

**Webster Elementary**

10621666006555

Principal's Name: Jennifer Stacy-Alcantara

Principal's Signature:

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**



<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Stacy-Alcantara	X				
2. Chairperson - Rafaela Antonio				X	
3. Merlin Dimas				X	
4. Tammy Shouse				X	
5. Lucy Lutrell				X	
6. Andriana Tenorio				X	
7. Jenny Vang		X			
8. Yee Vang		X			
9. Laurie Zimmerman		X			
10. Vang Thao			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date .

**Required Signatures**

<b>School Name:</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Jennifer Stacy-Alcantara		3-14-19
<b>SSC Chairperson</b>	Rafaela Antonio		3-11-19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Webster - 0480

**ON-SITE ALLOCATION**

3010	Title I	\$36,096 *
7090	LCFF Supplemental & Concentration	\$140,970
7091	LCFF for English Learners	\$36,576
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$213,642</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,152
Remaining Title I funds are at the discretion of the School Site Council	\$34,944
Total Title I Allocation	\$36,096

## Webster Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	24 %	1.538 %	2017-2018	35 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	47 %	47.525 %	2017-2018	54.525 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	44 %	43.564 %	2017-2018	50.564 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Overall Implementation:

Tier 1 Instruction:

- Creation of aligned instructional units.
- 2-3 CFA's per quarter along with data analysis and reteaching.
- Universal screening of students using BAS (reading comprehension) and DIBELS NEXT (Fluency, Phoneme Segmentation, Letter Sound Fluency, Nonsense Word Fluency)

School wide RTI for grades 1-6

- Instruction provided 4 days per week/50 minutes per day for strategic/intensive/core students with support from TSA, CT, and BIA
- 4-6 week data chat cycles using DIBELS and/or BAS
- Quarterly BAS testing of students in grades 1
- BAS testing 2 times a year in grades 2nd-6th grade

Effectiveness:

We met our goal of 47% for ELA. Actions that were effective and had a significant impact on student learning

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- 7% of SWD (1 of 15 students) met/exceeded on SBAC compared to 51% overall. Our students SWD are not reading on grade level and need more opportunities to receive scaffolded instruction to engage with complex text, talk, and task. RSP teacher did not utilize the adopted program with students.
- 17% of EL's (9 of 52) met/exceeded on SBAC compared to 58% overall. Our EL students need more support with reading comprehension and vocabulary in order to access their grade level complex text.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- 25% of AA (3 of 12 students). The AA has a high chronic absenteeism rate which may affect their math progress. Staff will use universal screener to identify gaps in instruction in order to target intervention.
- 7% of SWD (1 of 15 students). The SWD group needs more targeted instruction in math. RSP teacher is gaining a better understanding of the focus, coherence and rigor of the math standards.
- 33% of EL's (17 of 52 students). The EL subgroup has difficulty with the language used on the SBAC math assessment.

#### EL Reclassification Rate (All grade levels)

in ELA were due to the universal screener, aligned instructional units with CFA's, and our school-wide intervention. These actions allowed for teachers to identify student needs and provide differentiated instruction.

**SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Overall Implementation:

Tier 1 Instruction:

- Revision of aligned instructional units.
- 2-3 CFA's per quarter along with data analysis and reteaching within classroom
- Summative Assessment in Quarters 1-3 with data analysis

RTI

- Data analysis of summative assessment
- Teachers provide one week of reteaching to focus on Tiers 2/3 interventions. Instruction provided by TSA depending on student needs.

Effectiveness:

We met our Math goal of 44%. Teachers created aligned instructional units for each quarter which ensured teacher clarity and positively impacted student learning. Other effective actions included math intervention, the analysis of student work with common formative assessments and the administration of common summative assessments and a reteach week in grades K-6th.

**EL Reclassification Rate (All grade levels)**

Overall Implementation:

- September data chats to identify English Learners
- Intervention targets students' areas for redesignation
- January data chats to monitor student progress toward redesignation
- ELPAC practice with BIA
- Quarterly monitoring of RFEP students

Effectiveness:

We did not meet our stated goal of 24% of students being redesignated. Only 2% of students were redesignated in 2017-2018, however, in 2018-2019, 34% of EL's were redesignated. Teachers had data chats with English Learners in September and January and provided targeted instruction to students in areas of redesignation. Our BIA also worked with students to familiarize them with the format on ELPAC, since it was the first year. The TSA and BIA assessed the students on ELPAC. This resulted in an increased number of students being redesignated in 2018-2019.

- Hispanic 18% (2 of 105 students).
- SWD 9% (1 of 11 students)

The majority of student in the EL subgroups perform lower on the reading and writing sections of the ELPAC and other assessments resulting in low redesignation rates.

**Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

No major differences between the intended and actual implementation of actions. One major difference within the budget expenditure was more funding was needed for graphics to make copies of DIBELS NEXT student booklets to progress monitor student reading levels.



**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

The changes that will be made to this goal is ensuring RSP teacher is utilizing rigorous instructional materials that will address student goals and increase their decoding skills. BIA will also work with EL students to develop their math vocabulary and develop strategies to attack word problems. Math intervention will be implemented to support concepts that students are lacking in. Grade levels will create common summative assessments in ELA that are aligned to SBAC targets.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC were presented with data from Interim 1 and 2 and SBAC data. Through Needs Assessments, SSC members felt Certificated Tutor, Bilingual Instructional Aide, Subs, Conferences, Technology, and Class supplies were highly effective in increasing student achievement. Team supported continuing to fund these positions and materials.

**2** ELAC:

ELAC were presented with data from Interim 1 and 2 and SBAC data. Through Needs Assessments, ELAC members felt Certificated Tutor, Bilingual Instructional Aide, Subs, Conferences, Technology, and Class supplies were highly effective in increasing student achievement. Team supported continuing to fund these positions and materials.

**3** Staff:

Staff identified that Certificate Tutor, Bilingual Instructional Aide, Subs, Technology, and Class supplies were highly effective in increasing student achievement and Conferences were effective.

