



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John L. Webster Elementary School	19-64980-6022636	5-9-24	

Purpose and Description

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

Schoolwide Program

At Webster, we are taking a hard look at the future of thinking and learning and what it means to become professional educators in a world in constant flux. We want to create a generation of thinkers and problem solvers ready to design strategies and solutions to a variety of problems. It's not enough to simply create doers of tasks. To this end, we are increasing our development of engaging and relevant curriculum. We are focused on long form projects that lead to opportunities for meaningful and formative feedback, student application of learned ideas, and exhibitions of learning that engage our community in the process. In addition, we are looking at the daily approach to Tier 1 instruction and increasing student engagement as a means to increasing understanding.

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

In order for all students to be ready for life beyond school, we will build their ability to think critically, communicate clearly, collaborate, and solve problems. In order for English Learners to become proficient in English while engaging in a rigorous curriculum, we will provide standards-aligned, integrated curriculum in the core content areas and will create opportunities for increased project-based learning. Our students will engage in a culturally and linguistically diverse curriculum. In order for all students to thrive in schools that are safe, well maintained, and family friendly, students will engage in collaborative, multi-disciplinary learning opportunities reflecting 21st century skills. Our goal is to build their connection to the school, local community, and the world.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent engagement survey is sent out by the District office. This survey provides the district information about parent involvement and satisfaction. During the school year, teachers are surveyed about professional development as well as school business two to three times per year. Students in grades 3rd -5th are surveyed regarding school climate, annually.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administrator walks through classrooms on a regular basis. Feedback is regularly provided around implementation of our School Leadership Team plan. Teacher evaluations are conducted every five years and between that time, teachers also participate in a professional growth experience. At least once annually the SLT and Malibu Pathway administrators conduct a school-based walk through. The school board along with members of the cabinet have also walked through classrooms. Webster's Deep Learning EXPOs are another method of opening our doors to a community of people invested in the school and students' success.

Teachers are using thinking maps, YouCubed, math pacing guides, and other resources across grade levels and planning lessons which are visible in the classrooms and work displayed. With English Language Arts, all teachers have implemented elements of the Benchmark, (adopted ELA textbook) as well as Teacher College Units of Study, Haggerty, and Close reading strategies. In addition, the school utilizes Thinking Maps across the curriculum and a writing journey with Write From the Beginning and Beyond. Thinking Maps are used as an organizational tool in all classrooms TK-5 so students have an opportunity to organize and work from maps to support their thinking in all content areas. Technology is utilized to support students in both ELA and Mathematics. Several teachers utilize the Blended Learning model in mathematics to provide student choice and differentiation. Teachers regularly utilize adaptive computer programs (Lexia and Dreambox) to assess and teach standards-based objectives in both ELA and math. Students can readily explain their work to visitors who come in to their classrooms. Teachers work collaboratively in grade level and vertical teams to deepen our implementation of the SLT plan. SLT team, with the support of Innovate Ed, conduct twice yearly school-wide observations to measure implementation and next steps for instruction on our SLT goals.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on academic skill level, social partnerships and are flexible in nature. Data is consistently reviewed and teachers modify their instruction to meet student needs. Data team meetings are held two times yearly to analyze district data, determine students' areas of remediation and stretch. All teachers use small group formats or strategy groups to ensure students receive individual and differentiated instruction. Baseline data is gathered in the early fall; data is collected again in early winter and in the spring for end of the year growth. At the beginning of the year, teachers are provided with results from Fastbridge (A reading and A math) as a screener. Teachers also utilize data from Lexia and Dreambox to consider student baseline data and progress. Teachers work with the Language Interventionist (LLI) to review the data. Together, with the LLI, teachers follow particular protocols to ensure every student is considered in the data analysis. From that data, students who require Tier II and III interventions are identified. The LLI teacher provides reading intervention support using the SIPPS and LLI programs 4 days a week to identified Tier 2 and 3 students. Emerging readers in grades kinder and 1st are provided intervention reading support using KPALS and PALS programs. Further, teachers are able to evaluate their core instruction and determine what they need to work on with their entire class and with students in small groups. They also consider how to ensure progress monitoring is fluid and appropriate to student growth over the course of the school year. This year we are continuing with our school wide writing prompts and using a student work protocol during our collaborative time. The student work is also used to calibrate rubric scoring and discuss implications for lesson design collaboratively. We will also administer district wide interim assessments (IABs) this year and will use that additional data set to inform instruction. This teacher to teacher model has seemed to be effective and helped keep previous SLT initiatives moving forward.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Our Webster Single Plan for Student Achievement include:

SPSA Goal 1 - College and Career Readiness

All students engage in relevant, standards-aligned instruction. They learn to organize their thinking in reading, math, and writing across the curriculum utilizing Thinking Maps, Growth Mindsets, and Toolkits. Teachers will support student growth and high academic expectations utilizing strategies gained through Professional Development and PLC collaborative work sessions. Growth will be measured by 80% of students meeting or exceeding proficiency metrics in both ELA and Math on the 2024-25 CAASPP assessment.

SPSA Goal 2 - ELD

Provide English Learners with curriculum access and varied opportunities to develop their English proficiency through designated and embedded daily instruction. The inclusion of and focus on PBL strategies will be of further support to our EL community. Growth will be measured by 75% of our identified English Learners improving one or more levels annually as measured on the ELPAC.

SPSA Goal 3 - 21st Century Learning

All students participate in relevant, engaging, standards-aligned, integrated, and student-driven projects. These projects will lead to exhibitions of student learning focused on the articulation of student process and inquiry. These projects will highlight Systems Thinking, Design Thinking, Thinking Maps, and Communication Literacy (the understanding of how to identify specific audiences, use a variety of mediums to communicate thoughts, ideas, and products, and meaningfully connect with those audiences...mediums may include writing, graphic design, film, physical construction of models, website design, info-graphics, podcasts, etc...) We will align Planet Bravo and our Art program to support these projects. Teachers will support student growth and high academic expectations utilizing strategies gained through Professional Development. Growth will be measured by a 5% increase in student attendance and 80% of students reporting feeling academically challenged and engaged on local surveys (i.e. Hanover climate survey, OLWEUS, and CA Healthy Kids).

