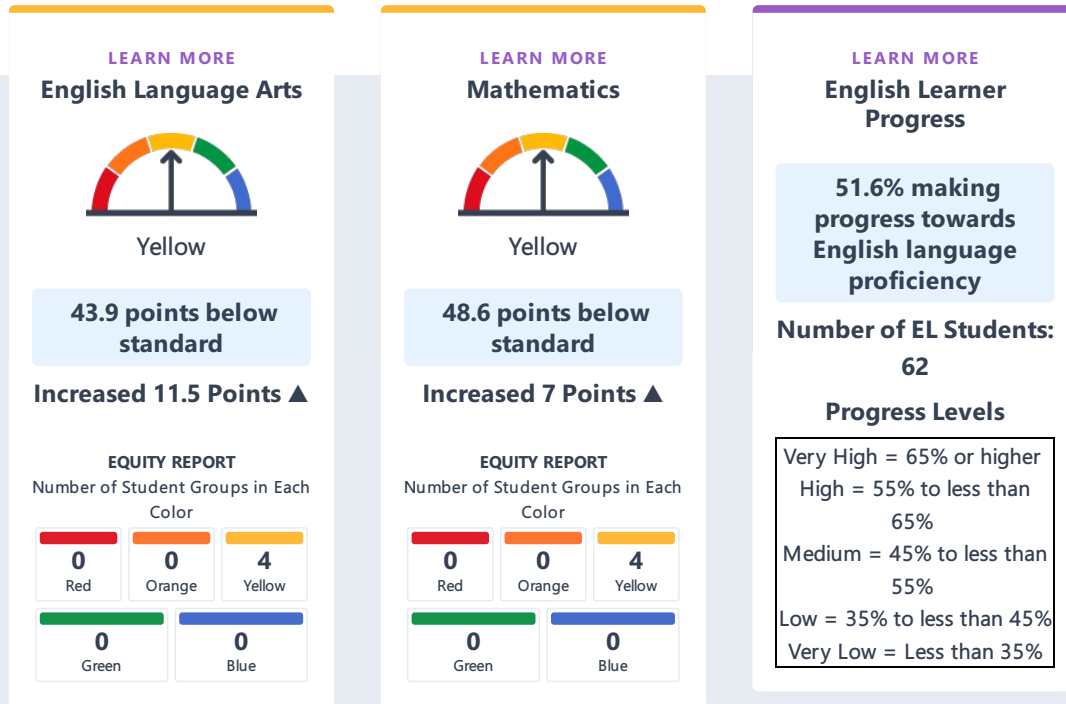
Student Population

Explore information about this school's student population.



Academic Performance

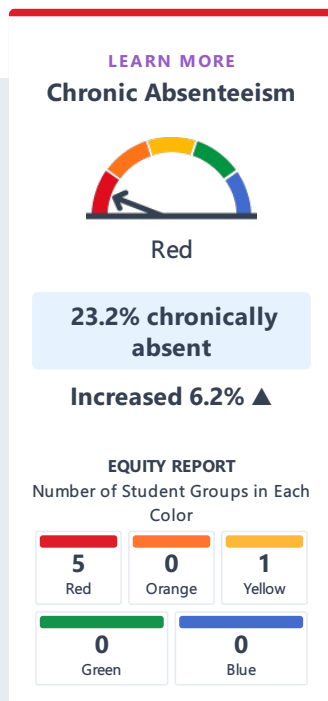
View Student Assessment Results and other aspects of school performance.



WEBSTER ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Yellow

3.9% suspended at least once

Declined 0.4% ▼

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	3 Orange	1 Yellow
1 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students



Yellow

43.9 points below standard

Increased 11.5 Points ▲

Number of Students: 124

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

African American

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

Asian

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

60.6 points below standard

Increased 20.1 Points ▲

Number of Students: 27

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Students with Disabilities



No Performance Color

132.8 points below standard

Increased 22 Points ▲

Number of Students: 27

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



Yellow

69.4 points below standard

Increased 23.2 Points ▲

Number of Students: 36

English Learners



Yellow

47.8 points below standard

Increased 14.2 Points ▲

Number of Students: 64

Hispanic



Yellow

36.8 points below standard

Increased 11.1 Points ▲

Number of Students: 72

Socioeconomically Disadvantaged



Yellow

47.9 points below standard

Increased 12.1 Points ▲

Number of Students: 119

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 46 points below standard

55.4 points below standard

43.9 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
75.7 points below standard	9.2 points above standard	46.4 points below standard
Increased 40.6 Points ▲	Increased 5.6 Points ▲	Increased 4.5 Points ▲
Number of Students: 43	Number of Students: 21	Number of Students: 56

Mathematics

All Students

Explore 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.

