



# School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Webster School	Elementary	19-64980-6022636	5-22-25	06-24-25

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Webster Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) outlines Webster Elementary's planned actions and expenditures to support student outcomes and overall performance. This plan aligns with the Santa Monica-Malibu Unified School District's Local Control Accountability Plan (LCAP), which establishes goals for the entire district.

Webster Elementary does not receive Title I funds. The schoolwide plan ensures that its goals, strategies, and activities directly support the district's LCAP priorities. The SPSA is informed by an annual needs assessment and an ongoing continuous improvement process, identifying schoolwide goals and the strategies necessary to achieve them. It also reflects the required actions and implementation strategies in alignment with local school board policies.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Webster Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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At Webster Elementary, we are committed to creating engaging learning environments that spark curiosity, inquiry, and a love for learning. We cultivate thoughtful, empathetic problem-solvers who embrace a growth mindset, adapt to challenges, and value diversity. Our SPSA goals align with this vision, prioritizing academic excellence, social-emotional development, and inclusive practices to ensure all students build a strong foundation for success in an ever-changing world.

The 2025-2026 SPSA goals align with the Santa Monica-Malibu Unified School District's Local Control Accountability Plan (LCAP) and the eight state priority areas:

## District LCAP Goals:

- 1) All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment. (State Priorities: 1, 2, 4, 7, 8)
- 2) Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum. (State Priorities: 1, 2, 4, 7, 8)
- 3) All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning. (State Priorities: 1, 3, 5, 6)

## Superintendent's Key Priorities:

- Reclassification
- Special Education
- Transformative Approaches
- Maintenance
- Fiscal Services
- Guaranteed Viable Curriculum

# Educational Partner Involvement

How, when, and with whom did Webster Elementary 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

Webster Elementary values a collaborative and inclusive approach to school improvement, ensuring that the School Plan for Student Achievement (SPSA) reflects the collective input of staff, families, and community members. The annual SPSA planning, review, and revision process is a shared responsibility among school administration, the School Leadership Team (SLT), and the School Site Council (SSC).

The SLT consists of staff members selected by the principal, while the SSC includes school staff, parents, and community members. These groups collaborate to determine SPSA goals and strategies/activities, ensuring alignment with SMMUSD's LCAP goals, the Site Implementation Plan, and the most recent district assessment data.

The primary responsibility of the SSC is to develop and oversee the SPSA, providing an opportunity for stakeholders to:

- Engage in collaborative decision-making to enhance student support and school growth.
- Analyze state and local student achievement, attendance, and school climate data.
- Identify and develop school improvement priorities based on stakeholder input.
- Strengthen relationships among staff, families, and the community in pursuit of student success.
- Recognize and celebrate progress in student performance and growth.

This ongoing collaboration ensures that strategies and resources are effectively identified, organized, and implemented to support increased student achievement.

Multilingual Learner Considerations:

Webster Elementary remained below 22 multilingual learners, which does not require an English Learner Advisory Committee (ELAC) subcommittee. However, the needs of our multilingual learners are integrated into our SPSA goals, ensuring alignment with district LCAP goals and a commitment to culturally and linguistically responsive instruction.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities identified as a result of the required needs assessment.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the most recent California School Dashboard data, Webster Elementary does not have any state indicators in the "Red" or "Orange" performance categories.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the most recent California School Dashboard data, Webster Elementary does not have any student groups performing two or more levels below the "All Students" performance level on any state indicator.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other local data including surveys, local observations, and classroom observations are outlined below.

## 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).

The 2025-2026 SPSA is informed by academic data from diagnostic assessments from 2024-2025 and summative data from the 2024-2025 CAASPP. The needs assessment for this SPSA is also informed by data from the following surveys:

- California Healthy Kids Survey (CHKS)
- Hanover Culture and Climate Survey
- OLWEUS Student Perception Survey

### CHKS SURVEY RESULTS SUMMARY:

The California Healthy Kids Survey (CHKS) was administered in Fall 2024 to 5th-grade students (n=17), parents (n=29), and staff (n=11) to assess stakeholder perceptions of school safety, learning supports, and overall student well-being. The results provide valuable insights into our school's strengths and areas for growth, guiding our efforts to enhance the student experience and support academic success.

#### Strengths to Build Upon:

Academic Motivation – 91% of students reported feeling motivated to succeed.

School Connectedness – 85% of students felt a strong sense of belonging at school.

High Expectations from Adults – 86% of students felt that teachers and staff had high expectations for them.

Parent Involvement – 80% of students reported that their parents were actively involved in their education.

Feeling Safe at School – 76% of students reported feeling safe while on campus.

Student Wellness – 88% of students reported feeling good and happy most or all of the time.

#### Areas for Growth and Improvement:

Meaningful Participation – Only 42% of students felt they had opportunities to contribute meaningfully to school activities.

Facilities Upkeep – Only 35% of students reported that the school's physical environment was well maintained.

School Climate and Safety - While progress has been made, only 61% of students felt their school had a strong anti-bullying culture. Additionally, rule clarity (41%) and student behavior (35%) remain areas for improvement.

### HANOVER CULTURE AND CLIMATE SURVEY:

Hanover Culture and Climate Survey was administered in February 2025 to 4th-grade students (n=29). While staff and parent responses were collected, their sample sizes were not statistically significant for analysis. The survey was designed to assess perceptions of school culture, learning environment, and overall climate.

#### Strengths to Build Upon:

100% of students agreed that the school provides extra help when they need it and that their teachers want them to succeed.

97% of students reported receiving helpful feedback from teachers to support their learning.

85% of students felt that the school prepares them to be ready for the future.

83% agreed that the school offers a broad course of study that supports their learning and interests.

These results reflect a strong foundation in academic support and future readiness, with consistently high levels of student satisfaction in instructional quality and access to learning supports. Moving

forward, Webster will continue to broaden opportunities for student voice and leadership, ensuring that instructional support is closely aligned with student needs, interests, and a shared sense of belonging and purpose across campus.

MULTILINGUAL PARENT SURVEY (results not available and will be reviewed in the Fall 2025)  
Multilingual Parent Survey was administered in April 2025 to parents of multilingual learners to help us understand perceptions of and experiences with English Language support.

## **Classroom Observations**

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

At Webster Elementary, teacher evaluations are guided by the California Standards for the Teaching Profession (CSTPs) and are conducted every five years. In the years between formal evaluations, teachers engage in a professional growth experience to support ongoing development and refinement of instructional practices.

The formal evaluation process includes scheduled classroom observations conducted by site administrators, with a focus on specific CSTP elements aligned to each teacher's growth goals and instructional priorities. In addition to formal evaluations, administrators conduct regular informal walkthroughs throughout the year to monitor instructional practices, provide timely feedback, and support continuous improvement. This evaluation and observation process is designed not only to assess teacher performance but to foster reflective practice, professional learning, and the continual refinement of instructional strategies to enhance student learning outcomes.

To further support instructional growth, Webster's School Leadership Team (SLT) will facilitate site-specific formal learning rounds during the 2025–2026 school year as part of the inquiry cycle process. These learning rounds will focus specifically on advancing the goals outlined in the school's Implementation Plan, with an emphasis on identifying key instructional practices, sharing observations, and determining possible next steps for sitewide improvement.

In addition, at least once annually, the SLT, Malibu Pathway administrators, and district cabinet members—facilitated by instructional coaches—will conduct a formal learning round. These collaborative visits are designed to build a shared understanding of effective instructional practice, with a particular focus on the host site's strategic priorities, alignment with LCAP goals, and how the site is supporting the learning needs of BIPOC (Black, Indigenous, and People of Color) students.