Building on previous school and district efforts around balanced literacy, thinking maps, academic language, and language frames, the School Leadership Team will maintain our school wide focus of organizing our thinking across the curriculum. Our focus this year will be to deepen our instructional practice with a specific focus on Project Based Learning. We will reflect on projects from 23/24 in order to assess integration of subject areas, student engagement, and educational connections. In ELA we will work on backwards mapping and oral retelling. Namely, students will be able to articulate their thoughts orally and/or in writing using support and elaboration across all content areas. To support students writing across content areas and in all genres, staff is continuing to engage students in a variety of writing tasks and providing meaningful feedback. In addition to explicit instruction utilizing the mini-lessons from Benchmark or Teachers College Reading/Writing Workshop, all new staff will be trained in Write from the Beginning, a process writing program that includes mini-lessons, modelling, and rubrics, with the support of two NBCT teachers. In math, we will continue to focus on YouCubed and the development of multiple strategies for problem solving that lead to student engagement and relevance.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the criteria as highly qualified teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and students have access to SBE-adopted instructional materials. Teachers take part in District provided professional development, access to Thinking Maps training on-line, and professional development provided by fellow teachers and administrators one time per month during banked time. New teaching staff will be provided 20 hours of training by Trainers of Trainers teachers who are for their NBCT hours. 4 of our 13 teachers are Nationally Board Certified.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned ELA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools. Olweus and school climate surveys results from the previous year will be shared with staff to inform our social-emotional programming for the 2024-25 school year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our centralized Instructional Coaches and the LLI interventionist will provide on-going professional development for our staff. While we have been without an instructional coach for 23-24, typically, our instructional coach provides differentiated, individualized coaching with teachers. This may involve support with observing and co-designing lessons. We have teachers trained as Trainers of Trainers for Thinking Maps and Write from the Beginning & Beyond. They provide additional support for teachers during professional development time. Our school psychologist, BGCM Wellness Center, and SAI teacher help provide input and assistance with students with special needs.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

We are fortunate to have weekly banked time Professional Development in our school. Teachers are provided 90 minutes of time to work together as a staff. Three of the four weeks monthly are spent on grade level and vertical alignment around our SLT plan and grade level work. Teachers within a grade span meet in their grade level groups at least one time per month in the banked time PD; however, they often meet during their lunch times or prep times to share content, collaborate, and review assessments. Our SPED team meets weekly to align practices with our general education teachers and discuss best practices for service providers to meet students' IEP goals. Quarterly grade levels meet engage in data meetings to analyze data and plan next steps.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned ELA/ELD, Math, and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for ELA/ELD and Math. This time is given priority and protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Tier II and III intervention is provided for students based on need shown from data. Teachers provide Tier II assistance in the classroom, in small group pull out time and after school. Tier III assistance is also provided in these settings, but the students time and days are extended to allow for additional work. Tier III support is given through reading intervention instruction using the SIPPS and LLI programs taught by our LLI teacher.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. When utilized, these programs are implemented as designed or are modified to meet classroom needs. The school/district provides ELA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to all textbooks. Further, the school has purchased Leveled Literacy Intervention Kits and online programs such as SuccessMaker, Lexia, Reading Plus, RazKids, Dreambox, Freckle Math, and TENMarks.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are underperforming are supported through tier II and tier III interventions including small group instruction within the classroom, re-teaching of concepts to whole class, small group pull out for interventions, after school reading and writing instruction and work with the reading teacher in a small group.

Evidence-based educational practices to raise student achievement

For 3rd - 5th grade, small group instruction in reading is done using the SIPPS program and Leveled Literacy in ELA. Computer-based programs such as Lexia, Reading Plus, and Freckle are used to assist students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent education opportunities are provided several times a year. Topics include how to help students emotionally and academically. Parent-teacher conferences provide parents with information and assistance in order to support their children. Student Success Team meetings include a parent component that determine resources that can assist students. Parents are invited to Coffee with Principal throughout the year. These provide opportunities for parental feedback on our instructional programming as outlined in our SPSA and SLT plans. The PTA in partnership with Pepperdine and our teachers host family engagement evenings such as Math, Literacy, and STEAM nights. These events provide parents to learn alongside their children and see the learning we embark on daily. Our partnership with BGCM Wellness Center allows parents the opportunity to attend relevant parenting topics webinars, host a parent support group and offer homework assistance. The Wellness Center works closely with our SST and teachers to offer student and family counseling by referral. We host annual events such as Sustainable Book fair, Beautification Day, and Career Day in which parents are invited to share their talents and encourage a scholarly path for our students. The bilingual community liaison supports with parent outreach offering translation services and connections to services and community partnerships. Our newly created Regenerative Garden brings students and families together in support of our organic waste composting and garden learning curriculum.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are part of Site Governance and PTA. They vote on and help with funding allocations with respect to our Single Plan for Student Achievement in the 2024-2025 school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Tier III intervention provided by the LLI using the Leveled Literacy Program and SIPS is taking place. Materials and professional development are provided to teachers to assist with students who are under performing. Further counseling services are available.

Fiscal support (EPC)

We do not receive Title 1 funding

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At the start of each year, three constituent groups (PTA, teaching staff, SSC) engage in a similar data protocol to prompt SPSA evaluation. DESCRIBE: What do you see? INTERPRET: What does the data suggest? What assumptions can we make about student learning? IMPLICATIONS: What are the implications of this work for teaching and assessment? What steps could be taken next? What does this conversation make you think about in terms of our SPSA?

Data named in each goal was shared for analyzing. Given the new timeline for submission of the SPSA, some data was not available (ie CAASPP data, summative ELPAC for 23.24). In the absence of the named data from the goals, we used comparable or relevant local assessment data such as Areading and Amath and newly piloted Ren Star in 3rd grade. Available for review were our A2A attendance data and trends, Hanover parent/student engagement survey scores, summative ELPAC scores from 23.24, and our ELD growth targets. We are also actively looking at data from beyond our school and education as a whole. What data exists outside of K-12 that might inform the adjustment of our targets for thinking and learning? We looked at National Test Data from America's Report Card and the NAEP to see that scores have stagnated for more than three decades. We looked at formative feedback from our PBL Expos as well.

Teachers reviewed and analyzed the data against our target goals as a school and within grade level teams. Teachers provided feedback and discussed next steps with grade level teams and their SLT representatives.

The Site Leadership Team (SLT), working with Innovate Ed, reviewed our data to refine and develop new goals for our SLT work this year. These goals are directly tied to the SPSA goals our SSC has drafted and approved. PTA board members and the school site council reviewed and provided input on our progress on 23.24 SPSA goals to help inform our goals for next year.