### Action 1

**Title:** ELA Proficiency

**Action Details:**

Webster students will be engaged in a rigorous English Language Arts program using the GVC, Wonders, aligned to state standards and SBAC Targets. Teachers will plan and deliver quarterly units by developing Assessment Plans that includes learning targets, common formative assessments and a common summative assessment aligned to SBAC targets. Professional Learning Communities will analyze data from assessments to develop a plan for corrective or extended instruction. Tier 1 instruction will focus on the use of high quality text, complex talk and tasks, and writing in order to build student comprehension of the text. Webster will continue to implement a school-wide (1st-6th) reading intervention model that provides multi-tiered intervention for all students (intensive, strategic, and core) in order for each student to move a minimum of one grade level per year.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Data Driven Instruction

- SBAC results
- District Interim Results
- IAB Results
- IPG Data Reports
- Assessment Plan with Learning Targets, Common Formative Assessments
- Common Formative Assessment Data Analysis by Classroom
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations
- Common Summative Assessment data (K-6th)

Owner(s):

Teachers  
Admins

Timeline:

August/September

- Teachers will analyze SBAC results from previous year to identify high leverage teaching strategies.
- Goal Setting (3rd-6th) - Teachers will analyze SBAC data for their classroom to identify target students and create a SMART goal.

October

- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Teachers will conduct data chats with students.
- CSA/IAB Data Analysis

December

- CSA/IAB Data Analysis

January/February

- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Teachers will conduct data chats with students.

March/April

- 3rd-6th will predict student performance on SBAC and will report on target student progress.
- CSA/IAB Data Analysis
- PLC will create an SBAC review Action Plan

Daily Progress Monitoring-

- The IPG will be used to collect data to identify site PL needs and to provide feedback to individual teachers and PLC's.

Quarterly-

- PLC's will create ELA instructional units that include Learning Targets, CFA's and an instructional calendar with CFA administration, Data Analysis and reteaching dates . Lead Teacher will upload artifacts to OneDrive.
- PLC will analyze data after each CFA and will create a reteaching Action Plan.
- Teachers will provide reteaching according to student data from their CFA

**Details: Explain the data which will specifically monitor progress toward each indicator target**

School Wide RTI in Reading Comprehension and Fluency

- KAIG data (Letters, Sounds, Phonemic Awareness)
- DIBELS (Letter, Sound, Phoneme Segmentation, Nonsense Word Fluency)
- BAS and fluency for students in K-6th
- DRP for students in grades 2nd-6th
- Fluency/BAS/DIBELS/Interim for Intervention

**Owner(s):**

TSA

Teachers

**Timeline:**

**August** - Intervention Team (TSA/CT/BIA) will assess new students using the following assessments.

- K-DIBELS (First Sound Fluency)
- 1st - DIBELS (Phoneme Segmentation, Nonsense Word), BAS.
- 2nd - DIBELS (Nonsense Word Fluency, DORF), BAS.
- 3rd-6th - DIBELS (DORF), BAS.

Intervention will begin the second week of school.

End of September Data Chats - monitor progress and adjust groups.

- 1st - BAS/DIBELS
- 2nd-6th - DRP #1, DORF

Beginning of November Data Chats - monitor progress and adjust groups.

- 1st - BAS/DIBELS
- 2nd-6th - DORF/DIBELS

Mid December Data Chats - monitor progress and adjust groups.

- 1st - BAS/DIBELS
- 2nd-6th - BAS/DIBELS

Mid February Data Chats - monitor progress and adjust groups.

- 1st-DIBELS/DORF/BAS
- 2nd-6th - DORF/DIBELS

End of March Data Chats - monitor progress and adjust groups.

- 1st - DIBELS/BAS/DORF
- 2nd-6th - DORF/DIBELS

End of April Data Chats - monitor progress and adjust groups.

- 1st-DIBELS/BAS/DORF
- 2nd-6th - DORF/DIBELS

Mid May - End of Intervention

May/June -

Classroom teachers will assess students using the following assessments:

- All students will be assessed using BAS
- K students will be assessed using KAIG, BAS

Intervention Team will assess students using the following assessments:

- K students will be assessed using DIBELS (First Sound Fluency, Phoneme Segmentation, Nonsense Word Fluency)
- 1st grade students will be assessed using DIBELS (Nonsense Word Fluency, DORF)
- 2nd-6th grade students will be assessed using DORF

#### Details: Explain the data which will specifically monitor progress toward each indicator target

TST (Targeted Support Team)

- Student profile page

#### Owner(s):

Targeted Support Team

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA

#### Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals.
- 4th Tuesday to monitor students with academic concerns. Team will analyze multiple measures in reading (KAIG, BAS, DIBELS, Fluency, Interim, Reading and Writing Grades).

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Instruction

Tier 1

- All students will receive 120 minutes of grade level ELA instruction focused on complex text, talk and task.
- Teachers will conduct data chats with students.

Tier 2 and Tier 3

- Students will receive 50 minutes of reading intervention/extension 4 times per week.
- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- One certificated tutor, a BIA, and a TSA will provide intensive reading instruction to students in grades 1st-6th.
- Differentiated instruction in reading and writing will be provided in all classrooms.
- Admin will conduct data chats with students in the following subgroups - SWD, EL, AA.
- Reteach weeks to address gaps

Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.

- Culturally sensitive and engaging materials will be purchased to support the reading comprehension of students in significant subgroups.
- Student incentives will be provided to students who meet reading benchmarks in Kinder and 1st grade
- Supplemental materials from graphics to support reading instruction.
- Direct maintenance for repairs to technology that supports instruction.

**Specify enhanced services for EL students:**

- EL's will receive small group instruction in reading comprehension, vocabulary and writing from the BIA
- BIA will provide instruction to EL's to target areas of growth based on ELPAC results.
- Teachers will create an Action Plan in September to detail how they will provide designated/integrated ELD instruction.
- Supplemental materials to support reading for English Learners

**Explain the actions for Parent Involvement (required by Title I):**

- Monthly newsletter will communicate to parents progress on SBAC and Interim.
- SBAC and Interim data will be shared with parents during School Site Council Meetings, Coffee Chats and ELAC meetings.
- Parents will receive their child's assessment data (SBAC, BAS/Fluency) at Parent Conferences.
- School will provide translation for parents during school meetings.
- Parents will be able to access reading and writing grades on a daily basis via Edutext.
- School staff will share information on how to support students in reading comprehension during Parent Coffee Hours

**Specify enhanced services for low-performing student groups:**

In addition to what low performing students will be receiving during whole wide tier 2/3 intervention, they will also receive:

- Additional instructional support from the TSA in ELA to address areas of need based on reading assessments
- Will be referred to TST for progress monitoring

**Describe Professional Learning related to this action:**

- Subs will be provided for peer observations and data chats.
- Teachers will continue to receive ongoing professional development in the creation of common formative assessments and instructional units in ELA
- Teachers will continue to reference the books, "Learning by Doing", Design in Five" and the "Common Core Companion" when creating Assessment Plans.
- Teachers will receive PL on the book "Visible Learning for Literacy".
- ILT will meet monthly to analyze school-wide data and provide input on PL.
- PL will be targeted to address needs based on IPG data.
- PL time will be provided after each reading intervention data chat for teams to coordinate intervention/extension lessons.
- Opportunities will be provided for teachers to attend conferences that will support and develop their skills and content knowledge

## Action 2

**Title:** Math Proficiency

**Action Details:**

Webster will continue to focus on mathematics with an emphasis on providing instruction that reflects the shifts required by the CCSS for mathematics - focus, coherence, and rigor through the use of the GVC, GoMath. Teachers will plan and deliver quarterly units around the focus standards by developing assessment plans that include learning targets, creating and administering common formative assessments, and creating and administering a summative assessment for quarters 1-3. Professional Learning Communities will analyze data from assessments to develop a plan for corrective or extended instruction..