## **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)

In alignment with the SMMUSD Assessment Continuum, Webster Elementary administers diagnostic assessments (Star Renaissance), progress monitoring tools (Star Renaissance), and interim assessments (CAASPP Interim Assessment Blocks - IABs and Focused IABs - FIABs) in English Language Arts (ELA) and Mathematics.

Fall 2024 CAASPP Interim Assessments:

Grade 3:

- ELA – Language and Vocabulary Use FIAB: 78% of students scored near or above standard
- Math – Multiplication and Division FIAB: 44% of students scored near or above standard

Grade 4:

- ELA – Language and Vocabulary Use FIAB: 96% of students scored near or above standard
- Math – Number and Operations in Base Ten IAB: 86% of students scored near or above standard

Grade 5:

- ELA – Language and Vocabulary Use FIAB: 96% of students scored near or above standard
- Math – Number and Operations in Base Ten IAB: 68% of students scored near or above standard

The SPSA originally planned for all 3rd–5th grade students to complete two ELA and two Math IABs as part of ongoing progress monitoring. However, due to the timing of the wildfires and resulting campus closures, only one IAB in each subject area was administered during the 2024-2025 school year, as the Spring assessment was optional.

STAR RENAISSANCE Diagnostic and Progress Monitoring Data (Students Below 25th percentile):

ELA:

STAR Early Literacy (Kindergarten): 13.4% in fall, 13.4% in winter, and XX% in spring

STAR Reading (Grades 1–5):

Grade K: 0% in fall, 0% in winter, and XX% in spring (applicable to students scoring above a certain benchmark) ...UPDATE

Grade 1: 20% in fall, 8.3% in winter, and XX% in spring

Grade 2: 10.6% in fall, 11.1% in winter, and XX% in spring

Grade 3: 9.7% in fall, 12.9% in winter, and XX% in spring

Grade 4: 4% in fall, 8.3% in winter, and XX% in spring

Grade 5: 4.8% in fall, 9.6% in winter, and XX% in spring

MATH:

Grade K: 0% in fall, 0% in winter, and XX% in spring (applicable to students scoring above a certain benchmark)

Grade 1: 42.8% in fall, 14.2% in winter, and XX% in spring

Grade 2: 15.8% in fall, 11.1% in winter, and XX% in spring

Grade 3: 12.9% in fall, 18.8% in winter, and XX% in spring

Grade 4: 4% in fall, 4.2% in winter, and XX% in spring

Grade 5: 9.5% in fall, 10% in winter, and XX% in spring

At the site level, the review and analysis of both lead and lag indicators drive professional development priorities and instructional strategies. Teachers participate in structured Professional Learning Community (PLC) time focused on analyzing assessment data to identify trends, monitor student progress, and refine instruction. Staff use interim and diagnostic assessment results to inform small-group instruction, guide intervention placement through the Multi-Tiered System of Supports (MTSS), and adjust schoolwide actions to improve student achievement across all grade levels.

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

At Webster Elementary, the use of data to monitor student progress and guide instructional planning is a central part of the ongoing school improvement process. The School Leadership Team (SLT)—comprised of the school administrator, the instructional coach, and certificated representatives spanning primary and upper grades—meets regularly to review student achievement data and instructional practices. As we move into the 2025–2026 school year, the SLT will intentionally expand to incorporate special education representation to ensure that the perspectives of all student subgroups are included in decision-making.

During the 2024–2025 school year, the SLT examined CAASPP results, STAR Renaissance diagnostic and progress monitoring data, and teacher feedback to modify and refine the School Implementation Plan. Based on this analysis, the SLT identified the need to strengthen students' ability to engage in structured, collaborative conversations, with a focus on using the Standards for Mathematical Practice to foster students' perseverance and problem-solving skills.

Key student success indicators were identified to guide instructional focus:

- Students actively listen and share their problem-solving processes with peers and the whole class.
- Students explain their thinking clearly and make their reasoning visible through verbal explanations, written work, or diagrams.
- Students demonstrate active participation, curiosity, and focus during learning tasks.
- Students ask questions to clarify understanding, explore different solution methods, and make real-world connections.
- Students display confidence by persevering through challenges with a positive mindset.

These indicators remain a priority for full implementation during the 2025–2026 school year. To support these goals, Webster Elementary has expanded professional development efforts, adding new training in Kagan Cooperative Learning Structures and Project-Based Learning (PBL 101), alongside expanded implementation of Thinking Maps and Write from the Beginning (WFTB). In addition, all teachers will engage in sitewide training on Building Thinking Classrooms (BTC) to strengthen collaborative problem-solving and student-centered instruction.

The ongoing use of student achievement data is deeply embedded in Webster Elementary's professional practices. Teachers regularly participate in Data Inquiry Cycle meetings to identify learning trends, monitor student progress, and collaboratively plan next instructional steps. These cycles also include vertical articulation across grade levels to ensure consistency with essential standards and thematic planning.

Throughout the year, teachers and the instructional coach use multiple data points—including CAASPP Interim Assessment Block (IAB) results and progress monitoring data—to make informed decisions about Tier I, II, and III intervention placement, ensuring that academic supports are responsive to student needs.

Staff systematically analyze CAASPP IAB and FIAB results to uncover common student misconceptions, refine instructional strategies, and develop targeted remediation plans aimed at addressing specific learning gaps.

Looking ahead, Webster Elementary is committed to deepening instructional practices that promote student-centered learning and collaboration. During grade-level planning time and substitute-supported collaboration sessions, teachers will design Project-Based Learning (PBL) lessons, refine Building Thinking Classrooms (BTC) strategies, and enhance structured collaborative conversations through the integration of Kagan Cooperative Learning Structures. Additionally, teachers and staff

will engage in learning rounds to observe promising instructional practices across classrooms. Structured debriefs using common protocols to foster reflective practice, strengthen instructional coherence, and build collective efficacy.

Based on the comprehensive needs assessment, the following SPSA goals have been established for Webster Elementary:

**SPSA Goal 1: College and Career Readiness**

By the 2025–2026 CAASPP administration, 82% of all students will meet or exceed proficiency standards in both English Language Arts (ELA) and Mathematics, and 78% of students will meet or exceed proficiency standards on the California Science Test (CAST).

**SPSA Goal 2: Student Support**

By June 2026, 60% of identified Multilingual Learners will demonstrate growth by progressing one or more levels on the English Language Proficiency Indicator (ELPI), as measured by the Summative ELPAC and aligned to California School Dashboard criteria.

**SPSA Goal 3: School Climate**

By June 2026, 78% of students will report positively on the School Engagement and Support Scales as measured by student perception surveys (e.g. California Healthy Kids Survey).

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	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	0	
Hispanic/Latino	11.06%	6.07%	9.76%	23	13	20
Pacific Islander	%	0%	%	0	0	
White	83.17%	86.45%	81.46%	173	185	167
Two or More Races	%	0%	1.95%	0	0	4
Not Reported	0.48%	1.4%	2.44%	1	3	5
Total Enrollment				208	214	205

### 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:

- While the school's student body remains predominantly White, the percentage has decreased from 86.45% in 2022-23 to 81.46% in 2023-24. In contrast, the Hispanic/Latino population has grown from 6.07% to 9.76% over the same period. Additionally, the percentage of students identifying as Two or More Races is now recorded at 1.95%. These shifts highlight the importance of fostering an inclusive and culturally responsive school environment.