Resource Inequities

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

The Malibu Pathway schools are on the brink of establishing a centralized fundraising entity.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.44%	2.8%	2.44%	3	6	5
Asian	3.85%	3.27%	1.95%	8	7	4
Filipino	%	0%	%		0	
Hispanic/Latino	11.06%	6.07%	9.76%	23	13	20
Pacific Islander	%	0%	%		0	
White	83.17%	86.45%	81.46%	173	185	167
Multiple/No Response	%	0%	1.95%		0	4
Total Enrollment				208	214	205

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	42	40	53
Grade 1	23	32	24
Grade 2	23	27	34
Grade3	38	26	25
Grade 4	44	45	25
Grade 5	38	44	44
Total Enrollment	208	214	205

Conclusions based on this data:

1. Enrollment in Malibu has declined over the last four years. This may be primarily due to the Woolsey Fire and the COVID pandemic. It is our hope that quality site leadership, a strong PTA, the pending unification, and a focus on engaged learning will increase enrollment numbers. That being said, we recognize that cost of living is also having a negative effect on the number of school-age kids in Malibu.
2. Numbers slightly rose this year and we hope to see that trend continue for the 24.25 school year.
3. White, Asian, and Latino subgroups continue to make up the majority of the student population at Webster.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	9	11	8	5.00%	4.3%	3.9%
Fluent English Proficient (FEP)	17	13	9	8.80%	8.2%	4.1%
Reclassified Fluent English Proficient (RFEP)				8.3%		

Conclusions based on this data:

1. Our EL population has remained fairly consistent over time. While it remains small, the percentage of ELs in relationship to our total population has fluctuated with our total numbers, which have been in decline since COVID and local fires.
2. Not shown here, but of the total number of students recommended for reclassification in the 23.24 school year, all were reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	42	39	26	0	39	24	0	39	24	0.0	100.0	92.3
Grade 4	54	44	44	0	44	43	0	44	43	0.0	100.0	97.7
Grade 5	38	39	45	0	38	45	0	38	45	0.0	97.4	100.0
All Grades	134	122	115	0	121	112	0	121	112	0.0	99.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2508.	2490.		61.54	50.00		25.64	33.33		12.82	12.50		0.00	4.17
Grade 4		2525.	2520.		50.00	44.19		25.00	27.91		11.36	16.28		13.64	11.63
Grade 5		2605.	2590.		68.42	55.56		21.05	28.89		7.89	11.11		2.63	4.44
All Grades	N/A	N/A	N/A		59.50	50.00		23.97	29.46		10.74	13.39		5.79	7.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.15	*		51.28	*		2.56	*
Grade 4		36.36	27.91		52.27	62.79		11.36	9.30
Grade 5		52.63	37.78		47.37	62.22		0.00	0.00
All Grades		44.63	33.04		50.41	63.39		4.96	3.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.77	*		61.54	*		7.69	*
Grade 4		25.00	25.58		63.64	58.14		11.36	16.28
Grade 5		55.26	44.44		42.11	51.11		2.63	4.44
All Grades		36.36	34.82		56.20	55.36		7.44	9.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.77	*		64.10	*		5.13	*
Grade 4		27.27	25.58		70.45	74.42		2.27	0.00
Grade 5		39.47	26.67		57.89	68.89		2.63	4.44
All Grades		32.23	22.32		64.46	74.11		3.31	3.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.72	*		51.28	*		0.00	*
Grade 4		27.27	32.56		68.18	53.49		4.55	13.95
Grade 5		47.37	37.78		52.63	55.56		0.00	6.67
All Grades		40.50	34.82		57.85	56.25		1.65	8.93

Conclusions based on this data:

1. The areas of greatest strength for students were in the content areas of Reading and Listening.
2. The content area of Writing had the greatest percentage of students who were below standard.
3. In several areas, we increased the number of students who met or were near meeting the standard while decreasing the number of students who exceeded the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	42	39	26	0	39	24	0	39	24	0.0	100.0	92.3
Grade 4	54	44	44	0	44	43	0	44	43	0.0	100.0	97.7
Grade 5	38	39	45	0	38	45	0	38	45	0.0	97.4	100.0
All Grades	134	122	115	0	121	112	0	121	112	0.0	99.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2506.	2489.		56.41	54.17		28.21	29.17		10.26	8.33		5.13	8.33
Grade 4		2521.	2540.		36.36	41.86		36.36	34.88		22.73	20.93		4.55	2.33
Grade 5		2591.	2557.		63.16	51.11		15.79	11.11		10.53	26.67		10.53	11.11
All Grades	N/A	N/A	N/A		51.24	48.21		27.27	24.11		14.88	20.54		6.61	7.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		61.54	*		30.77	*		7.69	*
Grade 4		50.00	53.49		40.91	39.53		9.09	6.98
Grade 5		55.26	42.22		31.58	46.67		13.16	11.11
All Grades		55.37	50.89		34.71	40.18		9.92	8.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		56.41	*		33.33	*		10.26	*
Grade 4		29.55	44.19		65.91	48.84		4.55	6.98
Grade 5		57.89	44.44		36.84	51.11		5.26	4.44
All Grades		47.11	44.64		46.28	50.00		6.61	5.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.15	*		48.72	*		5.13	*
Grade 4		36.36	37.21		54.55	60.47		9.09	2.33
Grade 5		44.74	33.33		44.74	57.78		10.53	8.89
All Grades		42.15	37.50		49.59	57.14		8.26	5.36

Conclusions based on this data:

1. Across the board, 4th graders grew the percentage of students who were above standard.
2. Overall, we decreased the number of students who were below standard.
3. In the area of COMMUNICATING REASONING, 4th graders improved numbers in all areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		5	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										13	10	7

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	*	*	46.15	*	*	30.77	*	*	0.00	*	*	13	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	*	*	53.85	*	*	15.38	*	*	0.00	*	*	13	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	61.54	*	*	30.77	*	*	7.69	*	*	13	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	*	*	46.15	*	*	7.69	*	*	13	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*

Conclusions based on this data:

1. No data available for 23.24

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
214	10.3	5.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in John L. Webster Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	5.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	22	10.3
Students with Disabilities	25	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.8
Asian	7	3.3
Hispanic	13	6.1
White	185	86.4

Conclusions based on this data:

1. Due to the Woolsey Fires and the Pandemic in the last three consecutive years, Malibu enrollment continues to decline.
2. As our enrollment declines, so do the percentages of EL and economically disadvantaged students.
3. Our student population has representation in five of the eight race/ethnicities, which reflects our growing diversity.

School and Student Performance Data





Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Yellow
Mathematics  Green		

Conclusions based on this data:

- While there is not much detail here to determine specifics, it would appear that our achievement in ELA is positive.
- While there is not much detail here to determine specifics, it would appear that our achievement in Mathematics is positive.
- We need to improve Chronic Absenteeism in Malibu.