All Students


Yellow

48.6 points below standard







Increased 7 Points ▲

Number of Students: 124

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 Red No Students	 Orange No Students	 Yellow African American English Learners Hispanic Socioeconomically Disadvantaged
 Green No Students	 Blue No Students	 No Performance Color Asian Foster Youth

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

32.9 points below standard

Increased 39.6 Points ▲

Number of Students: 27

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Students with Disabilities

No Performance Color

139 points below standard

Increased 23.4 Points ▲

Number of Students: 27

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American

Yellow

73 points below standard

Increased 17.5 Points ▲

Number of Students: 36

English Learners

Yellow

53.1 points below standard

Increased 11.2 Points ▲

Number of Students: 64

Hispanic

Yellow

39.2 points below standard

Increased 9.6 Points ▲

Number of Students: 72

Socioeconomically Disadvantaged

Yellow

50.6 points below standard

Increased 8.9 Points ▲

Number of Students: 119

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	45.6 points below standard	55.6 points below standard	48.6 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
81.4 points below standard	4.7 points above standard	49.9 points below standard
Increased 31.6 Points ▲	Increased 8.5 Points ▲	Maintained -1 Points
Number of Students: 43	Number of Students: 21	Number of Students: 56

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

51.6% making progress towards English language proficiency

Number of EL Students: 62

Performance Level
Medium

Student English Language Acquisition Results

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.

ELs Who Decreased at Least One ELPI Level	14.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.8%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	51.6%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students