2. Kindergarten enrollment saw a significant rise in 2023-24, increasing from 40 students to 53, and second grade also experienced growth, from 27 to 34 students. However, there was a notable decline in fourth-grade enrollment (from 45 to 25 students). This trend presents an opportunity to explore ways to strengthen retention and support smooth transitions between grade levels.
3. Over the past three years, total enrollment has remained relatively stable, fluctuating between 205 and 214 students. This consistency indicates that while grade-level enrollment shifts occur, overall school capacity and student population remain steady. This stability provides a foundation for long-term planning in instructional programs, staffing, and resource allocation.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	9	11	8	5.0%	4.3%	3.9%
Fluent English Proficient (FEP)	17	13	9	8.8%	8.2%	4.1%
Reclassified Fluent English Proficient (RFEP)	4	3	4	1.9%	1.4%	2.0%

### Conclusions based on this data:

1. Over the past three years, the percentage of English Learners (ELs) at Webster Elementary has steadily decreased, from 5.0% in 2021-22 to 3.9% in 2023-24.
2. The number of Fluent English Proficient (FEP) students has dropped significantly, from 17 students (8.8%) in 2021-22 to just 9 students (4.1%) in 2023-24.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students remains stable at approximately 8.3%, suggesting that students are successfully progressing through the reclassification process. However, continued monitoring and support for RFEP students is necessary to ensure they sustain academic achievement in core subjects post-reclassification.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39	26	27	39	24	26	39	24	26	100.0	92.3	96.3
Grade 4	44	44	24	44	43	22	44	43	22	100.0	97.7	91.7
Grade 5	39	45	43	38	45	41	38	45	41	97.4	100.0	95.3
All Grades	122	115	94	121	112	89	121	112	89	99.2	97.4	94.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2508.	2490.	2483.	61.54	50.00	38.46	25.64	33.33	38.46	12.82	12.50	23.08	0.00	4.17	0.00
Grade 4	2525.	2520.	2518.	50.00	44.19	45.45	25.00	27.91	22.73	11.36	16.28	27.27	13.64	11.63	4.55
Grade 5	2605.	2590.	2582.	68.42	55.56	53.66	21.05	28.89	34.15	7.89	11.11	9.76	2.63	4.44	2.44
All Grades	N/A	N/A	N/A	59.50	50.00	47.19	23.97	29.46	32.58	10.74	13.39	17.98	5.79	7.14	2.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	29.27	47.37	62.22	63.41	0.00	0.00	7.32
All Grades	44.63	33.04	28.09	50.41	63.39	66.29	4.96	3.57	5.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	51.22	42.11	51.11	48.78	2.63	4.44	0.00
All Grades	36.36	34.82	34.83	56.20	55.36	61.80	7.44	9.82	3.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	26.83	57.89	68.89	70.73	2.63	4.44	2.44
All Grades	32.23	22.32	25.84	64.46	74.11	69.66	3.31	3.57	4.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	31.71	52.63	55.56	65.85	0.00	6.67	2.44
All Grades	40.50	34.82	32.58	57.85	56.25	65.17	1.65	8.93	2.25

#### Conclusions based on this data:

1. The percentage of students in grades 3-5 meeting or exceeding ELA standards has declined over the past three years. While fifth-grade students continue to show relatively high proficiency levels (87.81% meeting or exceeding standards in 2023-24), third and fourth-grade scores are lower, with third grade at 76.92% and fourth grade at 68.18%.
2. Most students are performing at or near standard in reading (66.29%) and research/inquiry (65.17%). In grade 5, 29.27% scored above standard in reading, and 31.71% in research/inquiry,
3. Despite overall declines in ELA proficiency, writing and listening skills have shown some improvement. In grade 5, the percentage of students scoring above standard in writing increased from 44.44% (2022-23) to 51.22% (2023-24). Listening remained stable around 26% percent of students scoring above standard, with over 70% of students scoring at or near standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39	26	27	39	24	25	39	24	25	100.0	92.3	92.6
Grade 4	44	44	24	44	43	22	44	43	22	100.0	97.7	91.7
Grade 5	39	45	43	38	45	41	38	45	41	97.4	100.0	95.3
All Grades	122	115	94	121	112	88	121	112	88	99.2	97.4	93.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2506.	2489.	2494.	56.41	54.17	40.00	28.21	29.17	48.00	10.26	8.33	12.00	5.13	8.33	0.00
Grade 4	2521.	2540.	2528.	36.36	41.86	40.91	36.36	34.88	36.36	22.73	20.93	22.73	4.55	2.33	0.00
Grade 5	2591.	2557.	2575.	63.16	51.11	53.66	15.79	11.11	21.95	10.53	26.67	19.51	10.53	11.11	4.88
Grade 11															
All Grades	N/A	N/A	N/A	51.24	48.21	46.59	27.27	24.11	32.95	14.88	20.54	18.18	6.61	7.14	2.27

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	43.90	31.58	46.67	46.34	13.16	11.11	9.76
Grade 11									
All Grades	55.37	50.89	42.05	34.71	40.18	52.27	9.92	8.93	5.68

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	43.90	36.84	51.11	56.10	5.26	4.44	0.00
All Grades	47.11	44.64	39.77	46.28	50.00	56.82	6.61	5.36	3.41

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
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	39.02	44.74	57.78	53.66	10.53	8.89	7.32
All Grades	42.15	37.50	38.64	49.59	57.14	56.82	8.26	5.36	4.55

#### Conclusions based on this data:

1. The percentage of students in grades 3-5 meeting or exceeding Math standards has increased over the past three years. While third-grade students continue to show relatively high proficiency levels (88% meeting or exceeding standards in 2023-24), fourth and fifth-grade scores are lower, with fourth grade at 77.27% and fifth grade at 75.61%.
2. Most students are performing at or near standard in concepts and procedures (52.27%), problem solving and modeling/data analysis (56.82%), and communicating reasoning (56.82%). In grade 5, 43.9% scored above standard in concepts and procedures, 43.9% scored above standard in problem solving and modeling/data analysis, and 39.02% in communicating reasoning.
3. Across all grade levels, fewer students are performing below standard in key math domains, signaling progress in supporting struggling learners. In Concepts & Procedures, the percentage of students scoring below standard decreased from 9.92% in 2021–22 to just 5.68% in 2023–24. Similarly, in Problem Solving & Modeling, students below standard dropped from 6.61% to 3.41%, and in Communicating Reasoning, from 8.26% to 4.55%.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	0
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										10	7	6

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
2		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*		*	*		*	*		*	*		*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*		*	*		*	*		*	*		*
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. Due to the small number of multilingual learners enrolled at Webster Elementary, ELPAC data is marked with asterisks and not reported, as it is statistically insignificant and suppressed to protect student privacy.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
205	8.3%	3.9%	0.0%
Total Number of Students enrolled in Webster Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	3.9%
Foster Youth	0	0.0%
Homeless	2	1%
Socioeconomically Disadvantaged	17	8.3%
Students with Disabilities	24	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	2.4%
American Indian	0	0.0%
Asian	4	2%
Filipino	0	0.0%
Hispanic	20	9.8%
Two or More Races	4	2%
Pacific Islander	0	0.0%
White	167	81.5%

### Conclusions based on this data:

1. In 2023–24, Webster had an enrollment of 205 students, including 11.7% Students with Disabilities, 8.3% Socioeconomically Disadvantaged students, and 3.9% Multilingual Learners.