School and Student Performance Data

Academic Performance English Language Arts

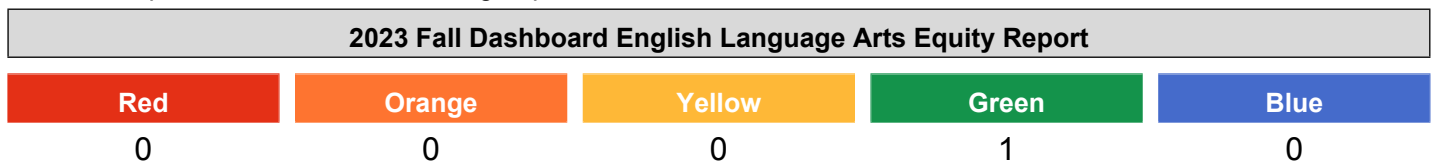
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 69.5 points above standard Decreased -5.1 points 110 Students	English Learners Less than 11 Students 9 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 62.1 points above standard Increased Significantly +26.3 points 15 Students	Students with Disabilities 29 points above standard Increased Significantly +26.2 points 20 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 6 Students	Filipino  No Performance Color 0 Students
Hispanic Less than 11 Students 8 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Green 73.1 points above standard Decreased -7.2 points 94 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students 2 Students	Reclassified English Learners Less than 11 Students 7 Students	English Only 73.6 points above standard Maintained -2.8 points 97 Students
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Conclusions based on this data:

1. While we are almost 70 points above standard, we showed a small decrease from the previous testing data.
2. We have shown impactful growth in terms of socioeconomically disadvantaged students.
3. We have shown impactful growth in terms of students with disabilities.

School and Student Performance Data

Academic Performance Mathematics

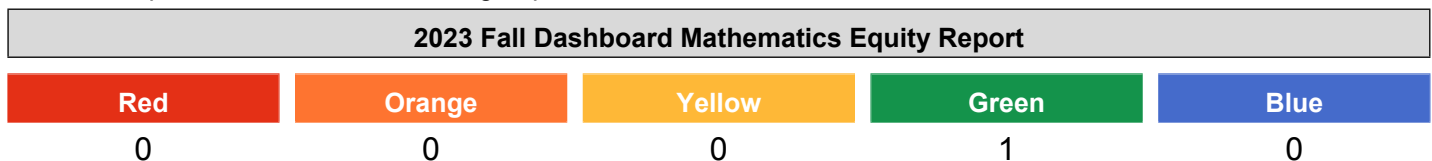
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 47.1 points above standard Decreased -8.9 points 110 Students	English Learners Less than 11 Students 9 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 15.5 points above standard Increased +4.2 points 15 Students	Students with Disabilities 8.3 points above standard Increased Significantly +21.5 points 20 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 6 Students	Filipino  No Performance Color 0 Students
Hispanic Less than 11 Students 8 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Green 47.1 points above standard Decreased -11.2 points 94 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students 2 Students	Reclassified English Learners Less than 11 Students 7 Students	English Only 46.4 points above standard Decreased -13.1 points 97 Students
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Conclusions based on this data:

1. While we are about 47 points above standard, we showed a small decrease from the previous testing data.
2. We have shown growth in terms of socioeconomically disadvantaged students.
3. We have shown growth in terms of students with disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator					
	<table><tr><th>English Learner Progress</th></tr><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 5 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students: 5 Students	Performance Level: No Performance Level
	English Learner Progress				
	making progress towards English language proficiency				
	Number of EL Students: 5 Students				
Performance Level: No Performance Level					

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. We do not have enough EL students in this category to make informative conclusions.

School and Student Performance Data

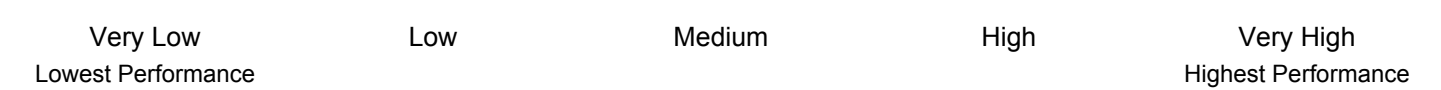
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

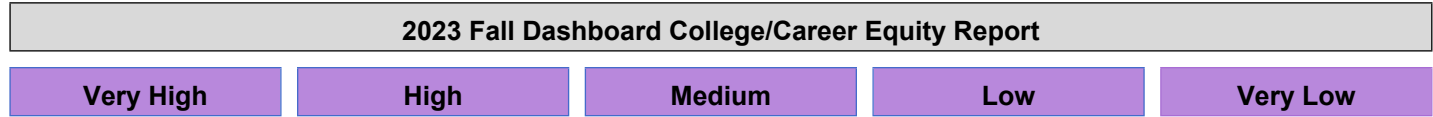
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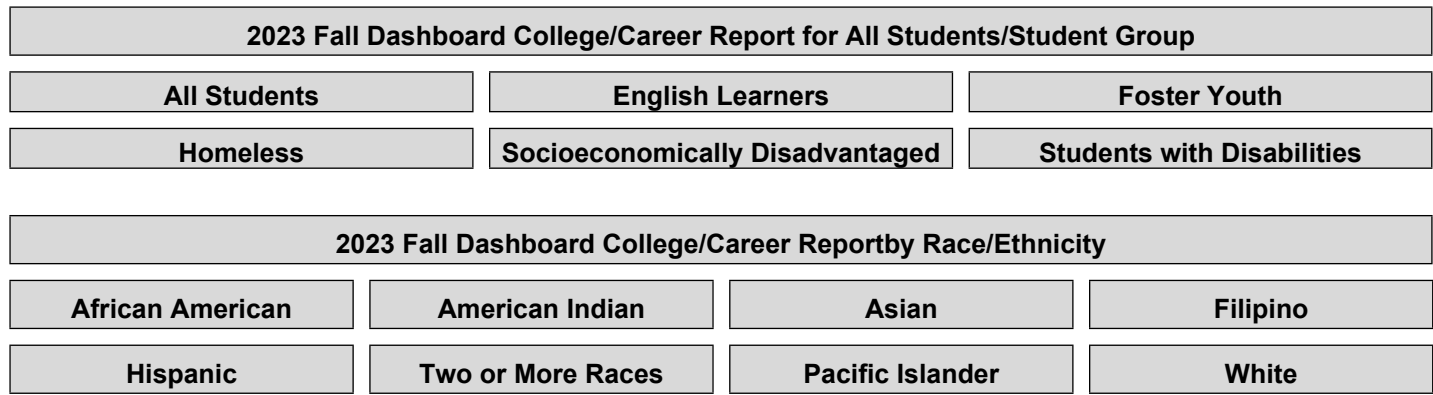
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. No data is available.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

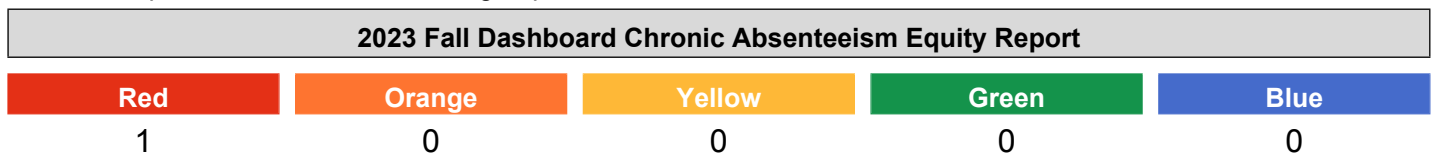
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Red</p> <p>20.5% Chronically Absent</p> <p>Increased Significantly 4.3</p> <p>220 Students</p>	English Learners <p>18.2% Chronically Absent</p> <p>Maintained 0</p> <p>11 Students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged <p>12% Chronically Absent</p> <p>Declined -9.9</p> <p>25 Students</p>	Students with Disabilities <p>16.7% Chronically Absent</p> <p>Maintained 0</p> <p>30 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students
Hispanic 7.7% Chronically Absent Declined -5.4 13 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Red 21.1% Chronically Absent Increased Significantly 4.7 194 Students

