School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
T. L. Whitehead Elementary School	57727100000000	5/7/19	June 13, 2019

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

The School Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.: (describe the process)
The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
a school and family engagement policy
a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Comprehensive Support and Improvement
ESSA requirements are being met through this CSI plan. The LEA partnered with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI.
The CSI plan is informed by all state indicators, including student performance against state-determined long-term goals.
The CSI plan includes evidence-based interventions.
The CSI plan is based on a school-level needs assessment.
The school and LEA have identified resource inequities, which included a review of LEA- and school-level budgeting, and are addressed through implementation of the CSI plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

How	When	Whom
School Plan Formation Needs Assessment	January 23,2019	Principal/RtI Specialist/ELD specialist/RSP/District Support Staff of four
Site Staff Meeting Needs Assessment	February 13, 2019	Certificated Staff
ELAC Needs Assessment	February 13, 2019	ELAC Members/Parents
Site Leadership Team Needs Assessment	February 19, 2019	Grade Level Representatives
MTSS Tier I Team Needs Assessment	February 25, 2019	Site Specialists
School Site Council Needs Assessment	February 27, 2019	School Site Council Members/Parents/Certificated/Classified

Resource Inequities

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

Whitehead Elementary School, with the support of WJUSD's Educational Services department, is just beginning to explore resource allocations and inequities. As a team, we are working to identify areas of inequities as a first step of this process.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	%	%	1		
African American	2.1%	2.0%	0.92%	9	9	4
Asian	6.4%	6.1%	5.98%	28	27	26
Filipino	0.2%	0.2%	0.23%	1	1	1
Hispanic/Latino	73.9%	74.4%	74.25%	325	332	323
Pacific Islander	0.9%	0.7%	0.69%	4	3	3
White	13.4%	13.9%	15.40%	59	62	67
Multiple/No Response	2.7%	0.5%	0.46%	12	2	2
			Total Enrollment	440	446	435

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	83	89	73
Grade 1	70	63	73
Grade 2	67	71	61
Grade3	54	64	59
Grade 4	48	48	58
Grade 5	59	57	53
Grade 6	59	54	58
Total Enrollment	440	446	435

Conclusions based on this data:

1. The percent of Hispanic/Latino students has trended from 73.9% in 15/16, 74.4% in 16/17 and 74.25% in 17/18 indicating a consistent percent in the Hispanic/Latino population.

2. The percent of White students has trended from 13.4% in 15/16, 12.9% in 16/17, and 15.40% in 17/18 indicating a 2% increase in the White population.

3. The Total Enrollment of the school has trended from 440 students in 15/16, 446 students in 16/17, and 435 students in 17/18 indicating that student enrollment has declined.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	218	198	185	49.5%	44.4%	42.5%
Fluent English Proficient (FEP)	70	79	70	15.9%	17.7%	16.1%
Reclassified Fluent English Proficient (RFEP)	30	37	29	13.4%	17.0%	14.6%

Conclusions based on this data:

1. The percent of English Learner Enrollment trended at 49% in 15/16, 44.4% in 16/17, and 42.5% in 17/18 indicating a reduction of English Learners by 6.5%.

2. The percent of Fluent English Proficient students trended at 15.9% in 15/16, 17.7% in 16/17 and 16.1% in 17/18 indicating an increase in FEP students.

3. The percent of Reclassified Fluent English Proficient students trended at 13.4% in 15/16, 17.0% in 16/17 and 14.6% in 17/18 indicating an increase in the percent of students reclassified to 18%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	54	64	62	53	64	60	53	64	60	98.1	100	96.8
Grade 4	49	50	57	49	48	56	49	48	56	100	96	98.2
Grade 5	60	56	52	58	56	51	58	56	51	96.7	100	98.1
Grade 6	58	55	59	58	55	58	58	55	58	100	100	98.3
All Grades	221	225	230	218	223	225	218	223	225	98.6	99.1	97.8

Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2410.	2383.	2396.	11	7.81	11.67	28	23.44	16.67	30	28.13	38.33	30	40.63	33.33
Grade 4	2445.	2454.	2431.	14	10.42	14.29	27	35.42	21.43	29	22.92	21.43	31	31.25	42.86
Grade 5	2505.	2466.	2503.	10	12.50	13.73	47	25.00	45.10	26	19.64	19.61	17	42.86	21.57
Grade 6	2500.	2522.	2481.	3	7.27	8.62	36	41.82	20.69	29	30.91	31.03	31	20.00	39.66
All Grades	N/A	N/A	N/A	10	9.42	12.00	35	30.94	25.33	28	25.56	28.00	27	34.08	34.67

Reading **Demonstrating understanding of literary and non-fictional texts**									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	9	12.50	10.00	51	45.31	61.67	40	42.19	28.33
Grade 4	16	16.67	14.29	55	52.08	48.21	29	31.25	37.50
Grade 5	14	16.07	19.61	60	37.50	56.86	26	46.43	23.53
Grade 6	10	16.36	18.97	53	50.91	32.76	36	32.73	48.28
All Grades	12	15.25	15.56	55	46.19	49.78	33	38.57	34.67

Writing **Producing clear and purposeful writing**									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	15	4.69	10.00	55	53.13	41.67	30	42.19	48.33
Grade 4	12	10.42	12.50	57	52.08	42.86	31	37.50	44.64
Grade 5	21	17.86	25.49	59	41.07	50.98	21	41.07	23.53
Grade 6	12	20.00	13.79	48	50.91	43.10	40	29.09	43.10
All Grades	15	13.00	15.11	55	49.33	44.44	30	37.67	40.44

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	9	6.25	8.33	74	65.63	73.33	17	28.13	18.33
Grade 4	10	18.75	12.50	71	66.67	67.86	18	14.58	19.64
Grade 5	9	5.36	15.69	78	66.07	70.59	14	28.57	13.73
Grade 6	10	21.82	5.17	72	58.18	63.79	17	20.00	31.03
All Grades	10	12.56	10.22	74	64.13	68.89	17	23.32	20.89

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	11	6.25	11.67	72	57.81	50.00	17	35.94	38.33
Grade 4	14	12.50	12.50	55	66.67	51.79	31	20.83	35.71
Grade 5	33	17.86	25.49	53	41.07	62.75	14	41.07	11.76
Grade 6	19	21.82	18.97	64	65.45	50.00	17	12.73	31.03
All Grades	20	14.35	16.89	61	57.40	53.33	19	28.25	29.78

Conclusions based on this data:

1. The percent of students participating on the ELA/Literacy for CAASPP trended at 98.6% in 15/16%, 99.1% in 16/.17, and 97.8% indicating that each year the percent of students participating on the ELA/Literacy for CAASPP exceeded the 95% minimum.

2. The percent of Overall Achievement for All Students in ELA/Literacy on the CAASPP trended at 45% in 15/16, 40.36% in 16/17, and 37.33% in 17/18 which indicates a need to focus improvement efforts in this area.

3. The percentage of All Grades performing at or above standard in Reading trended at 67% in 15/16, 61.44% in 16/17, and 65.34% which indicates a need to focus improvement efforts in this area.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	64	62	53	64	62	53	64	62	98.1	100	100
Grade 4	49	50	57	49	49	57	49	49	57	100	98	100
Grade 5	60	56	52	59	56	52	59	56	52	98.3	100	100
Grade 6	58	55	59	58	55	58	58	55	58	100	100	98.3
All Grades	221	225	230	219	224	229	219	224	229	99.1	99.6	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2412.	2384.	2392.	9	4.69	11.29	26	21.88	11.29	34	23.44	32.26	30	50.00	45.16
Grade 4	2441.	2459.	2436.	4	8.16	10.53	16	26.53	15.79	51	38.78	36.84	29	26.53	36.84
Grade 5	2458.	2480.	2488.	5	17.86	13.46	17	12.50	17.31	27	28.57	32.69	51	41.07	36.54
Grade 6	2512.	2517.	2458.	10	7.27	6.90	28	27.27	17.24	24	40.00	25.86	38	25.45	50.00
All Grades	N/A	N/A	N/A	7	9.38	10.48	22	21.88	15.28	33	32.14	31.88	37	36.61	42.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	15.63	19.35	38	28.13	27.42	40	56.25	53.23
Grade 4	12	12.24	15.79	39	53.06	35.09	49	34.69	49.12
Grade 5	10	23.21	19.23	31	28.57	28.85	59	48.21	51.92
Grade 6	19	25.45	12.07	41	47.27	25.86	40	27.27	62.07
All Grades	16	19.20	16.59	37	38.39	29.26	47	42.41	54.15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	10.94	11.29	53	32.81	45.16	28	56.25	43.55
Grade 4	8	12.24	8.77	51	57.14	35.09	41	30.61	56.14
Grade 5	8	16.07	23.08	42	42.86	40.38	49	41.07	36.54
Grade 6	10	10.91	12.07	50	47.27	34.48	40	41.82	53.45
All Grades	11	12.50	13.54	49	44.20	38.86	40	43.30	47.60