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically monitor progress toward each indicator target**

Data Driven Instruction

- SBAC results
- District Interim Results

**Owner(s):**

Teachers  
Principal/VP

**Timeline:**

August/September

- Teachers will analyze SBAC results from previous year to identify high leverage teaching

- IPG Data Reports
- Assessment Plan with Learning Targets, Common Formative Assessments and Common Summative Assessment
- Common Formative Assessment Data Analysis by Classroom
- Common Formative Summative Data Analysis by Classroom
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations

Lead Teacher

strategies.

- Goal Setting (3rd-6th) - Teachers will analyze SBAC data for their classroom to identify target students and create a SMART goal.

October

- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Teachers will conduct data chats with students.
- CSA/IAB Data Analysis

December

- CSA/IAB Data Analysis

January/February

- Teachers and PLC's will analyze interim data to identify areas for reteaching.
- Teachers will conduct data chats with students.

March/April

- CSA/IAB Data Analysis
- Kinder: Teachers will analyze KAIG data to identify classroom/grade level trends, progress toward benchmarks, target students and students needing intervention.
- SBAC Data Chat 3rd-6th Teachers will predict student performance on SBAC and will report on target student progress.
- PLC's will create an SBAC review Action Plan

Daily Progress Monitoring-

- The IPG will be used to collect data to identify site PL needs and to provide feedback to individual teachers and PLC's.

Quarterly-

- PLC's will make revisions to Math instructional units that include Learning Targets, CFAs and an instructional calendar with CFA administration, Data Analysis and reteaching dates . Lead Teacher will upload artifacts to OneDrive.
- PLC will analyze data after each CFA and will create a reteaching Action Plan.
- PLC's will analyze summative assessment data to identify areas for reteaching.

Details: Explain the data which will specifically monitor progress toward each indicator target

Math Basic Skills Assessment

Owner(s):

Kinder Team

1st Grade Team

2nd-6th Grade Teams

TSA

- PLC's will create a reteaching Action Plan that includes Tier 2 and Tier 3 instruction from classroom teachers and TSA

Timeline:

August/September

- 1st Grade Teachers will assess all students on number recognition, number identification, writing numbers, and quantities. Identified students will receive intervention from TSA
- 2nd-6th Teachers will administer a universal math screener at the beginning of the year.
- Math Intervention will begin in September. Instruction will target gaps in basic skills.

October

- 1st and 2nd grade students will be assessed on their levels of methods for solving single digit addition and subtraction problems.

December

- KAIG data will be used to target students for intervention.
- 1st and 2nd grade students will be assessed on their levels of methods for solving single digit addition and subtraction problems.

March

- KAIG data will be used to target students for intervention.
- 1st and 2nd grade students will be assessed on their levels of methods for solving single digit addition and subtraction problems.

May

- 1st and 2nd grade students will be assessed on their levels of methods for solving single digit addition and subtraction problems.

Monthly

- CFA/Interim/summative data will be utilized to adjust math intervention groups

Details: Explain the data which will specifically monitor progress toward each indicator target

Targeted Support Group (TST)

- Student profile page

Owner(s):

Targeted Support Team -

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA

Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals.
- 4th Tuesday to monitor students with academic concerns. Team will analyze multiple measures in math (Interim, CSA results, fluency, math screener).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Instruction

Tier 1

- All students will receive 90 minutes of grade level math instruction aligned to the rigor of the standards.
- Teachers will conduct data chats with students

Tier 2 and Tier 3

- Students will receive 1 week of reteaching three times per year based on summative results.
- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- TSA will provide 30 minutes of intervention to students in math.
- Differentiated instruction in math will be provided in all classrooms based on common formative results.
- Admin will conduct data chats with students in the following subgroups - SWD, EL, AA.

Materials/Supplies

- Supplemental equipment, materials, and technology subscriptions will be purchased to support conceptual understanding, fluency, and application in math.
- Student incentives will be provided to students who meet math benchmarks.
- Supplemental materials from graphics may be purchased to support instruction.
- Direct maintenance for repairs to technology that supports instruction.

Specify enhanced services for EL students:

- BIA will provide small group instruction in math with a focus on understanding the vocabulary used in math.

Explain the actions for Parent Involvement (required by Title I):

- Monthly newsletter will communicate to parents progress on SBAC and Interim.
- SBAC and Interim data will be shared with parents during School Site Council Meetings, Coffee Chats and ELAC meetings.
- Parents will receive their child's assessment data (SBAC) at Parent Conferences.
- Parents will receive daily reports on their child's math grade via EduText.
- School will provide translation for parents during school meetings.

Specify enhanced services for low-performing student groups:

- TSA will provide more intensive instructional support to low performing students to address gaps.

Describe Professional Learning related to this action:

- Subs for peer observations, data chats, and data analysis, and for teachers to attend conferences will be provided.
- PL will focus on the mathematical shifts: focus, coherence and rigor.
- ILT will meet monthly to design PL around IPG data and trends from common formative and common summative data analysis.
- CCI will take place after summative data analysis and action planning.
- Opportunities will be provided for teachers to attend conferences that will support and develop their skills and content knowledge.



### Action 3

**Title:** EL Redesignation

[Action Details:](#)

Teachers will create and implement a designated and integrated EL Action Plan for their classroom in order to increase the number of English Learner students who show proficiency growth and to increase the overall school redesignation rate.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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#### Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- ELPAC data
- BAS/DRP
- Interim Assessment Data
- SBAC Data
- Re-designation Data
- EL Goal Setting Reports

**Owner(s):**

- Principal/VP
- Teacher
- PLC
- BIA

**Timeline:**

- August/September
  - Teacher will have data chat with individual EL students on ELPAC scores.
- January
  - BIA will have data chat with EL students and set goals in preparation for ELPAC assessments. Review Re-designation criteria with students.
  - BIA will support students with ELPAC practice to familiarize them with the format of the assessment.
- Quarterly
  - Teacher will progress monitor RFEP students every quarter.