Red

23.2% chronically absent

Increased 6.2% ▲

Number of Students: 271

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

African American

Students with Disabilities

Hispanic

Homeless

Socioeconomically Disadvantaged



Orange

No Students



Yellow

English Learners



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

16.7% chronically absent

Increased 7.1% ▲

Number of Students: 18

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

African American



Red

30.8% chronically absent

Increased 18.5% ▲

Number of Students: 78

Students with Disabilities



Red

31.5% chronically absent

Increased 9.5% ▲

Number of Students: 54

Hispanic



Red

20.8% chronically absent

Maintained 0%

Number of Students: 159

Homeless



Red

34.6% chronically absent

Increased 8.4% ▲

Number of Students: 78

Socioeconomically Disadvantaged



Red

24.2% chronically absent

Increased 6.4% ▲

Number of Students: 256

English Learners



Yellow

18.4% chronically absent

Declined 0.8% ▼

Number of Students: 103

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students



Yellow

3.9% suspended at least once

Declined 0.4% ▼

Number of Students: 281

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

African American

English Learners

Socioeconomically Disadvantaged



Yellow

Homeless



Green

Hispanic



Blue

No Students



No Performance Color

American Indian

Asian

Foster Youth

Two or More Races

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth

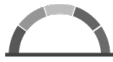


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

0% suspended at least once

Declined 4.8% ▼

Number of Students: 19

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Students with Disabilities



Red

10.9% suspended at least once

Increased 5% ▲

Number of Students: 55

African American



Orange

6.1% suspended at least once

Declined 2.2% ▼

Number of Students: 82

English Learners



Orange

2.8% suspended at least once

Increased 0.6% ▲

Number of Students: 106

Socioeconomically Disadvantaged



Orange

4.2% suspended at least once

Maintained 0.2%

Number of Students: 264

Homeless



Yellow

3.7% suspended at least once

Declined 2.4% ▼

Number of Students: 82

Hispanic



Green

2.4% suspended at least once

Declined 0.3% ▼

Number of Students: 164

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	8.8%	4.3%	3.9%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Webster
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	174	29.3	165	45.5	174	33.9	171	29.2	133	33.1	3.8	3.9	175	26.9	175	31.4	179	29.1	174	29.9	134	34.3	7.4	4.4
Female	86	32.6	89	47.2	95	42.1	90	33.3	58	41.4	8.8	8.1	87	26.4	93	32.3	97	30.9	91	30.8	58	37.9	11.5	7.1
Male	88	26.1	76	43.4	79	24.1	81	24.7	75	26.7	0.6	2.0	88	27.3	82	30.5	82	26.8	83	28.9	76	31.6	4.3	2.7
African American	47	21.3	41	36.6	50	20.0	57	14.0	38	18.4	-2.9	4.4	47	19.1	47	17.0	53	18.9	57	15.8	38	21.1	2.0	5.3
Asian**	0	-	2	100.0	4	-	0	-	7	-	-	-	0	-	3	-	4	-	1	-	7	-	-	-
Filipino	0	-	1	50.0	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Hispanic	103	28.2	95	45.3	91	38.5	88	31.8	78	35.9	7.7	4.1	103	24.3	96	35.4	92	30.4	90	31.1	79	38.0	13.7	6.9
Indochinese**	11	63.6	12	75.0	12	58.3	12	58.3	-	-	-	-	11	72.7	12	66.7	12	66.7	12	50.0	-	-	-	-
Native American	1	-	1	64.7	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
White	1	-	2	78.6	4	-	2	-	3	-	-	-	1	-	2	-	4	-	2	-	3	-	-	-
Multiracial	11	36.4	10	50.0	10	40.0	11	54.5	7	-	-	-	11	45.5	12	25.0	11	27.3	11	72.7	7	-	-	-
English Learner	50	8.0	39	10.3	48	4.2	46	2.2	48	22.9	14.9	20.7	51	5.9	48	8.3	53	5.7	50	8.0	49	24.5	18.6	16.5
English-Speaking	124	37.9	126	56.3	126	45.2	125	39.2	85	38.8	0.9	-0.4	124	35.5	127	40.2	126	38.9	124	38.7	85	40.0	4.5	1.3
Reclassified†	33	57.6	34	79.4	37	64.9	38	55.3	22	50.0	-7.6	-5.3	33	57.6	34	67.6	37	56.8	37	45.9	22	63.6	6.0	17.7
Initially Eng. Speaking	91	30.8	92	47.8	89	37.1	87	32.2	63	34.9	4.1	2.7	91	27.5	93	30.1	89	31.5	87	35.6	63	31.7	4.2	-3.9
Econ. Disadv.*	174	29.3	150	45.3	163	33.7	159	27.7	125	30.4	1.1	2.7	175	26.9	158	32.3	168	28.6	162	29.0	126	33.3	6.4	4.3
Non-Econ. Disadv.	0	-	15	46.7	11	36.4	12	50.0	8	-	-	-	0	-	17	23.5	11	36.4	12	41.7	8	-	-	-
Gifted	35	51.4	30	80.0	30	66.7	19	73.7	8	-	-	-	35	62.9	30	80.0	30	53.3	19	63.2	8	-	-	-
Not Gifted	139	23.7	135	37.8	144	27.1	152	23.7	125	30.4	6.7	6.7	140	17.9	145	21.4	149	24.2	155	25.8	126	31.7	13.8	5.9
With Disabilities	20	5.0	0	10.0	0	-	0	-	30	3.3	-1.7	-	20	5.0	20	5.0	19	5.3	0	-	30	3.3	-1.7	-
WO Disabilities	154	32.5	145	51.7	155	38.1	144	34.7	103	41.7	9.2	7.0	155	29.7	155	34.8	160	31.9	147	35.4	104	43.3	13.6	7.9
Homeless	6	-	5	9.1	16	18.8	20	10.0	32	21.9	-	11.9	6	-	6	-	16	31.3	20	20.0	33	39.4	-	19.4
Foster	2	-	0	50.0	0	-	0	-	2	-	-	-	2	-	1	-	0	-	0	-	2	-	-	-
Military	5	-	7	64.3	5	-	6	-	4	-	-	-	5	-	7	-	5	-	6	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Webster
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	52	30.8	50	34.0	48	12.5	45	31.1	49	26.5	-4.3	-4.6	52	30.8	51	35.3	50	18.0	46	30.4	49	34.7	3.9	4.3
Female	25	44.0	28	39.3	23	17.4	20	30.0	17	35.3	-8.7	5.3	25	40.0	28	39.3	24	20.8	20	25.0	17	47.1	7.1	22.1
Male	27	18.5	22	27.3	25	8.0	25	32.0	32	21.9	3.4	-10.1	27	22.2	23	30.4	26	15.4	26	34.6	32	28.1	5.9	-6.5
African American	15	13.3	11	27.3	16	6.3	12	16.7	14	14.3	1.0	-2.4	15	20.0	12	33.3	17	11.8	12	16.7	14	35.7	15.7	19.0
Asian**	0	-	2	100.0	1	-	0	-	1	-	-	-	0	-	2	-	1	-	0	-	1	-	-	-
Filipino	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	28	32.1	28	32.1	27	18.5	24	37.5	30	23.3	-8.8	-14.2	28	25.0	28	32.1	28	17.9	25	32.0	30	30.0	5.0	-2.0