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Communicating Reasoning **Demonstrating ability to support mathematical conclusions**									
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	7.81	11.29	58	54.69	45.16	26	37.50	43.55
Grade 4	6	10.20	12.28	59	53.06	38.60	35	36.73	49.12
Grade 5	7	12.50	9.62	53	42.86	46.15	41	44.64	44.23
Grade 6	14	12.73	12.07	55	49.09	36.21	31	38.18	51.72
All Grades	11	10.71	11.35	56	50.00	41.48	33	39.29	47.16

Conclusions based on this data:

1. The percent of students participating on Mathematics for CAASPP trended at 99.1% in 15/16, 99.6% in 16/17, and 99.6% in 17/18 indicating that over 99% of students consistently participate in Mathematics on the CAASPP.

2. The percent of students at or above standard in Overall Achievement for All Students in Mathematics on the CAASPP trended at 29% in 15/16, 31.26% in 16/17, and 25.76% in 17/18 which indicates a need to focus improvement efforts in this area.

3. The percent of student at or above standard in Communicating Reasoning on the CAASPP trended at 67% in 15/16, 60.71% in 16/17, and 52.83% in 17/18 which indicates a need to focus improvement efforts in this area.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1438.4	1458.0	1392.4	36
Grade 1	1462.9	1458.3	1467.0	32
Grade 2	1515.1	1513.9	1515.7	28
Grade 3	1501.6	1495.5	1507.2	24
Grade 4	1501.9	1493.3	1510.0	18
Grade 5	*	*	*	*
Grade 6	1533.1	1535.2	1530.5	17
All Grades				162

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	36.11	12	33.33	*	*	*	*	36
Grade 1	12	37.50	*	*	*	*	*	*	32
Grade 2	20	71.43	*	*	*	*			28
Grade 3	*	*	14	58.33	*	*	*	*	24
Grade 4	*	*	*	*	*	*	*	*	18
Grade 5	*	*	*	*			*	*	*
Grade 6	*	*	*	*	*	*	*	*	17
All Grades	59	36.42	64	39.51	23	14.20	16	9.88	162

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	19	52.78	12	33.33	*	*	*	*	36
Grade 1	16	50.00	*	*	*	*	*	*	32
Grade 2	22	78.57	*	*	*	*	*	*	28
Grade 3	13	54.17	*	*	*	*	*	*	24
Grade 4	*	*	*	*	*	*	*	*	18
Grade 5	*	*	*	*			*	*	*
Grade 6	*	*	*	*	*	*	*	*	17
All Grades	91	56.17	45	27.78	13	8.02	13	8.02	162

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	15	41.67	*	*	36
Grade 1	*	*	*	*	*	*	*	*	32
Grade 2	15	53.57	*	*	*	*	*	*	28
Grade 3			14	58.33	*	*	*	*	24
Grade 4	*	*	*	*	*	*	*	*	18
Grade 5			*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	17
All Grades	37	22.84	55	33.95	42	25.93	28	17.28	162

Listening Domain						
Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	26	72.22	*	*	*	*	36
Grade 1	22	68.75	*	*	*	*	32
Grade 2	22	78.57	*	*			28
Grade 3	13	54.17	*	*	*	*	24
Grade 4	*	*	*	*	*	*	18
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	17
All Grades	97	59.88	54	33.33	11	6.79	162