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- Targeted Support Team (TST)
  - Student profile page

**Owner(s):**

- Coordination of Services Team -
  - Principal
  - Vice Principal
  - School Psychologist
  - RSP Teacher
  - RCA
  - TSA
  - BIA

**Timeline:**

- August
  - Team will review students from previous year.
- Bi-Monthly -
  - 2nd Tuesday to monitor students with attendance concerns and discuss new referrals.
  - 4th Tuesday to monitor students with academic concerns. Team will analyze multiple measures in reading (KAIG, BAS, Fluency, Interim, DIBELS, Reading and Writing Grades).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- High quality instruction will be provided using complex text during integrated ELD and designated ELD.
- Teachers will hold data chats with EL's to inform them of their progress and develop goals.
- Academic vocabulary will be explicitly taught.

Tier 2/3

- Differentiated instruction will be provided in all classrooms.
- Certificated Tutor and BIA will provide intervention to English Learners in math, reading comprehension, and fluency.

Materials and Supplies

- Supplemental materials and technology will be purchased to support English Learners.

Specify enhanced services for EL students:

- BIA will provide small group instruction in ELD.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.

Explain the actions for Parent Involvement (required by Title I):

- Teachers will meet with parents to review each child's data, at minimum during fall parent conferences.
- Teachers will send home ELPAC reports.
- Parents will receive information during coffee hours on how to support to read their child's ELPAC report and how to help their child in targeted areas.
- School will provide translation for parents during parent/conference week and parent events.
- Teachers will send home goal setting reports.

Specify enhanced services for low-performing student groups:

- Teachers will use ELPAC and other data for EL's to target instruction. Academic vocabulary will be explicitly taught. Differentiation will be provided in all classrooms.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- BIA will provide small group instruction in ELD.

Describe Professional Learning related to this action:

- PL will be provided on reading ELPAC scores and how to use it to maximize student performance.
- PL time will be allocated for topics related to English Learners including Academic Vocabulary, and the ELA/ELD framework.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

### G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Travel			: Travel expenses for teachers to attend CAASPP conference.	5,294.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support reading instruction.	500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4360		41,491.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of equipment to support instruction.	1,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental supplies, materials and/or software to support math instruction.	5,929.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Substitutes for data analysis, peer observations, data chats, and coaching cycles.	14,118.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translation for meetings with parents.	333.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. (No Food/Incentives)	819.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		45,844.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplemental supplies and materials to support reading instruction.	7,978.00

**\$123,306.00**

## Goal 2 - All Students will engage in arts, activities, and athletic

### Needs Assessment

#### School Quality Review

##### School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	80.913 %	86.544 %	2017-2018	93.544 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### Goal 2 Participation Rate

Overall Implementation:

Tier 1

- Creation of lunch and after school clubs for students in K-6th grade based on student survey. 88% (323/367) students participated in round 1 and round 2 of clubs during lunch and after school.
- RCA coordinated and supervised club enrollment.
- RCA provided support to teachers and aides who taught the clubs by providing necessary materials and getting students from the cafeteria to the classroom.
- Students were able to participate in the following sports: football, volleyball, basketball, cross country (3rd-6th), softball.

Tier 2 and Tier 3

- Targeted Support Team referred students to clubs based on interests.
- After school tutoring was provided to students. 30 first-second grade students participated in intensive small group math tutoring targeting specific foundational skills to close gaps.
- Teachers identified students for participation in clubs they felt students would enjoy and would be committed to staying for the whole quarter.

Effectiveness:

We surpassed our goal to engage 80% of students in arts, clubs, and sports activities. The most impactful action was having our RCA coordinate clubs and surveying students' interests to create clubs. Students were more likely to sign up for clubs since the topics were around what they wanted. In addition, teachers identified students who were not in clubs and needed to be connected to school. Our RCA spoke to those students and got them connected to a club. Teachers and RCA encouraged students to try out for sports. Webster also provided an intramural sports club for students in grades 1st-3rd.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### Goal 2 Participation Rate

- AA participation rate is 70% (18 of 26 students) compared to the overall student participation rate of 88%. Less students in this subgroup may have participated because the clubs that were offered were not interesting.
- SWD participation rate is 68% (23 of 34 students) compared to the overall student participation rate of 88%. Less students in this subgroup may have participated in clubs and engagement activities because they did not find it interesting.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budget expenditures in Goal 2. All actions were implemented as planned.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes will be made for Goal 2 from step 1 and step 2.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC members were presented data of participation rates in Meaningful Work, GOAL 2 clubs, sports, and music. SSC indicated and agreed that having a Resource Counseling Assistant is an effective way to continue to support all students engagement in arts, activities, and athletics.

**2** ELAC:

ELAC members were presented data of participation rates in Meaningful Work, GOAL 2 clubs, sports, and music. ELAC members indicated and agreed that having a Resource Counseling Assistant is an effective way to continue to support all students engagement in arts, activities, and athletics.

**3** Staff:

Through an SPSA Needs Assessments, 93% of staff members agreed that having a Resource Counseling Assistant is needed in order to keep students engaged in GOAL 2 activities.

**Action 1**

**Title:** Student Engagement

**Action Details:**

Webster will continue to provide a variety of lunchtime/after school clubs, intramural sports, music and leadership opportunities for students. The Targeted Support Team (TST) will monitor identified students' participation.

**Reasoning for using this action:**  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Details:** Explain the data which will specifically monitor progress toward each indicator target

**Owner(s):**

**Timeline:**

- Student Participation in GOAL 2 clubs

Safe and Civil Team

August/September

- Student Survey Data

VP

RCA

Teachers

- Back to School Night will promote clubs and opportunities for students to get involved.
- The staff will survey students regarding their interests.
- Culture and Climate Team will create the list of clubs that will be offered.
- VP/RCA will coordinate staff to supervise clubs.
- RCA will create Leadership Team and Regional Spelling Bee Team.
- Admin will coordinate Chess Club.
- Boy's Flag Football and Girl's Volleyball will begin.
- Admin will enter students in the ATLAS engagement tool.

October

- Lunchtime Clubs (6wk session #1) will begin.
- Cross Country will begin.
- Admin will enter students in the ATLAS engagement tool.
- RCA will meet and survey students not connected to school as identified by teachers and other staff members in order to create a club or an activity they would be interested in.