Conclusions based on this data:

1. We have decreased chronic absenteeism amongst our Hispanic population.
2. We have decreased chronic absenteeism amongst our socioeconomically disadvantaged population.
3. Chronic absenteeism has increased for our White population.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data available

School and Student Performance Data

Conditions & Climate Suspension Rate

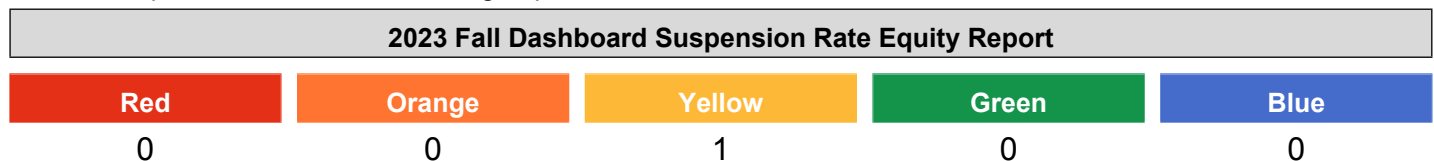
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.9 222 Students</p>	English Learners <p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged <p>0% suspended at least one day</p> <p>Maintained 0 25 Students</p>	Students with Disabilities <p>3.3% suspended at least one day</p> <p>Increased 3.3 30 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students
Hispanic 0% suspended at least one day Maintained 0 13 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	 Yellow 1% suspended at least one day Increased 1 196 Students

Conclusions based on this data:

1. Our school has implemented a Multi-Tiered System of Support (MTSS) which is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. We have specifically, revamped our positive behavior support system.
2. Minimizing or eliminating suspensions shows that we are encouraging a culture of inclusion and problem solving on campus.
3. What is not shown in this data is that there was only 1 suspension in the Spring of 2023...there were 0 suspensions 2023/2024

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts and Mathematics Development

LEA/LCAP Goal

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

Goal 1

All students engage in relevant, standards-aligned instruction. They learn to organize their thinking in reading, math, and writing across the curriculum utilizing Thinking Maps, and Growth Mindsets. Teachers will support student growth and high academic expectations utilizing strategies gained through Professional Development and PLC collaborative work sessions. Growth will be measured by 80% of students meeting or exceeding proficiency metrics in both ELA and Math on the 2024-25 CAASPP assessment.

Identified Need

LCAP 2.1 - Implementation of the Common Core State Standards
LCAP 4.1 and 4. 2 - Increase the percentage of students who are classified as standard Met or Exceeded on the CAASPP exam.
All PreK-12 students engage in a rigorous, relevant and standards-aligned curriculum. Utilizing strategies gained through Professional Development, teachers will support student growth in ELA as evidenced by a 5% increase in students at the Met or Exceeded Standard on the ELA writing strand on CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores from 2023-24 grades 3-5 IAB scores in ELA from 2023-24 Ren Star scores 3rd grade ELA/Math	RennStar Fall and Winter scores as checkpoints throughout the 2024-25 year. Reduce the number of students below the 25% in each reporting period.	80% of students performing at the Met or Exceeded overall ELA performance and 80% of students performing at the Met or Exceeded overall Math performance on the 2024-25 CAASPP. IAB and Ren Star scores will show 5% increase in students above 80th percentile in ELA and Math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Review last available CAASPP scores to analyze trends and develop a baseline.

Provide time over the summer for our SLT to analyze the data to inform our SLT plan and edit or refocus our goals.

Director of Assessments reviews results with principal; Principal reviews results with instructional coach; Director also reviews with all literacy coaches;

Principal and instructional coach review results with all teaching staff at Professional Development meeting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

800

Source(s)

District Funded

Assessment Review/ SLT Planning for 24.25

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Review district assessments for timelines, and accuracy prior to implementing. Teachers review calendar to set up testing window. Teachers set up sub days for assessments not funded through the district, such as running records. Data team meetings are organized each semester by grade level to allow teachers to analyze trends, specific needs, and next steps for professional growth and student intervention. We will be deepening our work through vertical alignment and planning with the essential standards and themes in mind.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

	Assessment review
1,500	District Funded 0001-0999: Unrestricted: Locally Defined Teachers set up sub days for assessments not funded through the district

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement district assessments with fidelity.

Take time to review student work to change/influence teacher planning and next steps.

Participate in District wide Interim Assessment Blocks and review results

All 3rd - 5th grade teachers have students participate in 2 ELA and Math Interim Assessment Block assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Ren Star implementation; 2nd - 5th all computer based; TK-1st with additional teacher support (district pays for sub time), district wide interim assessments in English and Math
0	Professional Development Banked time utilized to share student work by and across grade levels.
0	During class time or computer lab teachers have students work on their Chromebooks or on computers in the lab to complete the IABs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Launch the year with school-wide Thinking Maps Training in math. Write from the Beginning (WFTB) Professional Development training for NEW teaching staff to support a school-wide common writing program. This dovetails with the school-wide Thinking Maps program, which supports student organization and processing skills. Trainers of Trainers will provide 20 hours of service using their NBCT hours. Additional support for staff during Professional Development Banked time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1200

Site Formula Funds
None Specified
Banked Time professional development -
provided by district

0

District Funded

Trainers of Trainers (teaching staff) attend
training in preparation for upcoming rollout
(Opinion)-provided by LCAP

0

District Funded
None Specified
Materials for the WFTB-provided by LCAP

0

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize Instructional Assistants in the classroom to support small group and individualized instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

156,000

Source(s)

Parent-Teacher Association (PTA)
None Specified
Instructional Assistants, including salary and benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize the assessment results to have Data meetings to consider student skills, areas of strength and areas of growth. Teachers meet by grade level with instructional coach to review student placement, growth and areas of need. Teacher to teacher professional development. In Data meetings confirm Tiered academic need for students. Based on the data meetings students will be placed in to various groups such as Tier I only; Tier II with weekly teacher support; or Tier III with teacher support, and Language and Literacy Interventionist support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

District Funded
0001-0999: Unrestricted: Locally Defined
Teachers subbed out or at PD time (by grade level) to work with literacy coach if unable to conduct during banked time

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Invite qualified Tier III 3rd - 5th grade students to participate in small group reading instruction 4 days a week in addition to the classroom literacy work. Progress monitor per district requirements and adjust students within intervention programs based on assessment results. Look for ways for additional small group instruction for students in other grades. Currently in process of implementing a TIER 2 reading group for grades 2nd-5th. Instructional coach, LLI, classroom teacher and principal monitor student work and make decisions about students continuing, exiting or being invited to attend the additional intervention program with the Language and Literacy Interventionist.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Site Formula Funds

SIPPS and LLI curricula will be used; provided through Educational Services

0

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Utilize Lexia and Reading Plus as forms of tiered level of support.
Utilized for all students at all grade levels as needed.
Utilize Michael Heggerty literacy phonemic awareness work as forms of tiered level work.
Utilize Words Their Way word study/spelling work as forms of tiered level support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District LCAP Funds

None Specified

Lexia program purchased for students in all grades, TK-5. Additionally, Reading Plus, Newsela SEL, ELA, and Social Studies will be purchased by the district.