Speaking Domain						
Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	17	47.22	16	44.44	*	*	36
Grade 1	14	43.75	12	37.50	*	*	32
Grade 2	23	82.14	*	*	*	*	28
Grade 3	16	66.67	*	*	*	*	24
Grade 4	12	66.67	*	*	*	*	18
Grade 5	*	*	*	*	*	*	*
Grade 6	12	70.59	*	*	*	*	17
All Grades	99	61.11	45	27.78	18	11.11	162

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	26	72.22	*	*	36
Grade 1	18	56.25	*	*	*	*	32
Grade 2	18	64.29	*	*	*	*	28
Grade 3	*	*	17	70.83	*	*	24
Grade 4	*	*	12	66.67	*	*	18
Grade 5			*	*	*	*	*
Grade 6	*	*	*	*	*	*	17
All Grades	45	27.78	83	51.23	34	20.99	162

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	41.67	*	*	11	30.56	36
Grade 1	*	*	20	62.50	*	*	32
Grade 2	12	42.86	16	57.14			28
Grade 3	*	*	14	58.33	*	*	24
Grade 4	*	*	*	*	*	*	18
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	12	70.59	*	*	17
All Grades	58	35.80	80	49.38	24	14.81	162

Conclusions based on this data:

1. The percent of All Students performing in Overall Language on the ELPAC at Level 4 is 36.42%, at Level 3 is 39.51%, at Level 2 is 14.20%, and at Level 1 is 9.88% indicating that 79.53% of the students are performing at Level 3 or higher.

2. The percent of All Students performing in Oral Language on the ELPAC at Level 4 is 56.17%, at Level 3 is 27.78%, at Level 2 is 8.02% and at Level 1 is 8.02% indicating that 83.95% of the students are performing at Level 3 or higher.

3. The percent of All Students performing in Written Language on the ELPAC at Level 4 is 22.84%, at Level 3 is 33.95%, at Level 2 is 25.93%, and at Level 1 is 17.28 indicating that 56.79% of the students are performing at Level 3 or higher.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
435	**79.8%**	**42.5%**	**0.9%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	185	42.5%
Foster Youth	4	0.9%
Homeless	9	2.1%
Socioeconomically Disadvantaged	347	79.8%
Students with Disabilities	32	7.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9%
Asian	26	6.0%
Filipino	1	0.2%
Hispanic	323	74.3%
Two or More Races	9	2.1%
Pacific Islander	3	0.7%
White	67	15.4%

Conclusions based on this data:

1. Three out of four students identify as Hispanic.

2. Four out of five Students are Socioeconomically Disadvantaged.

3. Two out of five students are English Learners.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts and Mathematics are both in the category of orange on the dashboard which indicates a need to focus improvement efforts in this area.

2. Chronic Absenteeism is in the category of orange on the dashboard which indicates a need to focus improvement efforts in this area.

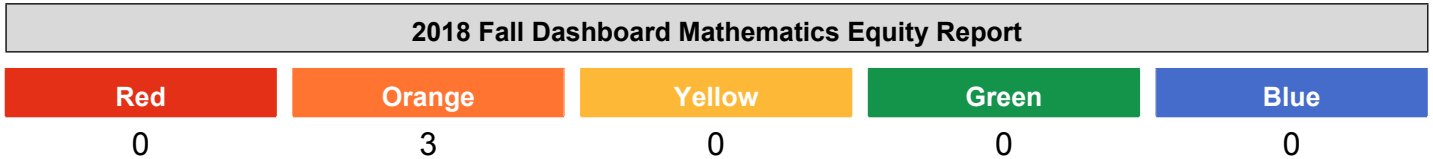**3.** Suspension Rate is in the category of red on the dashboard which indicates a high need to focus improvement efforts in this area.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
32.9 points below standard	45.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.6 points	Declined -12.3 points	
217 students	133 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	37.6 points below standard	88.7 points below standard
	Declined -3.8 points	Increased 3.2 points
3 students	178 students	20 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	6.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2 students		Declined -9.5 points	1 students
		18 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
49.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.6 points above standard
Declined -12 points	3 students	3 students	Increased 19.1 points
160 students			30 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.7 points below standard	0.4 points above standard	20.3 points below standard
Declined -3 points	Maintained -1.5 points	Maintained 0 points
61 students	72 students	75 students

Conclusions based on this data:

1. In English Language Arts, all students declined 6.6 points, to 32.9 points below standard, which indicates a need to focus improvement efforts in this area.