January

- Staff will survey students regarding their interests.
- RCA/VP will coordinate staff to supervise clubs.
- Boy's and Girl's Basketball will begin.
- Admin will enter students in the ATLAS engagement tool.
- RCA will meet and survey students not connected to school as identified by teachers and other staff members in order to create a club or an activity they would be interested in.

February

- Lunchtime Clubs (6wk session #2) will begin.

March

- Boy's and Girl's Softball will begin.
- Admin will enter students in the ATLAS engagement tool.

Quarterly:

- Intramural sports after school run by teachers and RCA

Details: Explain the data which will specifically monitor progress toward each indicator target

Targeted Support Team (TST)

- Student profile page which will be updated and track student attendance, grades, assessments, behavior, and other notes throughout the year.

Owner(s):

Targeted Support Team (TST)

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- Bilingual Aide
- Tier 2 Specialist

Timeline:

August

- Team will review students from previous year.

Bi-Monthly -

- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals.
- 4th Tuesday to monitor students with social emotional concerns. Team will analyze participation in GOAL 2 clubs for identified students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- All students will be provided opportunities to participate in lunchtime and after school clubs.
- Resource Counseling Assistant will coordinate clubs, recruit students, and support staff.

Tier 2 and Tier 3

- Students will be referred through TST to participate in clubs and the RCA will monitor their attendance and participation.
- RCA will survey African American students to find clubs of interests.
- Teachers will identify EL students and students not connected to school to participate in GOAL 2 clubs.

Materials and Supplies

- Site will purchase materials and supplies for lunchtime and after school clubs.
- Extra pay contracts for staff to run lunch and after school clubs will be provided.

Specify enhanced services for EL students:

- RCA will monitor participation of English Learners
- RCA will survey EL students to see what their interests are and create clubs of interest.

Specify enhanced services for low-performing student groups:

- Students will be referred to participate in clubs of interests through the TST process and monitor during TST meetings.
- RCA will monitor participation of low performing students.
- RCA will survey low performing students to see what their interests are and create clubs of interests.

Explain the actions for Parent Involvement (required by Title I):

- The site will provide information to parents at Back to School Night regarding what clubs and sports will be offered.
- Monthly Parent Newsletter will communicate information regarding clubs and opportunities for students to become involved.
- Parents will be encouraged to attend sporting events, performances and/or activities.

Describe Professional Learning related to this action:

Admin will reach out to Goal 2 specialists for additional support related to Goal 2.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,206.00

**\$45,206.00**



**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	98.489 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	99.157 %	95.349 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**

Overall Implementation:

All students were expected to attend field trip and teachers communicated with students and parents regarding participation in the activity. 60/60 students attended field trip. Students were encouraged to return permission slips and teachers followed up with parents when students did not bring it.

Effectiveness:

Having teachers communicate to students and parents the importance of participating in school field trip and then teachers following up with students who did not return a permission slip positively impacted the percentage of students attending the field trips.

**Exposure to Careers - 4th Grade**

Overall Implementation:

All students were expected to attend field trip and teachers communicated with students and parents regarding participation in the activity. Students were encouraged to return permission slips and teachers followed up with parents when students did not return them. 41/43 students attended the 4th grade field trip.

Effectiveness:

Having teachers communicate with students and parents about the importance of participating in school field trips and then teachers following up with students who did not return a permission slip positively impacted the percentage of students attending the field trips.

**Exposure to Careers - 6th Grade**

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**

There is no significant dis-proportionality for any significant subgroup.

**Exposure to Careers - 4th Grade**

There is no significant dis-proportionality for any significant subgroup.

**Exposure to Careers - 6th Grade**

There is no significant dis-proportionality for any significant subgroup.

Overall Implementation:

All students were expected to attend the field trip and teachers communicated with students and parents regarding participation in the activity. Students were encouraged to return permission slips and teachers followed up with parents when students did not return them. Teacher held information meeting on 6th grade camp to inform parents of safety and expectations for camp. 48/48 students attended 6th camp.

Effectiveness:

Having teachers communicate to students and parents about the importance of participating in the school field trip and then teachers following up with students who did not return a permission slip positively impacted the percentage of students attending the field trips.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No major difference between the intended and actual implementation of actions and budget expenditures outlined in site plan.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes were identified and no major changes will be made.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

SSC was informed of FUSD sponsored field trips and data of school psychologist supporting students in character building and growth mindset. SSC members agreed continuing to fund school psychologist in order to support students to build character and competencies to be successful in the workplace.

**2** ELAC:

ELAC was informed of FUSD sponsored field trips and data of school psychologist supporting students in character building and growth mindset. ELAC members agreed continuing to fund school psychologist who will support students to build character and competencies to be successful in the workplace.

**3** Staff:

Staff members were informed of the importance of school study trips. Staff members were also informed of the support provided by the school psychologist which includes pulling small groups and working with specific students on building their character and growth mindset. Teachers indicated having a school psychologist to pull groups and continue to build student character is highly effective.

**Action 1**

**Title:** Exposure to Careers

**Action Details:**

The Culture and Climate Team will develop and plan activities and provide resources to teachers to assist students in developing character and competencies for the workplace. The school will provide a career day for students in 4th-6th grade. School staff and teachers will promote field trips, research opportunities, and speakers that expose students to careers.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

- College and Career Readiness Participation rate

Principal/VP  
Teachers  
RCA

- Monthly
- VP follow up with grades 3rd-6th to ensure each grade level have signed up for College and Career Readiness experiences and experiences from the VAPA office.

Details: Explain the data which will specifically monitor progress toward each indicator target

Owner(s):

Timeline:

Career Day participation rate  
Feedback from students

Principal/VP  
Teachers  
RCA

- May/June
- RCA will coordinate Career Day. Students in grades 4-6th will learn about different careers from a variety of professionals.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- All students will receive lessons that expose them to a variety of careers.
- Members of the community that represent significant subgroups will be invited to talk to students about their careers.
- Students will receive certificates for citizenship.

Tier 2 and Tier 3

- Teachers will choose one student each month for the Tiger of the Month and Character Trait of the month.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

Explain the actions for Parent Involvement (required by Title I):

Describe Professional Learning related to this action:

- Monthly newsletter will include Tiger of the Month Students.
- Teachers will personally invite the parents of students who receive awards.
- RCA will reach out to the parents of students who do not return permission slips to ensure that all students participate.

Culture and Climate Team along with RCA will plan and develop Career Day.

## Action 2

**Title:** Fostering a Growth Mindset

### Action Details:

The Culture and Climate Team will continue to support school-wide activities and promote classroom lessons that teach about self-efficacy, growth mindset, and self-management.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

- District student survey focusing specifically on growth mindset, self-efficacy, self-management ratings.