2. The school has a predominantly White (81.5%) student population, with smaller representation from other racial and ethnic subgroups (9.8% are Hispanic/Latino, and only 2% or fewer identify as African American, Asian, or Two or More Races).
3. In the 2023–24 school year, no students were identified as Foster Youth, and 1% of students were identified as Homeless.

# School and Student Performance Data

## Overall Performance






The 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

#### Conclusions based on this data:

- Webster students received a Green rating in ELA demonstrating strong academic performance.
- Students at Webster received a Blue rating in Math, indicating that students are performing above the state average.

3. Webster received a Yellow rating for Chronic Absenteeism, indicating some concern with student attendance rates, and is an area for improvement.

# School and Student Performance Data

## Academic Performance English Language Arts

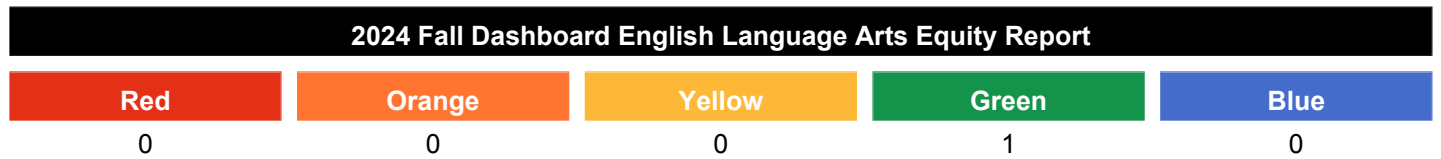
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>64.8 points above standard</div> <div>Declined 4.7 points</div> <div>85 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>

<b>Students with Disabilities</b>  No Performance Color 25.1 points above standard Declined 3.9 points 15 Students	<b>African American</b>  No Performance Color Less than 11 Students 1 Student	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Less than 11 Students 4 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  No Performance Color Less than 11 Students 8 Students
<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 63.9 points above standard Declined 9.1 points 73 Students

**Conclusions based on this data:**

1. Webster received a Green rating in English Language Arts, with students scoring an average of 64.8 points above standard,
2. While performance remains strong, the school experienced a slight decline (4.7 points from the previous year) in overall ELA achievement.
3. Students with Disabilities scored 25.1 points above standard, which is a positive indicator of progress and access to grade-level content.

# School and Student Performance Data

## Academic Performance Mathematics

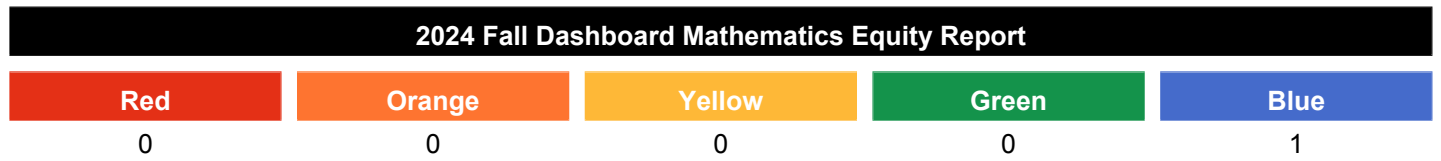
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>44.7 points above standard</div> <div>Maintained 2.4 points</div> <div>85 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>



<b>Students with Disabilities</b>  No Performance Color 2.9 points above standard Declined 5.3 points 15 Students	<b>African American</b>  No Performance Color Less than 11 Students 1 Student	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Less than 11 Students 4 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  No Performance Color Less than 11 Students 8 Students
<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 49.7 points above standard Maintained 2.7 points 73 Students

**Conclusions based on this data:**

1. Webster received a Blue rating in mathematics, with all students scoring an average of 44.7 points above the standard, and the White student group scoring even higher at 49.7 points above standard.
2. Student performance in mathematics remained stable, with no significant gains or losses, categorized as "Maintained."
3. Students with Disabilities scored 2.9 points above standard, but experienced a slight decline (5.3 point decline) in performance from the prior year.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 4 Students</div>	<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 0 Students</div>

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.

2024 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:

- Due to a small number of enrolled Multilingual Learners, Dashboard data for English Learner Progress is not reported with a performance color.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 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.

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 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.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. The College/Career Indicator is not applicable to Webster, as it is only reported for high school graduates.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.







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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>14.8% Chronically Absent</div> <div>Declined 5.6</div> <div>209 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>23.8% Chronically Absent</div> <div>Increased 11.8</div> <div>21 Students</div>

<b>Students with Disabilities</b>  Green 10% Chronically Absent Declined 6.7 30 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  No Performance Color 25% Chronically Absent Increased 17.3 20 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 11.4% Chronically Absent Declined 9.7 175 Students

#### Conclusions based on this data:

1. While the schoolwide chronic absenteeism rate declined by 5.6 percentage points, 14.8% of students were still chronically absent, earning a Yellow performance level.
2. Students with Disabilities earned a Green performance level with a 10% absenteeism rate, showing a 6.7-point improvement. White students also demonstrated progress, with a 9.7 percentage point decline in chronic absenteeism.
3. Chronic absenteeism significantly increased for Socioeconomically Disadvantaged students (23.8%, +11.8) and Hispanic students (25%, +17.3).

## School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 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.

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.

## 2024 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

Blue

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

## 2024 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1. The Graduation Rate Indicator is not applicable to Webster, as it is only reported for high school graduates.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

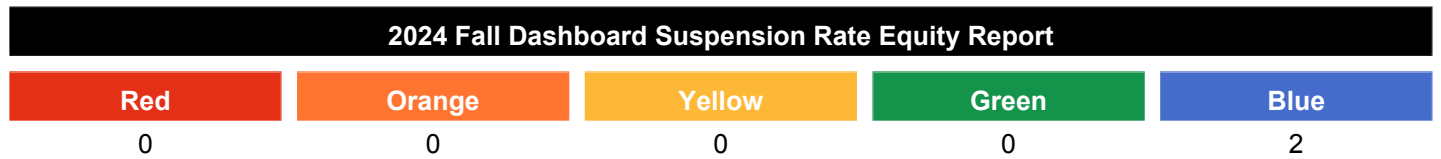
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.9%</div> <div>214 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>21 Students</div>

<b>Students with Disabilities</b>  Blue 0% suspended at least one day Declined 3.3% 30 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  No Performance Color 0% suspended at least one day Maintained 0% 20 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 0% suspended at least one day Declined 1% 179 Students

**Conclusions based on this data:**

1. Webster Elementary achieved a Blue performance level for suspension rate, with 0% of all students suspended at least one day during the 2024–2025 school year.
2. Students with Disabilities also received a Blue performance level, showing a 3.3 percentage point decline in suspensions compared to the prior year,
3. Socioeconomically Disadvantaged and Hispanic student groups both maintained a 0% suspension rate.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### College and Career Readiness

By the 2025–2026 CAASPP administration, 82% of all students will meet or exceed proficiency standards in both English Language Arts (ELA) and Mathematics, and 78% of students will meet or exceed proficiency standards on the California Science Test (CAST).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the most recent California School Dashboard data, Webster Elementary does not have any student groups performing two or more levels below the "All Students" performance level on any state indicator.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Grades 3-5 only)	79.77% of students met or exceeded state standards.	82% of students meet/exceed state standards
CAASPP Math (Grades 3-5 only)	79.54% of students met or exceeded state standards.	82% of students meet/exceed state standards
CAST Science (Grades 5 only)	75.61% of students met or exceeded state standards.	78% of students meet/exceed state standards