2. In English Language Arts, English Learners declined 12.3 points to 45.5 points below standard, which indicates a need to focus improvement efforts in this area.

3. In English Language Arts, Socio-Economically Disadvantaged students declined 3.8 points points to 37.6 below standard which indicates a need to focus improvement efforts in this area.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
55 points below standard	67.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -16.2 points	Declined -18 points	
217 students	133 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	60.7 points below standard	126.3 points below standard
	Declined -14.5 points	Declined -6.4 points
3 students	178 students	20 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	12.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2 students		Declined -4.1 points	1 students
		18 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
70.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.2 points above standard
Declined -19.3 points	3 students	3 students	Maintained 0.3 points
160 students			30 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
109 points below standard	32.2 points below standard	41 points below standard
Declined -8.6 points	Declined -11 points	Declined -17.5 points
61 students	72 students	75 students

Conclusions based on this data:

1. In Mathematics, All Students declined 16.2 points to 55 points below standard which indicates a need to focus improvement efforts in this area.

2. In Mathematics, English Learners declined 18 points to 67.4 points below standard which indicates a need to focus improvement efforts in this area.

3. In Mathematics Socio-Economically Disadvantaged Learners declined 14.5 pointsto 60.7 points below standard which indicates a need to focus improvement efforts in this area.

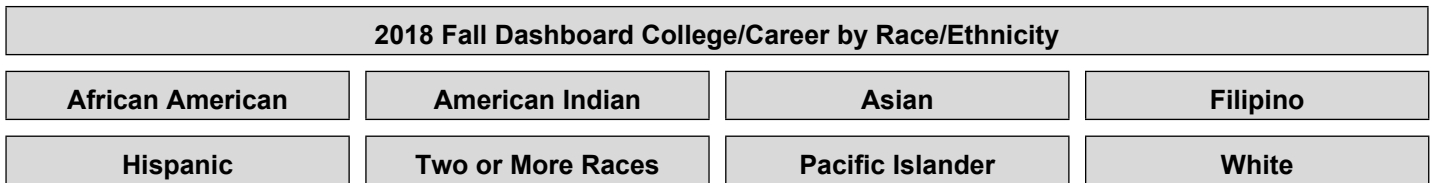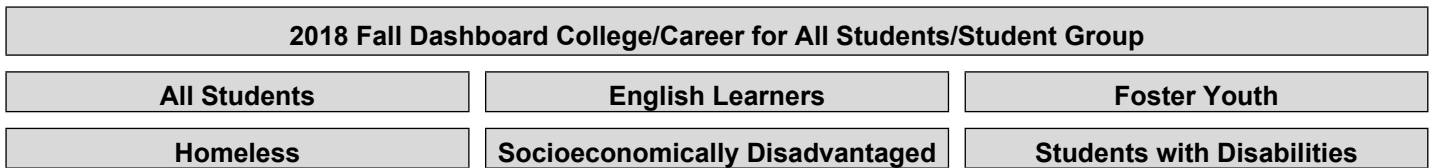# School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
162	36.4%	39.5%	14.2%	9.9%

Conclusions based on this data:

1. 36.4% of the EL population is performing at the Well Developed Level: Level 4.

2. 39.5% of the EL population is performing at the Moderately Developed Level: Level 3.

3. 24.1% of the EL population is performing at the Somewhat Developed Level: Level 2 or Beginning Stage: Level 1 which indicates a need to focus improvement efforts in this area. .

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report
Red	**Orange**	**Yellow**	**Green**	**Blue**
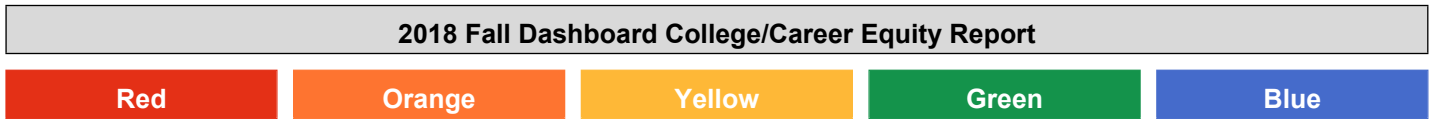
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2018 Fall Dashboard College/Career by Race/Ethnicity
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance
Class of 2016	**Class of 2017**	**Class of 2018**
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable.