#### Owner(s):

Principal/VP  
Culture and Climate Team  
Teachers

#### Timeline:

June/July

- Culture and Climate Team develop growth mindset, self-efficacy, and self-management Lessons to start off the year.
- CCT research and pull together resources to teach growth mindset, self-efficacy, self-management, and embedding social-emotional learning into academics.

August/September

- Teachers teach Growth Mindset Lessons
- CCT provide teachers with resources to continue developing student growth mindset, self-efficacy, and self-management throughout the year.

Monthly

- CCT will meet once a month to review relevant data and address culture/climate issues.

Weekly

- Teachers will consistently utilize growth mindset, self-efficacy, and self-management resources in class meeting
- Teachers will build in social-emotional learning into academics on daily basis

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- All students will participate in Kindness Week and other school-wide activities promoting character and workplace success.
- RCA and Leadership team will plan and promote Red Ribbon Week for all students
- Teachers will teach Growth Mindset Lessons and resources
- Teachers will utilize resources and embed social-emotional learning strategies into instruction.
- CCT will analyze Growth Mindset data and develop next steps

Tier 2/3

- TST will monitor identified students and will collect student interest data.
- School psychologist will pull a small group to target specific SEL skill such as growth mindset, mindfulness, and focusing in the classroom.
- Small groups may be formed based on significant subgroups.

Specify enhanced services for EL students:

See direct services

Explain the actions for Parent Involvement (required by Title I):

- Data from Webster Growth Mindset survey will be shared with parents in newsletter, shared during SSC and ELAC meetings.

Specify enhanced services for low-performing student groups:

See direct services

Describe Professional Learning related to this action:

- Contract for Culture Climate Team to meet in the summer.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Bks & Ref			: Books to support social emotional instruction.	1,500.00

**\$1,500.00**

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	95.544 %	94.712 %	2017-2018	95.712 %
Chronic Absenteeism	12 %	16.106 %	2017-2018	14.106 %
Suspensions Per 100	2.95 %	5.298 %	2017-2018	4.298 %
Parent Survey - Respected and welcomed	100 %	96.296 %	2017-2018	100 %
Parent Survey - Safe and secure	100 %	93.485 %	2017-2018	100 %
Student Survey - Included	96.394 %	68.235 %	2017-2018	75.235 %
Student Survey - Caring adult	95.806 %	79.31 %	2017-2018	86.31 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

Overall Implementation:

Tier 1

- Provide and promote ROAR. Teachers, RCA, HSL, and Admin explain and remind students of ROAR and the expectations for attending ROAR. HSL and RCA set goals with students. HSL spoke with parents about ROAR and expectations for participation.
- Classroom incentives for perfect attendance. School wide incentives for classroom with the best attendance. Primary and Upper grade classroom compete against each other for incentive.
- Semester Perfect Attendance Awards. Awards given to students who have perfect attendance. Attendance emphasized during award assembly with parents and students.

Tier 2 and Tier 3

- Contracts with individual students as determined through COST. RCA set goals with students and consistently check in with students.
- COST monitoring on a monthly basis. COST monitor attendance and develop next steps, determine who will follow up.
- HSL contacts parents, conducts home visits and connects families to resources in the community
- Work SARB for students who are at risk

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

- AA 27% (8 of 29 students) compared to school-wide 11.9%
- Homeless 26% (6 of 23 students).
- School site was unable to hire a permanent HSL.

Truant

- AA 58% (18 of 31) compared to overall 33%.
- Homeless 42% (10 of 24 students).
- School site was unable to hire a permanent HSL.

**Suspensions Per 100**

In 17-18 there were 22 suspensions. A higher percentage of boys were suspended - 92% were male and 18% were female. Data by race shows that 66% were Hispanic.

**Parent Survey - Respected and welcomed**

There is no significant dis-proportionality for any significant subgroup.

**Parent Survey - Safe and secure**

Effectiveness:

Our chronic absenteeism rate was 16% compared to our goal of 12%. The Tier 1 supports were effective in preventing most students from becoming chronically absent. The supports in Tier 2 and Tier 3 were not done with fidelity due to change of personnel and new positions being created. HSL and Tier 2 specialist were both new positions to the school and still learning the job and building relationships with students and families. HSL was not trained in attendance procedures and policies.

**Suspensions Per 100**

Overall Implementation:

Tier 1

- School wide expectations and guidelines for success. Teachers review expectations with students during class. Staff member review expectations with students in cafeteria and behavior assembly bi-annually.
- Weekly Classroom meetings on topics that need to be address such as respect, responsibility, and acceptance. Teacher base meeting topics based on what is happening in their classroom.
- Provide and promote ROAR. Teachers, RCA, HSL, and Admin explain and remind students of ROAR and the expectations for attending ROAR. HSL and RCA set goals with students. HSL spoke with parents about ROAR and expectations for participation.
- Semester Behavior Expectation Assemblies. Attendance and student achievement emphasized with parents and students during assemblies.

Tier 2 and Tier 3

- RCA monitors behavior contracts of identified students - check in/check out. Administration communicate with teachers, RCA, and parents to get update on students on behavior contract.
- Small group support provided by School Psychologist based on focus, growth mindset, and executive functions. Groups are determined by COST Team.
- COST Team monitor and develop next steps to support students who are at risk in the areas of attendance, behavior, social-emotional, and academic. Each student is assigned a case manager who follow up with parents and teachers on their progress.

Effectiveness:

We missed our goal by 2% (5% instead of 3% goal ). All actions outlined were implemented with fidelity. School guidelines and expectations were reviewed by teachers and Admin. Teachers held weekly class meetings to address issues occurring on campus. Tier 1 systems were in place and functioning well. Students suspended were Tier 3 students who needed additional intensive supports outside the check in/check out systems and small groups. The same small group of students were being suspended that contributed to the 5%, mostly from the beginning of the year and after winter break. Actions that were not a part of the SPSA that helped in keeping the 5% suspension rate down were outside mentors and support from Uplift.

**Parent Survey - Respected and welcomed**

Overall Implementation:

- Parent University Modules held on a bi-weekly basis. Parents recruit and encourage each other to attend.
- Partnership with City of Fresno. Bi-weekly meetings with City of Fresno, parents, HSL, and other community members. Parents with the help of HSL take the main role in meetings discussing and

There is no significant dis-proportionality for any significant subgroup.

**ADA Attendance**

There is no significant dis-proportionality for any significant subgroup.

**Student Survey - Caring adult**

There is no significant dis-proportionality for any significant subgroup.