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.2	<p>CURRICULUM / INSTRUCTION</p> <p>Teachers will implement Lexia (K–5) as a tiered support program for reading fluency, comprehension, and foundational literacy development. Lexia will be used across grade levels to provide differentiated, computer-adaptive instruction (District funded program).</p> <p>Teachers will integrate Newsela and Scholastic News content across SEL, ELA, and Social Studies to support reading comprehension, academic</p>	All Students	<p>5,189.00 Site Formula Funds</p> <p>800.00 Site Formula Funds</p>

	<p>vocabulary, and critical thinking using high-interest, standards-aligned texts.</p> <p>Primary teachers (TK–2) will implement the UFLI foundational phonics program as part of the school's multi-tiered system of supports (MTSS) to build early literacy skills. UFLI will be supported with magnetic letters and trays to strengthen students' encoding and decoding abilities.</p> <p>All teachers will provide weekly opportunities for students to engage with DreamBox, an adaptive online math program that differentiates instruction, addresses unfinished learning, and reinforces grade-level standards (District funded program).</p> <p>Teachers will continue to use instructional materials aligned with schoolwide programs, including Thinking Maps, Write from the Beginning and Beyond (WFBB), Readers' Workshop, Benchmark Advanced, and formative assessment tools such as Fountas &amp; Pinnell kits to guide instruction and monitor student progress.</p> <p>All teachers will prepare for shifts aligned to the new California Math Framework, which emphasizes deeper conceptual understanding, equitable access, and real-world applications of mathematics. Webster Elementary will participate in the district's 2025–26 pilot of two new K–12 math curricula in preparation for full implementation.</p>		
<b>1.3</b>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>Site leadership will launch the year with professional development on Building Thinking Classrooms (BTC) to strengthen student engagement, independence, and collaborative problem-solving. Emphasis will be placed on structured collaborative conversations.</p> <p>Trainers of Trainers (ToTs) and National Board Certified Teachers (NBCTs) will deliver up to 20 hours of site-based BTC training, with banked PD time used to embed and deepen BTC strategies throughout the year.</p> <p>Instructional staff will engage in Kagan Cooperative Learning Structures training to foster equitable participation, student voice, and leadership skills, supporting an inclusive environment for all learners, particularly Multilingual Learners.</p> <p>New teachers will receive training in Write from the Beginning and Beyond (WFBB) to ensure consistent schoolwide writing instruction, while all teachers will continue integrating Thinking Maps and structured writing strategies. TOT sessions will also be provided to sustain and expand schoolwide expertise in both programs.</p>	All Students	

	<p>Teachers will integrate Thinking Maps into mathematics instruction to support students' reasoning, problem-solving, and logical communication skills.</p> <p>Site leadership will equip classrooms with key resources to support professional learning, including Wipebook Flipcharts, BTC math task books, and Thinking Maps posters for everyday instructional use.</p> <p>Teachers will be introduced to Project-Based Learning (PBL 101) from the Buck Institute, focusing on developing 6 C's of Future Readiness and designing Gold Standard PBL experiences for students.</p>		
<b>1.5</b>	<p><b>COLLABORATIVE INQUIRY AND PLANNING</b></p> <p>The principal and instructional coach will meet regularly to review schoolwide academic data and will present findings to staff during professional development sessions to guide responsive instructional planning.</p> <p>The Site Leadership Team (SLT) will receive summer release time to analyze schoolwide data, reflect on progress, and revise goals and strategies for the upcoming school year.</p> <p>Teachers will participate in Data Inquiry Cycle meetings to identify trends, monitor progress, and collaboratively plan instructional next steps, including vertical articulation across grade levels using essential standards and thematic planning.</p> <p>Teachers and the instructional coach will engage in data-driven placement of students into Tier I, II, and III intervention groups using multiple measures (e.g., IAB results, progress monitoring data).</p> <p>Teachers will analyze CAASPP IAB/FIAB results to identify misconceptions, refine instructional practices, and develop targeted remediation strategies based on common student errors.</p> <p>Teachers will use grade-level planning time and substitute-supported collaboration to design project-based learning (PBL) lessons, refine Building Thinking Classrooms (BTC) strategies, and strengthen structured collaborative conversations using Kagan Cooperative Learning structures.</p> <p>Staff will participate in learning rounds to observe promising practices, followed by structured debriefs using common protocols to foster a culture of reflective practice and collective efficacy.</p> <p>Teachers will engage in a sitewide book study on Building Thinking Classrooms (BTC) to deepen</p>	All Students	

	shared understanding and support consistent instructional practices aligned with the school's implementation plan.		
<b>1.6</b>	<p><b>ASSESSMENT</b></p> <p>Students will participate in the full range of SMMUSD Assessment Continuum, including diagnostic, formative, interim/benchmark, and summative assessments such as RenStar, CAASPP, and the K–2 Reading Difficulties Risk Screener.</p> <p>Teachers will schedule and coordinate assessment windows, including arranging substitute coverage as needed for site-based assessments (e.g. Running Records) to monitor students' independent reading levels and guide instructional planning.</p>	All Students	
<b>1.7</b>	<p><b>STUDENT LEARNING SUPPORTS</b></p> <p>Classroom teachers will use the MTSS framework to provide Tier II targeted interventions during the school day, supporting students who need additional reinforcement to meet grade-level standards.</p> <p>Teachers and intervention staff will invite eligible 3rd–5th grade students to participate in Tier III small-group reading interventions, using SIPPS and LLI, and will progress monitor and adjust placement according to district guidelines.</p> <p>STEAM Enrichment: A dedicated STEAM lab teacher will design and deliver hands-on STEAM lessons for every TK–5 classroom, connecting engineering, design, arts, and science standards.</p> <p>Math Enrichment: Offer a twice weekly before-school "Math Club" for all interested 4th and 5th grade students, culminating in participation at a Math Field Day event celebrating rigorous problem-solving and teamwork.</p> <p>Tech for Tomorrow Enrichment: A dedicated enrichment teacher will develop students' 21st-century technology skills through direct instruction in digital literacy, including document creation, presentations, and the responsible use of artificial intelligence. This program prepares students to be future-ready by building essential skills for academic and real-world success.</p> <p>World Language Enrichment: After-school providers will offer World Language Enrichment opportunities, fostering global awareness, cross-curricular connections, and alignment with social justice standards that encourage curiosity, empathy, and respect for diverse cultures and perspectives.</p>	All Students	1,998.00 Site Formula Funds

# Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

As part of an annual reflective process, all teachers, along with the School Leadership Team (SLT) and School Site Council (SSC), engaged in a structured review of strategies and actions implemented under Goal 1 during the 2024-2025 school year. Discussions centered around the impact of these actions on student outcomes and their alignment to the school's academic development goals.

Overall, Webster Elementary effectively implemented the majority of strategies aligned with standards-based instruction, data-driven decision-making, and differentiated student support. Assessment practices were consistently implemented, with teachers administering district-mandated diagnostics, local benchmarks, and summative assessments with fidelity. Staff participated in ongoing data inquiry cycles that informed instructional planning and targeted student interventions.

Instructional practices across classrooms reflected a growing emphasis on structured collaborative conversations, academic language use, and student-centered problem solving.

Tier III reading intervention systems were strengthened through small-group instruction and regular progress monitoring. Programs such as Lexia, Reading Plus, and Words Their Way were embedded into daily instruction to meet the needs of diverse learners. The before-school Math Club provided meaningful enrichment opportunities for upper-grade students and culminated in student participation at Math Field Day.