Indochinese**	5	-	5	75.0	2	-	3	-	-	-	-	-	5	-	5	-	2	-	3	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	0	-	1	78.6	1	-	2	-	1	-	-	-	0	-	1	-	1	-	2	-	1	-	-	-
Multiracial	4	-	2	50.0	1	-	4	-	3	-	-	-	4	-	2	-	1	-	4	-	3	-	-	-
English Learner	17	5.9	20	15.0	20	5.0	18	5.6	17	5.9	0.0	0.3	17	11.8	21	19.0	22	9.1	19	15.8	17	17.6	5.8	1.8
English-Speaking	35	42.9	30	46.7	28	17.9	27	48.1	32	37.5	-5.4	-10.6	35	40.0	30	46.7	28	25.0	27	40.7	32	43.8	3.8	3.1
Reclassified†	4	-	4	79.4	6	-	5	-	7	-	-	-	4	-	4	-	6	-	5	-	7	-	-	-
Initially Eng. Speaking	31	38.7	26	38.5	22	13.6	22	36.4	25	36.0	-2.7	-0.4	31	32.3	26	38.5	22	22.7	22	31.8	25	44.0	11.7	12.2
Econ. Disadv.*	52	30.8	48	33.3	48	12.5	42	31.0	46	23.9	-6.9	-7.1	52	30.8	49	34.7	50	18.0	43	32.6	46	32.6	1.8	0.0
Non-Econ. Disadv.	0	-	2	46.7	11	36.4	3	-	3	-	-	-	0	-	2	-	11	36.4	12	41.7	3	-	-	-
Gifted	8	-	10	70.0	30	66.7	2	-	3	-	-	-	8	-	10	80.0	4	-	2	-	3	-	-	-
Not Gifted	44	27.3	40	25.0	44	13.6	43	27.9	46	23.9	-3.4	-4.0	44	25.0	41	24.4	46	17.4	44	27.3	46	32.6	7.6	5.3
With Disabilities	5	-	0	10.0	0	-	0	-	10	10.0	-	-	5	-	6	-	19	5.3	0	-	10	10.0	-	-
WO Disabilities	47	31.9	44	38.6	43	14.0	34	41.2	39	30.8	-1.1	-10.4	47	31.9	45	40.0	45	20.0	35	40.0	39	41.0	9.1	1.0
Homeless	4	-	5	9.1	9	-	7	-	9	-	-	-	4	-	2	-	9	-	7	-	9	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	64.3	2	-	2	-	0	-	-	-	1	-	2	-	0	-	2	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Webster
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	39	15.4	48	43.8	46	37.0	45	11.1	39	38.5	23.1	27.4	40	17.5	55	21.8	46	34.8	48	18.8	40	30.0	12.5	11.2
Female	24	16.7	26	53.8	27	40.7	22	9.1	16	50.0	33.3	40.9	25	16.0	29	31.0	27	33.3	23	21.7	16	31.3	15.3	9.6
Male	15	13.3	22	31.8	19	31.6	23	13.0	23	30.4	17.1	17.4	15	20.0	26	11.5	19	36.8	25	16.0	24	29.2	9.2	13.2
African American	8	-	12	8.3	12	25.0	16	12.5	7	-	-	-	8	-	16	6.3	12	33.3	16	18.8	7	-	-	-
Asian**	0	-	0	100.0	2	-	0	-	3	-	-	-	0	-	1	-	2	-	1	-	3	-	-	-
Filipino	0	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	25	20.0	26	50.0	23	39.1	26	7.7	24	37.5	17.5	29.8	25	24.0	26	23.1	23	30.4	28	17.9	25	32.0	8.0	14.1
Indochinese**	0	-	5	75.0	5	-	2	-	-	-	-	-	0	-	5	-	5	-	2	-	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	1	-	0	78.6	1	-	0	-	2	-	-	-	1	-	0	-	1	-	0	-	2	-	-	-
Multiracial	4	-	5	50.0	2	-	1	-	3	-	-	-	4	-	7	-	2	-	1	-	3	-	-	-
English Learner	14	0.0	12	8.3	12	8.3	15	0.0	14	35.7	35.7	35.7	15	0.0	18	0.0	12	8.3	18	5.6	15	20.0	20.0	14.4
English-Speaking	25	24.0	36	55.6	34	47.1	30	16.7	25	40.0	16.0	23.3	25	28.0	37	32.4	34	44.1	30	26.7	25	36.0	8.0	9.3
Reclassified†	5	-	7	79.4	9	-	10	20.0	7	-	-	-	5	-	7	-	9	-	10	30.0	7	-	-	-
Initially Eng. Speaking	20	15.0	29	44.8	25	36.0	20	15.0	18	38.9	23.9	23.9	20	20.0	30	23.3	25	36.0	20	25.0	18	27.8	7.8	2.8
Econ. Disadv.*	39	15.4	42	42.9	42	38.1	44	11.4	37	35.1	19.7	23.7	40	17.5	47	21.3	42	35.7	47	19.1	38	28.9	11.4	9.8
Non-Econ. Disadv.	0	-	6	46.7	4	-	12	50.0	2	-	-	-	0	-	8	-	4	-	12	41.7	2	-	-	-
Gifted	7	-	6	70.0	10	80.0	19	73.7	2	-	-	-	7	-	6	-	10	50.0	19	63.2	2	-	-	-
Not Gifted	32	12.5	42	40.5	36	25.0	42	11.9	37	35.1	22.6	23.2	33	9.1	49	14.3	36	30.6	45	20.0	38	26.3	17.2	6.3
With Disabilities	5	-	0	10.0	0	-	0	-	30	3.3	-	-	5	-	5	-	5	-	0	-	30	3.3	-	-
WO Disabilities	34	17.6	43	48.8	41	41.5	40	12.5	29	51.7	34.1	39.2	35	20.0	50	24.0	41	36.6	43	20.9	30	40.0	20.0	19.1
Homeless	1	-	3	9.1	16	18.8	20	10.0	11	18.2	-	8.2	1	-	3	-	2	-	8	-	12	16.7	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	64.3	0	-	0	-	2	-	-	-	1	-	1	-	0	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Webster
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	35	25.7	39	59.0	50	38.0	44	40.9	45	35.6	9.9	-5.3	35	20.0	40	42.5	52	28.8	44	36.4	45	37.8	17.8	1.4
Female	18	16.7	23	52.2	28	57.1	29	41.4	25	40.0	23.3	-1.4	18	11.1	24	37.5	28	39.3	29	31.0	25	36.0	24.9	5.0
Male	17	35.3	16	68.8	22	13.6	15	40.0	20	30.0	-5.3	-10.0	17	29.4	16	50.0	24	16.7	15	46.7	20	40.0	10.6	-6.7
African American	11	27.3	10	60.0	13	7.7	15	20.0	17	17.6	-9.7	-2.4	11	18.2	11	18.2	14	14.3	15	13.3	17	11.8	-6.4	-1.5
Asian**	0	-	0	100.0	1	-	0	-	3	-	-	-	0	-	0	-	1	-	0	-	3	-	-	-
Filipino	0	-	1	50.0	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	21	19.0	23	60.9	25	44.0	22	45.5	24	50.0	31.0	4.5	21	14.3	23	56.5	25	28.0	22	40.9	24	54.2	39.9	13.3
Indochinese**	2	-	0	75.0	5	-	4	-	-	-	-	-	2	-	0	-	5	-	4	-	-	-	-	-
Native American	0	-	1	64.7	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	0	-	1	78.6	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Multiracial	1	-	3	50.0	5	-	2	-	1	-	-	-	1	-	3	-	6	-	2	-	1	-	-	-
English Learner	8	-	6	8.3	11	0.0	6	-	17	29.4	-	-	8	-	7	-	13	0.0	6	-	17	35.3	-	-
English-Speaking	27	25.9	33	69.7	39	48.7	38	47.4	28	39.3	13.4	-8.1	27	22.2	33	51.5	39	38.5	38	42.1	28	39.3	17.1	-2.8
Reclassified†	7	-	12	91.7	14	57.1	12	83.3	8	-	-	-	7	-	12	83.3	14	42.9	12	50.0	8	-	-	-
Initially Eng. Speaking	20	20.0	21	57.1	25	44.0	26	30.8	20	30.0	10.0	-0.8	20	20.0	21	33.3	25	36.0	26	38.5	20	20.0	0.0	-18.5
Econ. Disadv.*	35	25.7	34	64.7	48	37.5	42	40.5	42	33.3	7.6	-7.2	35	20.0	35	48.6	50	26.0	42	38.1	42	38.1	18.1	0.0
Non-Econ. Disadv.	0	-	5	46.7	2	-	2	-	3	-	-	-	0	-	5	-	2	-	12	41.7	3	-	-	-
Gifted	7	-	10	90.0	8	-	9	-	3	-	-	-	7	-	10	80.0	8	-	9	-	3	-	-	-
Not Gifted	28	14.3	29	48.3	42	31.0	35	28.6	42	33.3	19.0	4.7	28	14.3	30	30.0	44	22.7	35	28.6	42	35.7	21.4	7.1
With Disabilities	5	-	0	10.0	0	-	0	-	30	3.3	-	-	5	-	4	-	19	5.3	0	-	30	3.3	-	-
WO Disabilities	30	30.0	35	65.7	44	43.2	38	47.4	35	45.7	15.7	-1.7	30	23.3	36	47.2	46	32.6	38	42.1	35	48.6	25.3	6.5
Homeless	0	-	5	9.1	3	-	20	10.0	12	33.3	-	23.3	0	-	0	-	16	31.3	20	20.0	12	58.3	-	38.3
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	64.3	0	-	0	-	1	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