**Student Survey - Included**

There is no significant dis-proportionality for any significant subgroup.



problem solving issues around the community and at Webster.

- Volunteer Activities - crosswalk, help with student activities

Effectiveness:

Although our goal wasn't met by 4%, 96% of parents indicated they felt welcomed and respected at the school. The impact on that metric was the partnership between the school and several of the agency partnership, such as Parent University, City of Fresno, The Word Community Church, and volunteer activities available to parents. Another contributing factor is the fact that most staff members were welcoming and friendly to parents. RCA or Admin stood at the front gate and greeted parents. Staff members were available to address parent concerns.

#### **Parent Survey - Safe and secure**

Overall Implementation:

- Monthly parent newsletter to keep parents informed
- School messenger to communicate regarding emergencies

Effectiveness:

Our current reality was 4% less at 96% compared to our stated goal of 100% on the parent survey where parents indicated whether they felt welcomed or respected while on campus. Monthly parent newsletter and school messengers were effective in keeping parents informed about the school. Along with those two actions, visible staff members and a positive climate in the school had a significant impact on parent ratings.

#### **ADA Attendance**

Overall Implementation:

- ROAR activity. Teachers, RCA, HSL, and Admin explain and remind students of ROAR and the expectations for attending ROAR. HSL and RCA set goals with students. HSL spoke with parents about ROAR and expectations for participation.
- Semester Award for Attendance. Attendance and student achievement emphasized with parents and students during assemblies.

Effectiveness:

The attendance rate for Webster was pretty close to its set goal of 95% with 94%. A large impact on the attendance rate was due to our school-wide incentive, ROAR and consistent phone calls from the Office Assistant. All staff members explained and reminded students of ROAR and the criteria for attendance. RCA met with students who were close to not meeting criteria for ROAR due to attendance and behavior. Tier 2 specialist and HSL worked with students and parents to set goals to improve students daily attendance. Semester Awards for attendance had somewhat of an impact.

#### **Student Survey - Caring adult**

Overall Implementation:

- Meaningful Work. Students are paired with an adult who supervises the job and student. Adult makes connection with students they supervise. Job is assigned based on interest inventory.
- Weekly Classroom Meetings on topics that need to be address such as respect, responsibility, and acceptance. Teacher base meeting topics based on what is happening in their classroom.
- Alternative Recess provided by RCA for students needing support in socialization. Determined through COST Team. RCA work with students on social skills.

Effectiveness:

80% of students felt there was one adult who cared for them on campus. Two of the three actions, Meaningful Work and Alternative Recess, positively impacted Tier 2 and Tier 3 students who received it. The number of students in Tier 2 and Tier 3 were much smaller than the number of students in Tier 1, which may have impacted students' answers.

**Student Survey - Included**

Overall Implementation:

- Welcome Committee include Leadership students and RCA. Leadership students show new student the "Webster Way".
- Meaningful Work. Students are paired with an adult who supervises the job and student. Adult makes connection with students they supervise. Job is assigned based on interest inventory.
- Variety of Spirit Week Activities: Red Ribbon Week, Kindness Week, Read Across America, Spelling Bee. Activities to engage students in school connected to academics.
- Positive Incentives: Student of the Month, Character Counts to engage students connected to developing character.
- Semester Awards - Academic, Citizenship, Principal Award
- Clubs-Students were surveyed and clubs were created to meet their interests.

Effectiveness:

Only 68% of students indicated they felt connected to school. The Welcome Committee, Spirit Week Activities, and clubs were effective in getting kids connected to school. Meaningful Work, positive incentives such as student of the month, character counts, and semester awards were effective but only affect some students. This could be a contributing factor to how students responded to the survey questions.

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**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences between the intended and actual implementation of actions and budget expenditures to meeting this goal. One major change was the addition of a Tier 2 specialist provided by the district. This person supported with attendance and working with Tier 2 students.

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**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of Steps 1 and 2, changes will be made to address students who do not believe there is an adult who cares for them and who do not feel included in the school. The CCT will implement the 2 x 10 strategy and a staff member will be available during recess to talk with students. Actions will address how to get ALL students connected to school and know that there is at least one adult on campus who cares for them. Changes can be found in our new actions for 2019-2020 SPSA in Goal 2 and Goal 4. Another change will be adding in actions of a Tier 2 specialist support attendance and social-emotional. These changes will be found in Goal 4.

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**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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**1** SSC:

2017-2018 Social Emotional data shared with SSC members and actions that contributed to the data. SSC members indicated having someone to focus on supporting student attendance will support Goal 4.

**2** ELAC:

2017-2018 Social Emotional data shared with ELAC members and actions that contributed to the data. ELAC members indicated having someone to focus on supporting student attendance will support Goal 4.

**3** Staff:

57% of staff felt a Home School Liaison was moderately effective in helping increase student attendance and decreasing student chronic absenteeism.

**Action 1**

**Title:** Improved Student Attendance

[Action Details:](#)

School staff will monitor school-wide attendance data and will meet with chronically absent students to discuss the importance of attendance and setting goals for improved attendance, and behavior. CWAS will work closely with school office clerk and Tier 2 specialists in order to support parent involvement, improve attendance, promote school-connectedness, and provide community resources.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- Attendance-Tardy Rate
- Truancy Rate
- Weekly ATLAS report
- ROAR Non-participation list

[Owner\(s\):](#)

- Principal/MP
- CWAS
- Teachers
- Culture and Climate Team
- Tier 2 Specialist
- RCA

[Timeline:](#)

- Monthly
- Culture and Climate Team will analyze attendance and tardy rates
  - CCT will develop incentives and plan ways to educate parents and students to increase attendance rate and decrease tardy rate with the support of CWAS.
- Daily
- CWAS/Tier 2 Specialist will check in with students who are chronically absent and RCA/Tier 2 Specialist will provide social-emotional support as necessary.
  - CWAS/Tier 2 Specialist will work with parents to support student attendance.
- On-going
- CWAS/Tier 2 Specialist will meet with students not participating in ROAR to create contracts and discuss attendance.

**Details: Explain the data which will specifically monitor progress toward each indicator target**

Targeted Support Team (TST)

- Student profile page

**Owner(s):**

Targeted Support Team

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA
- Tier 2 Specialist
- CWAS

**Timeline:**

August

- Team will review students from previous year.

Bi-Monthly -

- 2nd Tuesday to monitor students with attendance concerns and discuss new referrals. Team will add referrals based on ATLAS report.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

Tier 1

- All classes will participate in a school-wide incentive program developed by the Culture and Climate Team targeting improvement of attendance. CCT will provide resources for teachers and staff to promote and education parents and students on the importance to attendance.