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

New STEAM LAB teacher will be hired to construct the lessons, work directly with teachers, and acquire supplies and equipment. Provide STEAM lab opportunities to each class 2-4 times monthly TK-5th anchored in the engineering, design arts, and science standards. Students design, build,

problem solve, reflect, report, explain, and share their learning in the lab and with the community. Continue with PTA sponsored STEAM assemblies, labs, outdoor science education, and other hands on experiences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15000	Parent-Teacher Association (PTA) STEAM supplies and teacher hourly for designing school-wide lessons.
25000	None Specified Prop 28 Funds for the Arts

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide afterschool learning opportunities for students and their families to promote a community of learners. Provide enriching learning activities to instruct parents on our school-wide goals and provide opportunity for them to learn alongside their children.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Parent-Teacher Association (PTA)
0	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize PLC time to continue work in the following areas: review lesson design of math lessons, implement recommended CGI formats, use Childrens Mathematics, Intentional Talk, Book study with Putting the Practices in to Action to support teacher development, evaluate student work, or view CAASPP viewing system.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

District LCAP Funds
0001-0999: Unrestricted: Locally Defined
Sub time for collaboration to occur outside of
banked time

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All 4th and 5th grade students are invited to participate in "Math Club," a before school program once a week where students work on challenging math problem solving questions. Designed to be rigorous, the only requirement is that students attend regularly, and complete the assigned homework. At the end of the school year, there is a Math Field Day for students who have participated throughout the entire school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Parent-Teacher Association (PTA)
None Specified
Teachers are paid at hourly rate for one hour
each week to support student growth in
mathematics

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Sub Days to Support Collaboration, Professional Development, development of grade level benchmark assessments and learning walks. Build highly effective grade level teams through collective expertise, modeling and collaboration. After learning rounds provide a detailed list of strategies (GROWS and GLOWS) and learning targets for the entire staff to reflect.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

District Funded
0001-0999: Unrestricted: Locally Defined
Sub days as needed to support site and district initiatives

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Materials to support SLT work and additional general/instructional supplies. Materials to support visible learning strategies.

Writing books- establish a collection of students' work for reference, editing, growth over time.

TMaps posters- for student reference, small group instruction and modeling.

Anchor chart paper- authentic, teacher constructed posters that highlight learning objectives and student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

Site Formula Funds
0001-0999: Unrestricted: Locally Defined
May be used for chart paper, Thinking Maps materials, Write From the Beginning Materials, readers work shop materials, classroom library books, F/P kits, other assesment materials.

0

0

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will use thinking maps as a result of teachers integrating and modelling thinking maps, through explicit instruction of academic language students will be able to utilize academic language during partner, small group, and whole class discussions and will be evident in their writing. Teachers will deliver explicit instruction in English language conventions and will teach the mini-lessons from Setting the Stage in order to support students formulating more complex sentences orally and/or in writing and citing evidence within their writing and speaking

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Site Formula Funds

Materials, Training, Release Time all listed previously.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop 21st century computer science skills such as coding and simple software programming. Purchase and offer a computer-lab based program (with an instructor) with classes once a week for 40-60 minutes in grades TK-5th. Planet Bravo curriculum will need to be replaced as this company has closed its doors.

Train staff and provide students regular weekly usage opportunities on DreamBox (adaptive, online math curriculum). Utilize the targeted assignments from the program to differentiate and remediate students skills based on grade level math content standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

35,000

Source(s)

Parent-Teacher Association (PTA)
None Specified
Technology Program

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Thinking Maps training year 3 roll-out has been instrumental in meeting our SLT plan goal in writing. Thinking across all content areas. In 23.24 we expanded our learning to include all content areas in our professional learning plan. We found that using Thinking Maps in mathematics has been instrumental in helping students organize their processes for problem solving.

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 moved toward bi-annual Deep Learning EXPOS this year, which allowed us to exhibit student learning to a much broader audience. This has give our community the confidence in our mission to continue to help fund our STEAM Lab and a new educator for this space.

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.

The addition of a STEAM Lab educator will have a profound affect on our ability to move forward with developing critical thinking and problem solving skills in our students. The kinds of curriculum the STEAM Lab provides will support students and teachers in a design process that accentuates the need to organize information. This leads to a better system for thinking maps and mindsets.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum. LCAP 4 Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.

Goal 2

Provide English Learners with curriculum access and varied opportunities to develop their English proficiency through designated and embedded daily instruction. The inclusion of and focus on PBL strategies will be of further support to our EL community. Growth will be measured by 75% of our identified English Learners improving one or more levels annually as measured on the ELPAC.

Identified Need

Provide EL students with access and opportunity to grow in their English language development through designated and embedded daily instruction. Have 75% of identified English Learners improve one or more levels annually as measured on ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC overall score growth by at least one "overall" level. Percentage of students who reclassify before exiting 5th grade.	2023-2024 ELPAC scores. Report card growth provided twice yearly by the LLI. % of EL students scoring at or above grade level standard on overall AReading/Ren Star scores.	75% of identified English Learners improve one or more levels annually as measured on ELPAC 24-25.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL learners

Strategy/Activity

Core instruction with integrated and designated ELD happening in general education classroom. Classroom teacher supported by Instructional Coach providing teacher to teacher support. Access to Rosetta Stone for Beginners. Site based training on ELD strategies (i.e. academic vocabulary

and sentence frames) during banked time. Dedicated PD for teachers on the ELD standard continuum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Teachers continue to familiarize themselves and integrate ELA/ELD standards using district curriculum map and approved instructional materials, district training on ELA/ELD standards. Teachers see the value of relevant and engaging instruction, involving the use of productive language, as an impactful support for EL learners.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL learners

Strategy/Activity

Tier 3 intervention groups including SIPPS and English 3D for students who qualify in grades 3rd-5th. If space is available we will extend this to Tier 2 students in the same grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District supports LLI and Tier 3 groups