SCHOOL NAME: WEBSTER ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1- PD

***Strategy/Activity - Description**

At Webster we have collected data on how much are students are reading vs. how much teachers are reading. What we found was teachers are doing the reading for students. To get more reading out of the students we are going to focus on "Close Reading' during our Guided Reading blocks of time. We will be improving lessons through our monthly PLC's and PD's, with a clear focus on examining the data collected for the teaching staffs formative assessments. We are always in a cycle of learning. Lesson planning, deliver lesson, administer formative assessment, review the data collected, and then next steps. Demonstration lesson will be provided as well as PD around well planned tier 1 instruction. I will also hold two monitoring meetings during the school year to check in on teachers.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$3,991.28	30100-1192	This is for PD's extra PLC's or selected teachers, cross visitations and monitoring meetings.	When teachers take advantage of this opportunity we see growth in their teaching.	Not enough teachers take advantage. It can be difficult to secure a sub.	We will continue to work with the district to secure qualified subs. We will also try to grow our own sub base just for Webster.
Prof&Curriclm Dev Vist Tchr		\$3,000.48	30106-1192	This is for PD's extra PLC's or selected teachers, cross visitations	When teachers take advantage of this opportunity we see	Not enough teachers take advantage. It can	We will continue to work with the district to secure qualified subs. We