2. Not applicable.

3. Not applicable.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	1	3	0	0
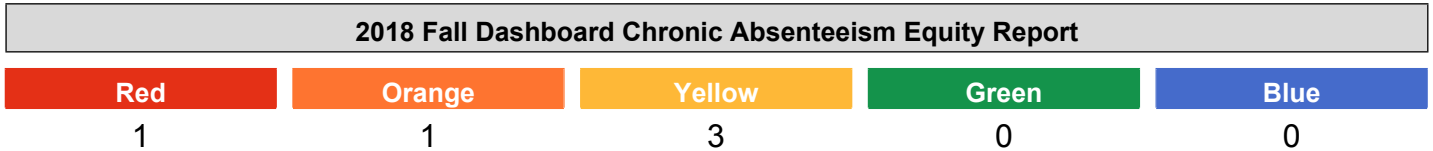
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
12.9% chronically absent	11.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Increased 0.6%	
457 students	193 students	8 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	14% chronically absent	33.3% chronically absent
	Declined 0.5%	Increased 12.9%
9 students	379 students	48 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	7.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
6 students	0 students	Maintained 0.3%	3 students
		27 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
11.7% chronically absent	23.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	15.3% chronically absent
Declined 1.8%	Increased 23.1%	3 students	Declined 1.6%
333 students	13 students		72 students

Conclusions based on this data:

1. Chronic absenteeism for Students with Disabilities increased by 12.9% to 33.3% which indicates a need to focus improvement efforts in this area. .

2. Chronic Absenteeism for English Learners increased by .6% to 11.9% which indicates a need to focus improvement efforts in this area.

3. Chronic Absenteeism for All Students maintained at .4% to 12.9% which indicates a need to focus improvement efforts in this area.

School and Student Performance Data
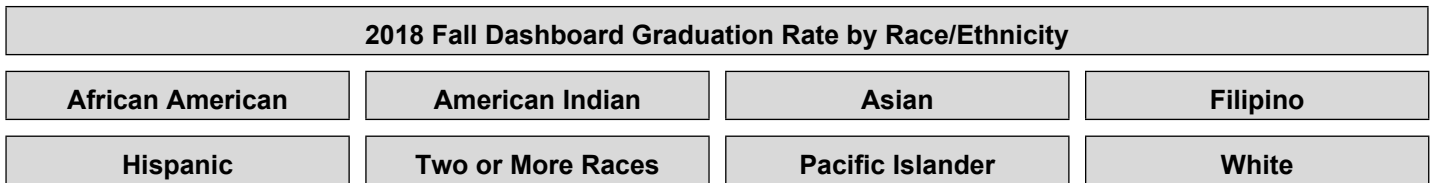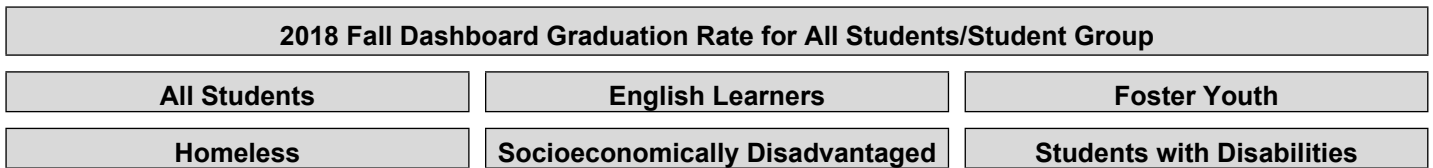
Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 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 or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.
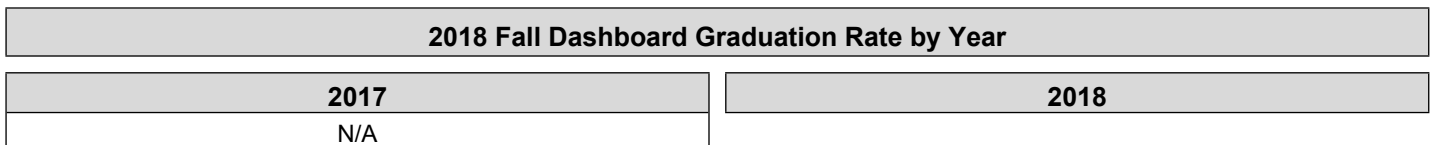
2018 Fall Dashboard Graduation Rate by Year	
2017	2018
N/A	