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

While core instructional strategies were implemented successfully, several planned assessment, enrichment, and technology initiatives faced delays or adjustments due to the unexpected disruption caused by the Malibu wildfires.

One significant difference was the administration of Interim Assessment Blocks (IABs). The SPSA originally planned for all 3rd–5th grade students to complete two ELA and two Math IABs as part of ongoing progress monitoring. However, due to the timing of the wildfires and resulting campus closures, only one IAB in each subject area was administered during the school year. While staff analyzed the available data to guide instruction, the reduced number of interim assessments limited the depth of item-level analysis originally intended.

The school also planned to launch a fully operational STEAM Lab and expanded STEAM family engagement events. However, facility recovery needs led to delays, and as a result, budgeted expenditures for staffing, instructional materials, and STEAM program development were only partially utilized.

In addition, the rollout of the new Computer Science and Digital Learning program was postponed due to staffing issues. Weekly scheduled computer lab classes and the new curriculum integration could not be implemented.

While instructional practices, assessment systems, and intervention supports continued largely as planned, these differences in implementation and expenditures were primarily connected to enrichment and interim assessment activities impacted by wildfire recovery efforts. These areas will remain a priority focus for full implementation during the 2025–2026 school year.

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.

As a result of the annual review and analysis of Goal 1, several refinements have been made to strengthen implementation and better align strategies with student achievement targets. Strategies and activities are now organized into five clear action areas—Assessment, Professional Development, Curriculum and Instruction, Intervention and Enrichment Supports, and Collaborative Inquiry and Planning—to provide a more systematic and intentional approach.

Under Assessment, greater emphasis was placed on fully implementing the SMMUSD Assessment Continuum, including the increased use of diagnostic and progress monitoring tools such as StarRen and Running Records, and improving coordination for site-based assessments. The revised plan explicitly outlines expectations for teacher-led administration and use of interim assessment data.

Under Professional Development, new training in Kagan Cooperative Learning Structures and Project-Based Learning (PBL 101) was added, along with expanded support for Thinking Maps and Write from the Beginning and Beyond (WFBB) programs. Professional development efforts now also include sitewide training in Building Thinking Classrooms (BTC) to promote collaborative problem-solving and student engagement.

Under Curriculum and Instruction, adjustments were made to formally integrate programs such as Lexia, Newsela, DreamBox, and UFLI into daily instruction. Teachers will also prepare for instructional shifts aligned to the new California Math Framework and upcoming 2025–26 district math curriculum pilots. Greater integration of Thinking Maps across content areas was prioritized to support differentiated instruction and academic language development.

Under Intervention and Enrichment Supports, the plan expands the use of Tier II and Tier III interventions through the Multi-Tiered System of Supports (MTSS). Enrichment opportunities have also been broadened to include a dedicated STEAM Lab, after-school World Language Enrichment, and the launch of a new Tech for Tomorrow enrichment program focused on digital literacy and future-ready skills.

Under Collaborative Inquiry and Planning, new structures were added to strengthen instructional alignment and continuous improvement. These include a formalized process for data analysis, vertical articulation, deeper review of CAASPP Interim Assessment Block (IAB) results, structured learning walks, and a schoolwide BTC book study to foster professional reflection and collective efficacy.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Supporting Every Student's Success

By June 2026, 60% of identified Multilingual Learners will demonstrate growth by progressing one or more levels on the English Language Proficiency Indicator (ELPI), as measured by the Summative ELPAC and aligned to California School Dashboard criteria.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the most recent California School Dashboard data, Webster Elementary does not have any student groups performing two or more levels below the "All Students" performance level on any state indicator. Additionally, no performance color is assigned for Multilingual Learners and Students with Disabilities due to the small size of each group.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	100% of Multilingual Learners maintained ELPI Levels 1, 2L, 2H, 3L, 3H, 4	60% of Multilingual Learners will progress at least one ELPI level
STAR Renaissance Early Literacy	K: 13.4% of students scored below the 25th percentile on Winter administration 1: 6.5% of students scored below the 25th percentile on Winter administration	Each grade level (K-1) will demonstrate a minimum 5% decrease in the percentage of students scoring below the 25th percentile by Spring 2026.
STAR Renaissance Reading	2: 11.2% of students scored below the 25th percentile on Winter administration 3: 12.9% of students scored below the 25th percentile on Winter administration 4: 8.3% of students scored below the 25th percentile on Winter administration 5: 9.6% of students scored below the 25th percentile on Winter administration	Each grade level (2-5) will demonstrate a minimum 5% decrease in the percentage of students scoring below the 25th percentile by Spring 2026.



STAR Renaissance Math	<p>2: 11.1% of students scored below the 25th percentile on Winter administration</p> <p>3: 18.8% of students scored below the 25th percentile on Winter administration</p> <p>4: 0% of students scored below the 25th percentile on Winter administration</p> <p>5: 10% of students scored below the 25th percentile on Winter administration</p>	Each grade level (2–5) will demonstrate a minimum 5% decrease in the percentage of students scoring below the 25th percentile by Spring 2026.
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<b>2.1</b>	<p><b>CURRICULUM AND INSTRUCTION</b></p> <p>Classroom teachers will provide integrated and designated ELD instruction daily within the general education classroom, supported by the instructional coach through modeling and peer coaching on best practices, including differentiated strategies. Teachers will also support the implementation of the district's K–6 designated ELD curriculum pilot during the 2025–2026 school year, aligning instruction with district-adopted resources to further strengthen designated ELD practices.</p> <p>Teachers of Multilingual Learners will deliver 30 minutes of daily designated ELD instruction focused on advancing students' English proficiency levels.</p> <p>Newcomer students will receive additional language development support through access to Rosetta Stone, coordinated by the principal and instructional support staff.</p> <p>Classroom teachers will intentionally implement Kagan Cooperative Learning Structures across content areas to ensure equitable student engagement, supporting active voice, leadership, and confidence among all students, particularly Black/African American and Latinx students.</p>	Multilingual Learners	2,688.00 Site Formula Funds
<b>2.2</b>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>Site leadership will organize an ELD professional development series during banked PD time, provided by Educational Services, focusing on asset-based instructional approaches, understanding ELD standards and levels, ELPAC structures, and research-based instructional practices for Multilingual Learners.</p>	Multilingual Learners	
<b>2.3</b>	<b>COLLABORATIVE INQUIRY AND PLANNING</b>	All Students	



	<p>Teachers and the instructional coach will collaborate in PLCs and Data Inquiry Cycle meetings to analyze student data, identify effective practices, and adjust instruction to support Multilingual Learners' academic language development across content areas.</p> <p>Teachers will continue the use of Thinking Maps and Write from the Beginning to support cross-curricular academic language and writing development for Multilingual Learners, with an 8-week lesson rollout cycle coordinated by the instructional coach.</p> <p>Teachers and the instructional coach will collaboratively review assessment and classroom data to inform data-driven placement into Tier I, II, and III intervention groups.</p>		
<b>2.4</b>	<p><b>ASSESSMENT</b></p> <p>Teachers of Multilingual Learners will administer the Summative ELPAC annually, assessing students across the four domains: listening, speaking, reading, and writing, and will use the data to inform instructional planning.</p> <p>Teachers will use the district-adopted Observation Protocol for Teachers of English Learners (OPTEL) three times per year (aligned with reporting windows) to monitor receptive and expressive language development and to provide additional evidence for reclassification decisions for Multilingual Learners.</p>	Multilingual Learners	
<b>2.5</b>	<p><b>STUDENT LEARNING SUPPORTS</b></p> <p>Classroom teachers will use the MTSS framework to deliver Tier II targeted interventions for during the school day, providing additional scaffolding aligned with grade-level expectations.</p> <p>Intervention staff and teachers will invite eligible Multilingual Learners in grades 3–5 to participate in Tier III small group reading interventions using SIPPS, LLI, UFLI, and English 3D curricula, as appropriate, following district placement guidelines.</p>	All Students	136,164.00 Ed Foundation

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

As part of the annual reflection process, all teacher, along with the School Leadership Team (SLT) and School Site Council (SSC), reviewed the implementation and effectiveness of strategies aligned to Goal 2, focused on supporting Multilingual Learners' English language development through designated and integrated instruction.