Webster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				and monitoring meetings.	growth in their teaching.	be difficult to secure a sub.	will also try to grow our own sub base just for Webster.
Adopted Textbks & Adopted Matl		\$1,500.00	30106-4101	This is to support guided reading and professional development	When teachers take advantage of this opportunity we see growth in their students.	Not enough teachers take advantage. It can be difficult to set the time aside to look deeply into what literature is available.	We will set time aside during a PLC for teachers to look at what's available.
Supplies		\$1,544.00	30106-4301	This supports struggling students with all their school supplies.	We have been able to purchase most of the supplies teachers need.	Sometimes we don't spend all the money	In February we begin to look at this budget to spend it down.
Services & Other Operating		\$11,000.00	30106-5000	This is PLC release time for teachers.	When teachers take advantage of this opportunity we see growth in their teaching.	Not enough teachers take advantage. It can be difficult to secure a sub.	We will continue to work with the district to secure qualified subs. We will also try to grow our own sub base just for Webster.
Inschool Resource Tchr	--	--	30100-1109	Lead ILT member, PLC support and they lead PD's	Our ILT's, PLC's, and PD's have been more focused. We have seen growth within our student data.	Our In school resource teacher is stretched thin due to all the areas of support they are providing.	We are building capacity with other staff members to take a little of their plate.
Inschool Resource Tchr	--	--	30106-1109	Lead ILT member, PLC support and they lead PD's	Our ILT's, PLC's, and PD's have been more focused. We have seen growth within our student data.	Our In school resource teacher is stretched thin due to all the areas of support they are providing.	We are building capacity with other staff members to take a little of their plate.

Note/Reminders (optional):

Webster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Strategy/Activity 2- Support for struggling students

***Strategy/Activity - Description**

For the 2019-2020 school year we will support struggling students in the following ways before or after school tutoring, small group instruction, field trips, Raz-Kids printable books. Teachers will select focus students in their classroom to guide their instruction and planning of lessons.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$1,299.50	30106-1157	This will be for before and after school tutoring.	When staff takes advantage of these funds we see growth with our students that participate.	Not enough teachers take advantage. It can be difficult for parents to pick up or drop off outside the school hours.	Countinue to push teachers to use these funds to support their struggling students. Get parent on board.
Inschool Resource Tchr	--	--	30100-1109	Pull out support for struggling readers and struggling ELL students.	We reclassified all eligible ELL students. We have reduced our numbers of LTELL	Not enough hours in the day to meet with all struggling students.	We will work with the classroom teacher to identify the most needy student to be serviced first.
Inschool Resource Tchr	--	--	30106-1109	Pull out support for struggling readers and struggling ELL students.	We reclassified all eligible ELL students. We have reduced our numbers of LTELL	Not enough hours in the day to meet with all struggling students.	We will work with the classroom teacher to identify the most needy student to be serviced first.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

This year I will be working with our Office of Language Acquisition (OLA). They will be leading PD's around both designated and integrated ELD instruction. We will be participating in a 4 week coaching cycle throughout the year. I have selected two teachers that will be working with the OLA support staff to improve our ELD instruction.

I will conduct ELD walk thoughts and observations with my OLA support person and my resource teacher.

Resource teacher will pull selected ELL students to work one designated ELD instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.70000	\$92,248.46	30100-1109	Leads PD, PLC, and small group instruction.	Our ILT's, PLC's, and PD's have been more focused. We have seen growth within our student data. In small groups students receive individual attention.	Our In school resource teacher is stretched thin due to all the areas of support they are providing. Some of our most needy students miss school on their pull out day.	We are building capacity with other staff members to take a little of their plate. We are continuing to work with parents to improve student attendance.
Inschool Resource Tchr	0.20000	\$26,356.69	30106-1109	Leads PD, PLC, and small group instruction.	Our ILT's, PLC's, and PD's have been more focused. We have seen growth within our student data. In small groups students receive individual attention.	Our In school resource teacher is stretched thin due to all the areas of support they are providing. Some of our most needy students miss school on their pull out day.	We are building capacity with other staff members to take a little of their plate. We are continuing to work with parents to improve student attendance.

Note/Reminders (optional):

Goal 5 - Students with Disabilities							
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>To insure students are meeting their IEP goals, though PLC's and co-planning special ed teachers. We are also working toward co-teaching models in our classrooms. I will do focused walk throughs in our Special Ed rooms as well as monitor the co-teaching models used.</p> <p>I will begin to work with my Special Ed team to collect data on how many of our students being serviced through an IEP are meeting their yearly goals.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	30100-1109	Selected Dual Identified students will work in small group instruction.	This has supported growth between our Special Ed team and our Gen Ed team. This has led to more co-teaching. We have seen growth within our student data. In small groups, students receive individual attention.	Within this population of students, attendance can be a challenge. Finding enough time during the day is another barrier.	Modify our schedules to better meet the needs of the students. Work with families to improve attendance.
Inschool Resource Tchr	--	--	30106-1109	Selected Dual Identified students will work in small group instruction.	This has supported growth between our Special Ed team and our Gen Ed team. This has led to more co-teaching. We have	Within this population of students, attendance can be a challenge. Finding enough time during	Modify our schedules to better meet the needs of the students. Work with families to improve attendance.