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

SPED and EL learners

Strategy/Activity

SPED/EL crossover district training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified SPED/EL Compliance Training

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Learners

Strategy/Activity

Teacher ELD support in classrooms around benchmark, academic language, and language frames.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Teacher support during banked time around best practices to support ELs, including how benchmark differentiates for EL learners

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ongoing use of Thinking Maps and Write from the Beginning to support ELD. 6 week cycle roll-out lessons in ELD, Math and ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Instructional practices allow for use of academic language, use of language frames, organization of thoughts.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Learners

Strategy/Activity

Designated daily EL instruction of ELs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

EL instruction by general education teacher broadens to include a focus on productive language and student engagement.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Our LLI programming is supportive and directed at the specific needs of our EL learners. We found a permanent replacement for our temporary LLI this year. The use of E3D, leveled literacy, and SIPPS has proven so effective we have trained additional staff in its use. Bi-weekly meetings with the LLI, principal, and instructional coach on learning targets and student growth were also implemented.

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 students who would benefit from TIER 3 support with the LLI. However, given that our LLI is part-time and can only serve students who meet the specific criteria for support poses problem. It is also a new focus to have educators working to support the development of a more engaged classroom. We are looking at strategies for student-driven curriculum development and shifts in daily Tier 1 instruction.

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 utilized additional funding for teacher hourly and training for teachers to utilize the SIPPS program with students who "almost" meet requirements or are RFEP and still need monitoring. Given our small teaching staff, and parental desire to have students attend before or after-school courses, we have not been successful in offering Academic toolkit programming.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Goal 3

All students participate in relevant, engaging, standards-aligned, integrated, and student-driven projects. These projects will lead to DEEP LEARNING EXPOS (exhibitions of student learning focused on the articulation of student process and inquiry). These projects will highlight Systems Thinking, Design Thinking, Thinking Maps, and Communication Literacy (the understanding of how to identify specific audiences, use a variety of mediums to communicate thoughts, ideas, and products, and meaningfully connect with those audiences...mediums may include writing, graphic design, film, physical construction of models, website design, info-graphics, podcasts, etc...) We will align with our new computer lab program, STEAM Lab Educator, and our Art program to support these projects. Teachers will support student growth and high academic expectations utilizing strategies gained through Professional Development. Growth will be measured by a 5% increase in student attendance and 80% of students reporting feeling academically challenged and engaged on local surveys (i.e. Hanover climate survey, OLWEUS, and CA Healthy Kids).

Identified Need

LCAP 3.1 - Increase the percent of parents and students who are satisfied or very satisfied with the quality of their children's education.

LCAP 5 - Attendance will increase and trancies will decrease

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
OLWEUS 3rd-5th grade survey. CA Healthy Kids Survey for 5th grade (specific questions regarding feeling challenged and engaged) Hanover Student/Parent climate engagement survey. A2A data- Reduction in 23.24 chronic absenteeism rate from year the prior.	Community Circle, Restorative Justice, Responsive Classroom lessons and feedback provide to OLWEUS committee. Number of grade level or teacher specific projects.	5% increase in student attendance and 80% of students reporting feeling academically challenged and engaged on local surveys (i.e. Hanover climate survey, OLWEUS, and CA Healthy Kids). Students will report through reflections and school-wide writing enjoyment in STEAM and Deep Learning projects. 5% decrease in both manageable/chronic absenteeism.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Growth from Fall to Spring as measured by Deep Learning Projections/Rubrics in the area of collaboration.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Olweus Bully Prevention Program (OBPP) survey data to prepare. Survey data shared with staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will dedicate 30 minutes daily to Social Emotional Learning using Second Step. During this time Ongoing efforts with OLWEUS classroom meetings, Spirit Assemblies, and Best on the Beach winners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

District Funded
0001-0999: Unrestricted: Locally Defined

Various character assemblies, certificates and prizes.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Synthesize school efforts into a "Schoolwide Behavior Plan"

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

0001-0999: Unrestricted: Locally Defined
Build out a program around our "Growth Mindsets" in order to develop school culture and climate.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff development will be focused on project development. These meetings will be collaborative and outcome focused. We will begin to map projects in terms of looking at common threads upon which to build for future student growth. A five-year plan will be developed where some projects build upon others and repeat as a cycle from K-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

OBPP Survey for 3rd - 5th grade students. Data will be used to determine areas of need and design solutions to identified challenges.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote and execute variety of service learning opportunities: Botswana School Project, canned food drive, sock drive, Halloween candy, reused school book fair, beach clean up, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
Service drives and improve student leadership group.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Utilize lab and classroom chromebook carts for variety of assesments and programs including lexia, reading plus, Renaissance assessments, RennStar, districtwide interims, CAASPP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
Provide work time on chromebooks and computers on assessments, practice and interim assessments.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers work with new STEAM Lab educator (aspirational) to augment instruction by designing PBL/ Deep Learning Projects.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Other

STEAM Lab teacher (aspirational), Computer lab teacher, art teacher, garden teacher, all help to integrate lessons into PBL structure for extended learning. BGCM will offer funding and support for content experts, materials, and additional funding for projects.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students engage and participate in range of district and PTA sponsored programs: instrumental music, vocal music, holiday music, recorder, ballroom dance, physical education, theater, art, gardening, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000

Source(s)

Parent-Teacher Association (PTA)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Variety of PTA and school sponsored events (DEEP Learning EXPOS, Family Nights, Family Math night with Pepperdine Regents, Science/STEM Activities, Assemblies, Field Trips, Parent Education etc.)

Parent volunteer program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Parent-Teacher Association (PTA)

PTA supported events

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Identified students with a referral or recommendation from teacher or parent

Strategy/Activity

Provide social and emotional supports including individual counseling and groups. Lunch art cart supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Site Formula Funds

Boys and Girls Club Wellness Program to support Webster students.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Community building efforts: school and classroom circles, Best on the Beach, Random Acts of Kindness, community events, ice breakers, team building.

Strengthen restorative approaches within classroom, school, and parent community. Staff attend district provided training.

Increase staff awareness of Social Justice standards. Professional development from district SJS coordinator.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Build and strengthen community to include student to student relationships, staff to student relationship, and school and families/community relationships.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Extra hourly office support

Supplies for Office, PAS, and Nurse

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Site Formula Funds
0001-0999: Unrestricted: Locally Defined
Ensure necessary staff support and supplies to serve our students and families

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$269,800.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$26,000.00
District Funded	\$8,800.00
District LCAP Funds	\$1,500.00
Other	\$5,000.00
Parent-Teacher Association (PTA)	\$224,000.00
Site Formula Funds	\$4,500.00

Subtotal of state or local funds included for this school: \$269,800.00

Total of federal, state, and/or local funds for this school: \$269,800.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	505.42	505.42

Title II (Teacher Improvement)		
Site Formula Funds	21615	17,115.00
Stretch Grant (SMMEF)	30166	30,166.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Tedd Wakeman	Principal
Dee Dee Cooper	Classroom Teacher
Weijin Conrad	Other School Staff
Peri Monte	Other School Staff
Vicky Farrell	Parent or Community Member
Chad Peters	Parent or Community Member
Amy Stark	Classroom Teacher
Sara Epstein	Parent or Community Member
Heather Pitz	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5-9-24.