During the 2024–2025 school year, general education teachers successfully implemented integrated ELD instruction by embedding academic language development strategies into daily core content. Instructional practices were supported through teacher-to-teacher coaching with the instructional coach, focusing on differentiating instruction and embedding language supports within the curriculum. Teachers also participated in ELD-focused professional development during banked time, deepening their use of academic vocabulary instruction, sentence frames, and structured language supports aligned to the ELD standards.

Additionally, targeted academic support was provided through Tier III small group intervention using the SIPPS, UFLI, and English 3D curricula. Across classrooms, teachers also continued to implement Thinking Maps and Write from the Beginning strategies to support academic language development and structured writing instruction across content areas.

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

While several strategies were effectively implemented, a few notable differences arose between the original plan and actual implementation, primarily due to site disruptions caused by the Malibu wildfires.

Although integrated ELD instruction was embedded across classrooms, designated daily ELD instruction was not fully implemented as originally planned. Campus closures and shifting priorities during the recovery period limited the school's ability to consistently deliver structured, separate designated ELD blocks across grade levels. Additionally, while Rosetta Stone access was available to support Newcomer students, it was not utilized, as Webster Elementary did not have any Newcomer Multilingual Learners enrolled during the 2024–2025 school year.

Planned SPED/EL crossover training to support dual-identified students also did not occur. Professional development sessions originally intended for this purpose were redirected toward broader ELD strategy training provided by Educational Services, which focused on asset-based instructional approaches, ELD standards and levels, the ELPAC assessment structure, and research-based instructional practices for Multilingual Learners

Despite these differences, the site maintained focus on sustaining core instructional practices that promoted equitable access to language development opportunities for Multilingual Learners. Full implementation of designated ELD instruction will remain a priority for the 2025–2026 school year.

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.

As a result of the annual review and analysis of Goal 2, several refinements have been made to strengthen implementation and better align strategies with student achievement targets. Strategies and activities are now organized into five clear action areas—Assessment, Professional Development, Curriculum and Instruction, Student Learning Supports, and Collaborative Inquiry and Planning—to provide a more systematic and intentional approach.

Under Curriculum and Instruction, a clearer focus has been placed on designated ELD instruction, with all teachers now delivering 30 minutes of daily designated ELD, in addition to integrated ELD strategies embedded across content areas.

Under Collaborative Inquiry and Planning, PLC and Data Inquiry Cycle processes have been strengthened to include intentional analysis of ELPAC and OPTTEL data to guide instructional adjustments for Multilingual Learners. Additionally, an expanded 8-week cross-curricular rollout of Thinking Maps and Write from the Beginning has been formalized to ensure consistent academic language and writing development across all classrooms.

Under Assessment, the use of the Observation Protocol for Teachers of English Learners (OPTTEL) has been formalized, with teachers now administering the protocol three times per year, aligned with reporting windows, to monitor receptive and expressive language development and support reclassification decisions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate

By June 2026, 78% of students will report positively on the School Engagement and Support Scales as measured by student perception surveys (e.g. California Healthy Kids Survey).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the most recent California School Dashboard data, Webster Elementary does not have any student groups performing two or more levels below the "All Students" performance level on any state indicator.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	85% of students report "Yes, most of the time" or "Yes, all of the time" to school connectedness scale questions.	87% of students report "Yes, most of the time" or "Yes, all of the time" to school connectedness scale questions.
California Healthy Kids Survey	91% of students report "Yes, most of the time" or "Yes, all of the time" to academic motivation scale questions.	92% of students report "Yes, most of the time" or "Yes, all of the time" to academic motivation scale questions.
California Healthy Kids Survey	75% of students report "Yes, most of the time" or "Yes, all of the time" to caring adults in school scale questions.	78% of students report "Yes, most of the time" or "Yes, all of the time" to caring adults in school scale questions.
California Healthy Kids Survey	86% of students report "Yes, most of the time" or "Yes, all of the time" to high expectations from adults scale questions.	88% of students report "Yes, most of the time" or "Yes, all of the time" to high expectations from adults scale questions.
California Healthy Kids Survey	42% of students report "Yes, most of the time" or "Yes, all of the time" to meaningful participation scale questions.	48% of students report "Yes, most of the time" or "Yes, all of the time" to meaningful participation scale questions.

California Healthy Kids Survey	80% of students report “Yes, most of the time” or “Yes, all of the time” to parent involvement in schooling scale questions.	82% of students report “Yes, most of the time” or “Yes, all of the time” to parent involvement in schooling scale questions.
California Healthy Kids Survey	64% of students report “Yes, most of the time” or “Yes, all of the time” to social and emotional learning supports scale questions.	68% of students report “Yes, most of the time” or “Yes, all of the time” to social and emotional learning supports scale questions.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<b>3.2</b>	<p><b>CURRICULUM AND INSTRUCTION</b></p> <p>Classroom teachers will implement Second Step, a K–5 research-based social-emotional curriculum that teaches skills in emotion management, relationship-building, empathy, and responsible decision-making. The program includes multilingual support and fosters a growth mindset.</p> <p>Grade-level teams will partner in the “Bigs and Littles” buddy program, pairing upper and lower grade classrooms to promote mentorship, empathy, and schoolwide connectedness.</p> <p>Students will engage in a variety of district-sponsored enrichment programs including instrumental and vocal music, recorder, ballroom dance, and physical education.</p> <p>Students will also participate in PTA and Malibu Education Foundation sponsored programs such as holiday performances, art instruction, and gardening.</p> <p>Fourth and fifth grade teachers will lead students on outdoor education trips to AstroCamp and Yosemite, designed to build self-awareness, foster team-building, and develop a deeper connection to the natural world.</p>	All Students	<p>24,306.00 Ed Foundation</p> <p>2,720.00 Site Formula Funds</p>
<b>3.3</b>	<p><b>PROFESSIONAL DEVELOPMENT</b></p> <p>Site leadership has reimagined the volunteer training process to include best practices for interacting with students and aligning with the school’s shared values and expectations.</p> <p>All staff will engage in schoolwide Restorative Practices (RP) implementation with a focus on building community through classroom-based and campus-wide community circles that strengthen student-student, staff-student, and school-family relationships.</p>	All Students	