Webster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					seen growth within our student data. In small groups, students receive individual attention.	the day is another barrier.	
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Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Webster will host a variety of parent engagement activities including Family Fridays, Back to School Night, Open House, Parent Classes and Principal Coffees.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		\$1,384.00	30103-4304	Family Fridays, Parent Volunteers, Back to School Night, Open House, Parent Classes, and Principal Coffees	For the most part Parents love our larger school events. We have had wonderful turnout.	Our parent classes are not as well attended, as we would like.	We will continue to offer parent classes
Postage Expense		\$100.00	30103-5920	School Home Communication	We can use the USPS when we need it. IEP's or other school home communicating.	Parents don't inform us when they move.	We will continue to build the home school relationship with an emphasis on clear timely communication.
Interprogram Svcs/Paper		\$100.00	30103-5733	School Home Communication			

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Through PLC's we will focus on "Close Reading" during our Guided Reading blocks of time. We will plan lessons with "Learning Targets", examine data and go deeper with our "Next Steps."

During PLC's the Special ed. team will be a part of the planning as well as working directly with classroom teachers by using one of the four Co-Teach models.

Learning Targets will be posted and referred to multiple times during a lesson. Formative assessments will be used to drive our "Next Steps."

Resource teacher will pull small groups with a focus on ELA.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Vacancy, SBB2510481	--	--	30100-1109	Lead ILT member PLC support, small group instruction	Our ILT's, PLC's, and PD's have been more focused. We have seen growth within our student data. In small groups students receive individual attention.	Our In school resource teacher is stretched thin due to all the areas of support they are providing. Some of our most needy students miss school on their pull out day.	We are building capacity with other staff members to take a little of their plate. We are continuing to work with parents to improve student attendance.
Inschool Resource Tchr - Vacancy, SBB2510481	--	--	30106-1109	Lead ILT member PLC support, small group instruction	Our ILT's, PLC's, and PD's have been more focused. We have seen growth within our student data. In small	Our In school resource teacher is stretched thin due to all the areas of support they are providing. Some of	We are building capacity with other staff members to take a little of their plate. We are continuing to work

Webster Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					groups students receive individual attention.	our most needy students miss school on their pull out day.	with parents to improve student attendance.
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: WEBSTER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1: Decrease Chronic Absenteeism

***Strategy/Activity - Description**

Chronic Absenteeism will be addressed through monthly monitoring of the data. Focusing in on any student that has missed four or more days of school in a month. We will reach out to families by phone, hold parent meetings with the counseling department, and/or we will conduct home visits. We will participate in the SARB process for families that cannot comply with our attendance goals. Individual classrooms track their attendance and give awards when they make a whole week with any students missing school. We also honor students that have perfect audience during each trimester during our "Wise Owl Assembly".

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst	--	--	09800-2404	Parent/Family out reach, phone calls home, and home visits.	Attendance is steady. Some of our chronic absenteeism families have improved their attendance. Families feel special when home visits are made.	We still have a few families with chronic absenteeism. Family issues continue to get in the way.	We have started monthly attendance challenges for upper and lower grade students.

Note/Reminders (optional):

Strategy/Activity 2: Decrease Suspensions

Webster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***Strategy/Activity - Description**

Suspension rates will be addressed through our PBIS committee, Our Webster Way Assemblies, Our Character Education program and Caught you Being... (Responsible, Respectful, Say and Scholarly) program. During Principal Coffees data and ideas will be shared. We will offer parenting classes around behavior.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst	0.31200	\$20,137.08	09800-2404	Individual counseling, family outreach, small group intervention	Our behavior referrals have declined along with our in school and out of school suspensions. Our Character Education program is well liked by students, staff and families.	Student behavior is tough when we have subs on site.	PBIS implemented a 4 th to 5 th grade services program, to support student agency. Checking in with classrooms that have subs for the day.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1- PD

***Strategy/Activity - Description**

At Webster we have collected data on how much our students are reading vs. how much teachers are reading. What we found was teachers are doing the reading for students. To get more reading out of the students we are going to focus on "Close Reading' during our Guided Reading blocks of time. We will be improving lessons through our monthly PLC's and PD's, with a clear focus on examining the data collected for the teaching staffs formative assessments. We are always in a cycle of learning. Lesson planning, deliver lesson, administer formative assessment, review the data collected, and then next steps. Demonstration lesson will be provided as well as PD around well planned tier 1 instruction. I will also hold two monitoring meetings during the school year to check in on teachers.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$9,737.00	09800-4301	This supports struggling students with all their school supplies.	Our SBAC scores were better form the previous year. We made modest gains. Our 2 nd to 5 th grade FAST exam scores were strong and indicated we are moving in the right direction. Staff is using the A to Z computer program to print leveled texts. Classroom teachers have taking on the "Close	We still have students struggling academically. During PLC's/PD's, we were spending too much time on sharing out every grade levels data.	We have modified our PLC's to insure teachers have more time to study their data to inform their teaching. Principal has added a third monitoring meeting with classroom teachers.