Tier 2

- CWAS/Tier 2 Specialist will contact parents and provide support to ensure students are at school on time daily.
- Students who are at risk due to attendance or lack of school connectedness will be invited to be part of our school's Meaningful Work program.

Tier 3

- CWAS/Tier 2 Specialist will support parents of students with poor attendance by contacting and providing parents the necessary resources to improve attendance. CWAS/Tier 2 specialist will meet with both parents and students to discuss attendance and an action plan will be developed to increase student attendance.
- CWAS/Tier 2 Specialist will monitor and check in with students who are chronically absent and RCA/Tier 2 specialist will provide social-emotional support as needed.

**Specify enhanced services for EL students:**

See direct services

**Explain the actions for Parent Involvement (required by Title I):**

- CWAS will support in meeting with parents and educating parents on attendance.
- Data related to attendance will be presented to parents at SSC, ELAC, and other parent meetings as needed.

**Specify enhanced services for low-performing student groups:**

CWAS will work with targeted families to provide resources and support for positive school attendance.

**Describe Professional Learning related to this action:**

- Teacher will receive PL on supports, strategies, and resources to support student attendance.
- Culture and Climate Team will provide professional learning on SEL topics as determined by staff, student, and parent surveys.

## Action 2

**Title:** Positive Behavior Support

**Action Details:**

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

**Details: Explain the data which will specifically monitor progress toward each indicator target**

- Suspension Data
- Office Referrals
- Culture/Climate Surveys from parents, students, and teachers

**Owner(s):**

Principal  
VP  
RCA  
School Psychologist  
Teachers  
PLC  
Culture and Climate Team  
Tier 2 Specialist

**Timeline:**

May/June/July

- Culture and Climate Team will analyze Culture/Climate Surveys from parents, students, and teachers to plan and implement lessons, supports, and strategies based on areas of need as determined by surveys.

August

- Staff will utilize the 2 x 10 strategy to connect with identified students at the beginning of the year.

Quarterly

- CCT will analyze suspension and office referral data. Plan and implement lessons, supports, and strategies to decrease behaviors.
- CCT create a survey to assess student connectedness and whether they feel there is an adult who cares for them. CCT will then collect data and develop action plan to address data.

Monthly

- CCT will analyze data, discuss, and develop plans on Tier 1 practices that need restructuring. (e.g. lines, school-wide expectations).
- CCT will connect Tier 2 and Tier 3 students with an adult on campus who will regularly check in on them and to build a connection with student.

**Details: Explain the data which will specifically monitor progress toward each indicator target**

Targeted Support Team (TST)

**Owner(s):**

Targeted Support Team (TST)

- Principal
- Vice Principal
- School Psychologist
- RSP Teacher
- RCA
- TSA
- BIA
- Tier 2 Specialist

**Timeline:**

August

- Team will review students from previous year.

Bi-Monthly -

- 4th Tuesday to monitor students with behavioral concerns and implement behavior intervention and supports.
- Team will assign students to 1 case manager who will regularly check in with student and follow up on progress.

Details: Explain the data which will specifically monitor progress toward each indicator target

- ROAR non-participation list
- Student of the Month list
- Character Counts Student of the Month

Owner(s):

RCA

Timeline:

September

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- All kinders will participate
- ROAR #1

November

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #2

December

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #3

February

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #4

March

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #5

May

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #6

June

- RCA will monitor students with 1 or more office referrals prior to ROAR.
- ROAR #7 - Carnival

Monthly

- Teachers will choose 1 student a month that demonstrates ROAR (Responsible, Outstanding, Accepting, Respect)
- Teachers will choose 1 student who demonstrate the character trait of the month.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- All teachers provide an effective environment with high expectations.
- School-wide, staff will promote the Guidelines for Success - ROAR (responsible, outstanding, accepting and respectful)
- All students will be a part of classroom meetings and the Olweus Anti-Bullying Program.
- All students will have the opportunity to earn school-wide incentive: ROAR

Tier 2/3

- Resource Counseling Assistant and Tier 2 specialist will implement behavior contracts and daily check ins with students who need extra social-emotional and behavior support.
- RCA and Tier 2 specialist will provide structured recess and time away to support students.
- School Psychologist Extra Support (1 day per week) and Tier 2 specialist to pull small groups targeting areas of need such as focusing, developing a growth mindset, and mindfulness.
- School Psychologist will implement behavior contracts with students needing tier 3 behavior support.

Specify enhanced services for EL students:

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

Explain the actions for Parent Involvement (required by Title I):

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- Administration will present Suspension, expulsion, key social-emotional data result to parents during SSC, ELAC, and other parent meetings.
- Administration and Tier 2 specialist will provide referrals to community agencies.

Specify enhanced services for low-performing student groups:

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- TST will identify low performing students that may need support and provide resources to students and/or parents.
- Low performing students will receive support from the Tier II Specialist, BIA, RCA and School Psychologist as needed.

Describe Professional Learning related to this action:

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- Culture and Climate Team will provide a refresher on building and cultivating a growth mindset within students.
- Teachers will receive professional learning on strategies and resources on implementing student behavior intervention and supports and culturally sensitive teaching.



## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0480 Webster Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.3750		14,480.00
G4A2	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000		29,150.00

**\$43,630.00**

# 2019-2020 Budget for SPSA/School Site Council

## State/Federal Dept 0480 Webster Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Travel			: Travel expenses for teachers to attend CAASPP conference.	5,294.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: Graphics to support reading instruction.	500.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4360		41,491.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of equipment to support instruction.	1,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Supplemental supplies, materials and/or software to support math instruction.	5,929.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Substitutes for data analysis, peer observations, data chats, and coaching cycles.	14,118.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Ext			Translation for meetings with parents.	333.00
G1A3	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings. (No Food/Incentives)	819.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.7500		45,844.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Supplemental supplies and materials to support reading instruction.	7,978.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,206.00
G3A2	Sup & Conc	Instruction	Bks & Ref			: Books to support social emotional instruction.	1,500.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.3750		14,480.00
G4A2	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000		29,150.00
<b>Total</b>							<b>\$213,642.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$36,096.00
Sup & Conc	7090	\$140,970.00
LCFF: EL	7091	\$36,576.00
<b>Grand Total</b>		<b>\$213,642.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$123,306.00
G2 - All students will engage in arts, activities, and athletics	\$45,206.00
G3 - All students will demonstrate the character and competencies for workplace success	\$1,500.00
G4 - All students will stay in school on target to graduate	\$43,630.00
<b>Grand Total</b>	<b>\$213,642.00</b>