Conclusions based on this data:

1. Not applicable.
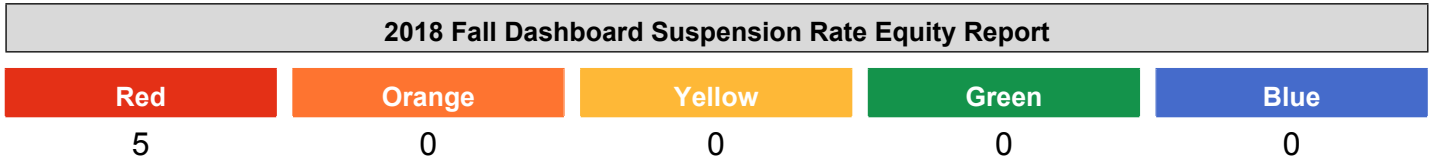
2. Not applicable.

3. Not applicable.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
5	0	0	0	0

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Red

6.6% suspended at least once

Increased 3.4%

472 students

English Learners

Red

6.1% suspended at least once

Increased 4.2%

196 students

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9 students

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

10 students

Socioeconomically Disadvantaged

Red

7.3% suspended at least once

Increased 3.7%

384 students

Students with Disabilities

Red

8% suspended at least once

Increased 8%

50 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	0 Students	3.6% suspended at least once	Less than 11 Students - Data
8 students		Increased 3.6%	3 students
		28 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
7% suspended at least once	0% suspended at least once	Less than 11 Students - Data	6.7% suspended at least once
Increased 3.9%	Declined -16.7%	3 students	Increased 3.8%
341 students	14 students		75 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
4.2% suspended at least once	3.1% suspended at least once	6.6% suspended at least once

Conclusions based on this data:

1. The Suspension Rate for Students with Disabilities increased by 8% with 8% of the students being suspended at least one day which indicates a need to focus improvement efforts in this area.

2. The Suspension Rate for Socioeconomically Disadvantaged Students increased by 3.7% with 7.3% of the students being suspended at least one day which indicates a need to focus improvement efforts in this area.

3. The Suspension Rate for All Students increased by 3.4% with 6.6% of the students being suspended at least one day which indicates a need to focus improvement efforts in this area.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

After a thorough analysis of our schools Dashboard data during the needs assessment process, and our comprehensive needs assessment with school stakeholders, the school identified a need to improve ELA and Math performance overall (with a specific focus on English Learners and students with disabilities). A lack of research based instructional strategies, poor student attendance, and a lack of staff collaboration time were identified as root causes for the gaps in student achievement. As a CSI school, analysis of the dashboard was determined to identify Suspension Rate and Chronic Absenteeism as areas requiring improvement. Both English Language Arts and Mathematics require improvement in achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator.	ELA: 32.9 points below standard in the Orange level on the Fall 2018 Dashboard. Mathematics: 55 points below standard in the Orange level on the Fall 2018 Dashboard.	ELA increase of 3 points to 29.9 points below standard moving from Orange to Yellow. Mathematics increase of 3 points to 52 points below standard moving from Orange to Yellow.
Percentage of students who reach growth targets on iReady in Reading and Math.	39% of students are meeting the Typical Growth target on iReady in Reading. 47% of the students improved placement (moved up at least one placement level). 26% of students are meeting the Typical Growth target on iReady in Math. 45% of the students improved placement (moved up at least one placement level).	43% of the students will meet the Typical Growth target on iReady in Reading. 30% of the students will meet the Typical Growth target on iReady in Math.
Percentage of Professional Learning Communities (PLC)	A baseline will be established this year	A baseline will be established this year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
that analyze student work to implement best practices.		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional learning and collaboration opportunities to support best first instruction through differentiation across content areas, utilizing assessment and supplemental instruction.