Webster Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					Reading” model. Students are reading deeper and more. All students have enough school supplies to be successful in the classroom. During PLC’s/PD’s staff is working to use formative data to guide their instruction.		
Inschool Resource Tchr	--	--	09800-1109	Lead ILT member, PLC support and they lead PD's	The Resource teacher has successfully taken on our ILT, PLC’s/PD’s. They have designed lessons for science, literacy, and writing to support all students.	Resource teacher does not have enough hours in the day to complete all areas of need.	Attempting to modify their schedule and key in on priorities and student needs.

Note/Reminders (optional):

Strategy/Activity 2- Support for struggling students

*Strategy/Activity - Description

For the 2019-2020 school year we will support struggling students in the following ways before or after school tutoring, small group instruction, field trips, Raz-Kids printable books. Teachers will select focus students in their classroom to guide their instruction and planning of lessons.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Webster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Field Trip		\$2,500.00	09800-5735	Academic field trips to bridge classroom learning.	Classroom teachers use field trips to bring learning alive. Students love the field trips. They have gained knowledge about their city and community.	Not all teachers use these funds for field trips. It can be difficult to coordinate field trips and teachers don't like missing their literacy and math blocks because we have so many struggling students.	
Interprogram Svcs/Paper		\$3,000.00	09800-5733	This will be for implementing our tutoring program, homework, and the printing of grade level books.	Staff is using the A to Z computer program to print leveled texts. Classroom teachers have taken on the "Close Reading" model. Students are reading deeper and more. Students understand they need to do the reading work. They understand what it means to annotate their text and how to do multiple reads of a text with different purposes.	Implementing dELD with fidelity. Our Special Ed population continues to struggle with SBAC.	We now have schedule dELD in all classrooms. During PLC's and PD's gen Ed. Staff is planning with Special Ed. Staff. Some staff members have moved to a co-teach model with Special Ed teachers.

Webster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

<p>Inschool Resource Tchr</p>	<p>--</p>	<p>--</p>	<p>09800-1109</p>	<p>Pull out support for struggling readers and struggling ELL students.</p>	<p>Anecdotally we see improvements with our ELL students. Our Resource teachers has been pulling students with fidelity. Students are responding to the instruction. We See/hear more student talk during partner/collaborative conversations.</p>	<p>Resource teacher does not have enough hours in the day to complete all areas of need</p>	<p>Attempting to modify their schedule and key in on priorities and student needs.</p>
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Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

This year I will be working with our Office of Language Acquisition (OLA). They will be leading PD's around both designated and integrated ELD instruction. We will be participating in a 4 week coaching cycle throughout the year. I have selected two teachers that will be working with the OLA support staff to improve our ELD instruction.

I will conduct ELD walk thoughts and observations with my OLA support person and my resource teacher.

Resource teacher will pull selected ELL students to work one designated ELD instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	0.10000	\$13,178.35	09800-1109	Leads PD, PLC, and small group instruction. They are the EL coordinator and administer ELPAC	OLA office has been supportive of our dELD, they have been planning with selected teachers, and using those plans. They are working with small groups of students with fidelity in literacy and math. ELPAC has been administered on time. All students that have qualified to be reclassified have been We exceeded our goal.	We have a few students that are long term ELL's. Inconsistent daily dELD.	Classroom teachers were required to turn in dELD schedules. dELD being taught with fidelity. Principal doing dELD observations.

Note/Reminders (optional):

Goal 5 - Students with Disabilities							
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>To insure students are meeting their IEP goals, though PLC's and co-planning special ed teachers. We are also working toward co-teaching models in our classrooms. I will do focused walk throughs in our Special Ed rooms as well as monitor the co-teaching models used.</p> <p>I will begin to work with my Special Ed team to collect data on how many of our students being serviced through an IEP are meeting their yearly goals.</p>							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	09800-1109	Selected Dual Identified students will work in small group instruction.	Resource teachers is coordinating with classroom teacher to be a stop gap in instruction. Resource Teacher is co-teaching with Special Ed. Staff appreciates the support from the Resource Teacher.	Not all Special Ed. Students are meeting all of their IEP goals.	Resource Teacher just begun the Co-teach model with Special Ed.
Note/Reminders (optional):							

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Through PLC's we will focus on "Close Reading" during our Guided Reading blocks of time. We will plan lessons with "Learning Targets", examine data and go deeper with our "Next Steps."

During PLC's the Special ed. team will be a part of the planning as well as working directly with classroom teachers by using one of the four Co-Teach models.

Learning Targets will be posted and referred to multiple times during a lesson. Formative assessments will be used to drive our "Next Steps."

Resource teacher will pull small groups with a focus on ELA.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr	--	--	09800-1109	Lead ILT member PLC support, small group instruction	Anecdotally we see improvements with our ELL students. Our Resource teachers has been pulling students with fidelity. Students are responding to the instruction. We See/hear more student talk during partner/collaborative conversations. Resource teacher is our lead on ILT and	Not enough time during PLC's to dive deep into the data collected by classroom teachers.	We have modified our PLC's to insure teachers have more time to study their data to inform their teaching.

Webster Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					supports all grade levels and Special Ed. During our PLC's. We have seen strong Tier I instruction		
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?