	Teachers and staff will participate in professional development facilitated by the district's Social Justice Standards (SJS) coordinator to increase awareness and integration of equity and inclusion principles into daily practice.		
<b>3.4</b>	<p><b>COLLABORATIVE INQUIRY AND PLANNING</b></p> <p>The SLT, in collaboration with classroom teachers, will lead the development and rollout of a positively framed behavior expectation matrix, emphasizing desired behaviors and reinforcing school values. Rollout will include grade-level lessons, assemblies, and multimedia resources.</p> <p>Grade-level teams will plan and pace Second Step lessons throughout the year, integrating SEL into weekly instructional routines. Responsive Classroom practices will be embedded to create safe, engaging classroom environments aligned with SEL goals.</p>	All Students	
<b>3.5</b>	<p><b>ASSESSMENT</b></p> <p>School leadership will administer the California Healthy Kids Survey (CHKS) annually to 5th-grade students, parents, and staff to gather stakeholder perspectives on school safety, wellness, and connectedness. Results will inform targeted school climate improvements.</p> <p>Informal stakeholder surveys (e.g., belonging street data, midyear parent and staff check-ins) will be used by the SLT to identify emerging themes and guide next steps.</p> <p>Administration and office staff will regularly review chronic absenteeism data from the CA School Dashboard to identify students at risk of chronic absence (10% or more days missed) and develop attendance intervention plans in partnership with families.</p>	All Students	995.00 Site Formula Funds
<b>3.6</b>	<p><b>STUDENT LEARNING SUPPORTS</b></p> <p>Staff will coordinate monthly Best on the Beach character assemblies to recognize students who demonstrate positive character traits aligned to schoolwide themes.</p> <p>Students and teachers will participate in schoolwide service learning opportunities such as the Botswana School Project, food drives, and community outreach initiatives that foster civic engagement and empathy.</p> <p>The student leadership team, now structured to include all interested participants, will engage in meaningful school service roles such as Tour Ambassadors, Kindness Crew, and Sunshine Squad.</p>	All Students	700.00 Site Formula Funds  1,144.00 Site Formula Funds

	<p>Teachers and staff will offer lunchtime clubs based on student interests promoting connection and inclusion during unstructured parts of the day.</p> <p>The Boys &amp; Girls Club of Malibu (BGCM) will continue to support students through Friendship Circles, offering group and individual social-emotional counseling services, along with wellness activities like the lunch art cart.</p> <p>The school will host family-centered enrichment events such as Campout, Kidchella, and Pepperdine Science Night to engage families in joyful, goal-aligned learning experiences.</p>		
3.10			

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

As part of the annual review process, Webster Elementary evaluated the implementation and effectiveness of Goal 3, which focuses on fostering student engagement, social-emotional learning (SEL), and enrichment. The school also reflected on progress made in promoting school connectedness, academic motivation, and a positive, inclusive school culture.

Several key strategies were successfully implemented during the year. Staff strengthened relationships across campus through the use of restorative practices, including regular community-building activities in classrooms. The Boys & Girls Club of Malibu (BGCM) continued to provide individual and group counseling services, including Friendship Circles, to support student well-being and emotional development. Thinking Maps and Write from the Beginning were integrated into instruction to support students in communicating their ideas clearly and confidently.

Academic engagement was enhanced through project-based learning (PBL), with staff engaging in long-term instructional planning to support the implementation of high-interest, student-driven projects. Upper-grade students participated in outdoor education trips to AstroCamp and Yosemite, which fostered peer collaboration, a connection to nature, and opportunities for self-discovery. In addition, students across all grade levels participated in a wide range of enrichment programs—such as music, art, physical education, and gardening—through a combination of district offerings and PTA/MEF-sponsored initiatives, all of which contributed to a well-rounded and engaging school experience.

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

Despite strong implementation in several areas, some strategies could not be fully realized due to the disruption caused by the Malibu wildfires and temporary campus closures during the 2024–2025 school year.

Teachers were unable to implement the full 30-minute daily Second Step SEL curriculum as originally planned, as priorities shifted toward recovery and maintaining continuity of learning. Planned professional development on the district's Social Justice Standards was also postponed, and the anticipated hiring of a STEAM Lab educator did not occur.

The school also paused implementation of the Olweus Bullying Prevention Program (OBPP), including surveys and classroom meetings, which limited the ability to gather formal data on bullying perceptions and respond with planned strategies. Related staff training was similarly delayed.

While enrichment opportunities supported by PTA and community partners helped maintain a vibrant school culture, some aspirational programs—such as the Deep Learning Expos—were postponed or scaled back due to staffing and facility constraints during the recovery period.

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.

As a result of the annual review and analysis of Goal 3, several refinements have been made to strengthen implementation and better align strategies with student engagement and well-being priorities. Strategies and activities are now organized into five clear action areas—Assessment, Professional Development, Curriculum and Instruction, Student Learning Supports, and Collaborative Inquiry and Planning—to ensure a more intentional and coordinated approach.

Under Curriculum and Instruction, implementation of the full Second Step SEL curriculum will be prioritized across all grade levels, with structured pacing to ensure consistency. The Bigs and Littles buddy program has also been formalized to foster mentorship and connection between upper and lower grade students.

Under Professional Development, schoolwide Restorative Practices (RP) work will continue with an emphasis on strengthening community-building through regular classroom circles. Additionally, staff will participate in district-facilitated Social Justice Standards (SJS) training to increase awareness and application of inclusive, equity-centered practices.

Under Collaborative Inquiry and Planning, the School Leadership Team will support the rollout of a positively framed behavior expectations matrix, co-created with staff, and reinforced through lessons, assemblies, and multimedia resources. Grade-level teams will continue to plan and pace Second Step lessons using Responsive Classroom practices to align SEL instruction with schoolwide culture-building efforts.

Under Assessment, the California Healthy Kids Survey (CHKS) will continue to be administered annually to monitor students' perceptions of school connectedness, academic motivation, and overall school environment. Informal stakeholder surveys and chronic absenteeism data will also be reviewed regularly to inform targeted supports and family outreach.

Under Student Learning Supports, efforts will be made to relaunch monthly Best on the Beach assemblies with a renewed focus on character education. Student leadership has been expanded to include all interested participants, with service opportunities such as Tour Ambassadors, Kindness Crew, and Sunshine Squad. While lunch clubs were offered this past year, they did not occur as frequently as planned—moving forward, staff will work to increase offerings and consistency. Family engagement events such as Campout, Kidchella, and Pepperdine Science Night will remain key opportunities to strengthen home-school partnerships through joyful learning experiences.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$176,704.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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 (\$)
Ed Foundation	\$160,470.00
Site Formula Funds	\$16,234.00

Subtotal of state or local funds included for this school: \$176,704.00

Total of federal, state, and/or local funds for this school: \$176,704.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Formula Funds	16,234.00	0.00
Ed Foundation	160,470.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Ed Foundation	160,470.00
Site Formula Funds	16,234.00

## Expenditures by Budget Reference

Budget Reference	Amount
	172,840.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Ed Foundation	160,470.00
	Site Formula Funds	16,234.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,987.00
Goal 2	138,852.00
Goal 3	29,865.00

# 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
- 5 Parent or Community Members

Name of Members	Role
Carina Diana	Principal
Dee Dee Cooper	Classroom Teacher
Dayna Walley	Other School Staff
Vincent Lo Greco	Other School Staff
Vicky Farrell	Parent or Community Member
Chad Peters	Parent or Community Member
Amy Stark	Classroom Teacher
Marni Kamins	Parent or Community Member
Larisa Braun	Parent or Community Member
Vacant	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**



Other: Parent Teacher Association (PTA)

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 5/22/25.

Attested:



Principal, Carina Diana on 5/22/25



SSC Chairperson, Chad Peters on 5/22/25

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.



**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## **Additional Targeted Support and Improvement**

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement**

Single school districts (SSDs) or charter schools that are eligible 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.

## **ATSI Resources:**

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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