Attested:

Principal, Tedd Wakeman on 5-9-24

SSC Chairperson, Tedd Wakeman on 5-9-24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Santa Monica-Malibu Unified School District
Educational Services Department
John L. Webster Elementary School

PARENT AND FAMILY ENGAGEMENT POLICY

John L. Webster Elementary School has developed a written parent and family engagement policy with input from parents.

Webster Elementary School

It has distributed the policy to all parents and guardians.

This policy describes the means for carrying out 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])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

First day packets, which will vary to some degree from class to class, will be sent home digitally to parents during the first week of school. Parents are encouraged to attend and ask questions during Webster's Back to School Night.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

Monthly PTSA meetings with Zoom access
Monthly School Site Council meetings after school with Zoom and in person access
Exhibitions of Learning will be held twice a year with both daytime and nighttime visitation opportunities
Parent/Teacher Conferences are offered twice a year
Coffee and Conversation with the principal will take place 4-5 times a year

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

Through School Site Council and PTSA reps, and meetings open to all parents, parents may plan, review, and improve school programs.

Through learning walks and inviting parent reps to participate in staff processes to improve programs and to help plan improvement.

Volunteer Opportunities:

Classroom: Room parents, special project volunteers, one time or repeated classroom assistance, guest experts, trip chaperones, STEAM lab

School-wide: Campus beautification (includes Gardening), library, special events such as Halloween, Jog-A-Thon, talent show, all school camp out, holiday performances, potlucks,

celebrations, Book Fair and community swaps (books, costumes, board games), staff appreciation lunches, and fundraising activities

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

Through the principal's weekly newsletter, all school emails, teacher email updates, teacher weekly newsletters, teacher daily updates, school's website

The school provides parents 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. How does the school provide the information?

Through the principal's weekly newsletter, all school emails, teacher email updates, teacher weekly newsletters, school's website, two times a year conferences, two times a year report cards, exhibitions of student learning.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Staff is available for communication with parents and email, phone, Zoom, or meet with parents who have ideas about decisions relating to the education of their child(ren).

Principal's weekly newsletter makes parents aware of upcoming education decisions for which parents are welcome to provide feedback.

SSTs, 504s, and IEPs

All district or school-based surveys are given with information and notice so parents can provide timely input on their children's education.

The school engages 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Progress and achievement of the child is discussed in parent teacher conferences twice a year as well as twice a year report cards where suggested next steps to support learners are included.

District sends reports about student progress for each benchmark assessment period.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Classroom teachers utilize email, Google Docs, and/or Google photo albums for parents to see more of how students are learning

Principal's weekly newsletter provides written and visual updates of student learning

Meetings, conferences, email updates

Invitations and explanations of Tier 2 or Tier 3 interventions offered

Lexia and DreamBox provided to help parents support student learning

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

It is Webster's underlying philosophy that it is a relationship between parents, students, and educators that best supports growth and learning.

At Webster, we believe in a system's thinking approach to all we do, putting parents directly in the mix as partners in student success.

Parents are an essential component of making Webster thrive.

School Leadership Team supports multi-age teaching partners in planning ways to further parent partnership

Student Council generates ideas for community engagement including parents

The school coordinates and integrates 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.

Partnering with the BGCM Wellness Center

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

Webster PTSA uses a communication platform powered by Google. All posts can be translated into any Google supported language.

Webster PTSA Website all can be translated into any Google supported language.

Webster provides information in English and if interpretation in another language is needed at a meeting, it is provided.

We use email, phone, and in person contact to share information.

School Site Council Parent Reps as well as PTSA Exec Board members help develop additional parent volunteer opportunities as suggested by parents.

The school provides support for parental involvement activities requested by parents.

When parents are proficient in a language other than English, district interpreters or a parent buddy who speaks both languages help provide information. Spanish translation is provided on site as needed. The school campus is ADA compliant and provides physical access to all parent needs.

The school provides opportunities for the participation of all 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).

This policy was adopted by John L. Webster Elementary School on 4/29/24 and will be in effect for the period of 1 year.

The school will distribute the policy to all parents of students on, or before: 8/24/24.

Name of Authorized Official: Tedd Wakeman

Signature of Authorized Official here:

Date Approved: 4/29/24





Santa Monica-Malibu Unified School District
Educational Services Department
John L. Webster Elementary School

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2024-2025

John L. Webster Elementary School 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?

Webster teachers and principal ensure that report cards, conferences, progress reports, contact information, and volunteer opportunities are timely and of high-quality.

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?

Webster teachers and principal ensure that report cards, conferences, progress reports, contact information, and online

dashboards are shared with parents in a timely and frequent manner. The Weekly Principal's Newsletter, any teacher newsletters, and Parent Handbook are good resources for parents.

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

Webster teachers and principal provide materials and trainings to parents to help their students. Example: Coffee and Conversation, Back to School Night, Exhibitions of Learning, and other resources found in the Parent Handbook and Newsletter are good resources for parents. The DreamBox parent dashboard is another great tool for parents.

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?

The principal offers over a dozen Volunteer Training opportunities each school year. The principal ensures that teachers

suggest goals to parents via Report Cards. Principal and teacher newsletters also offer parents a rich variety of ways to help from

home and in the classroom.

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?

Through the PTA, we offer many opportunities for parents to support our equity goals. We also work to restore the arts and provide IAs at

Webster. We also make sure that City, District, and MBGC opportunities are well advertised.

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 in which ways?

Our Weekly Newsletter is sent out weekly in both English and Spanish.

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

Parent requested activities are reviewed by either the PTA or the SSC. Ideas that appear to support our school goals are given serious consideration. In addition, we have parent volunteers who help to coordinate offerings from the community for educator utilization.

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?

The principal ensures that the SSC and Weekly Newsletters support parents of all backgrounds. Agendas, minutes, handbook, and newsletters all are designed to engage and support all students and their parents.

This Compact was adopted by the John L. Webster Elementary School on 4/29/24, and will be in effect for the period of 1 year.

The school will distribute the Compact to all parents and family members of students participating on, or before:8/24/24.

Name of Authorized Official: Tedd Wakeman

Signature of Authorized Official here:

Date Approved: 4/29/24

A handwritten signature in blue ink, appearing to read "T. Wakeman", is written over the signature line.