Title I teacher to provide Tier 2 small group instruction instruction in reading.

Substitutes for Release Time for Peer Coaching
Substitutes for Common Planning time
Collaboration within grade levels will ensure standards-based instruction in each classroom is aligned with agreed upon District pacing guide. Common assessments for each standard taught will ensure equal access and consistency of the standards taught. Use of academic conferencing and weekly collaborative planning meetings will provide the structure for discussing students' needs and the creation of action plans and lesson plans to ensure the achievement of all students.

Teachers will use PLC's and coaching models. They will be provided time to collaborate during and after the school day so that they can improve instruction and set goals for both Math and ELA. Teachers will use research based instructional strategies to increase student engagement and increase student achievement. In addition, teachers will utilize the universal access components of the core to guarantee equitable access to a rigorous education. Teachers will use the adopted curriculum for instruction and will participate in follow-up training provided by the District; following the District pacing guide. Daily assessments and interventions will be provided. Teachers will teach the required instructional and intervention minutes. They will have the opportunity to support core instruction before or after school. Teachers will attend staff development sessions to support this action. Materials and supplies to support teacher professional development will be paid for. Additional funds to support materials and supplies for differentiated instruction, leveled libraries as well as before/after school intervention.

Technology support will be a focus at our site. Teachers will need support implementing technology into their classroom in order to meet 21st century needs for our students. Some of the supports that may be needed are: technology innovation professional development, supports with programs and apps, purchasing of apps for students.

Supplies for daily classroom and office needs such as paper, pencils etc.

Collaborate with UC Davis to provide a work study coordinator who will hire and train U.C. Davis students to tutor in our after school program. This will ensure that the tutors are trained properly. The coordinator will also evaluate the tutors and give them feedback on their job performance.

Supplies/Materials for Classroom Instruction to enhance student access to curriculum through a variety of modalities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
26,057.00	Supplemental/Concentration
84,686.00	Title I Part A: Basic Grants Low-Income and Neglected

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate high school and be competitively college and career ready through personalized learning.

Goal 2

All students will graduate high school and be competitively college and career ready through personalized learning.

Identified Need

Ensure access to extended learning opportunities. STEAM campus-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing UC/CSU a-g course requirements (high school only)	N/A	N/A
Number of pathways that result in certification in high demand, local industry sectors (high school only)	N/A	N/A
Increase the number of students who are "Prepared" on the College/Career Indicator (high school only)	N/A	N/A
Increase STEAM campus-wide.	A baseline will be established this year,	Increase fifth-grade performance on the CAASPP in Science, based on results from 2019 assessment.
Provide access to the ASES program.	The maximum number of student slots are full.	Maintain-maximum number of student slots are filled.
Increase opportunities for all students to have meaningful participation in the visual and performing arts.	Baseline will be established this year.	Baseline will be established this year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase integrated STEAM activities within the CORE curriculum. Increase STEAM lessons in each grade level.
Professional development, release time for professional development, as well as planning and collaboration for STEAM integration will be provided. (Through CSI funds, as well as site funds)
Materials and supplies for STEAM integration.
Actively promote the ASES program with parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will be successful through the development of targeted and coherent systems of support.

Goal 3

All students will be successful through the development of targeted and coherent systems of support.

Identified Need

Address culture and climate of Whitehead with the goal of decreasing chronic absenteeism, increasing school connectedness and students' sense of safety, and ensuring accessibility to extended learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	12.9% of All Students are Chronically Absent.	Decrease percent of All Students Chronically Absent to 11.0%
Increase student sense of safety and school connectedness on the California Healthy Kids Survey Results.	A baseline will be established this year.	Increase student sense of safety and school connectedness by 3%.
Ensure access to extended learning opportunities	A baseline will be established this year.	A baseline will be established this year.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school will continue with the Positive Behavior Intervention and Support program (PBIS) to ensure students are in school and not suspended. The staff will provide an increased number of family evening events to better connect families to the school. Tier I Team Meetings held monthly, Tier II Team Meeting held every two weeks, and the Development Tier III of PBIS within MTSS.

- Substitutes for Academic Conferences/ MTSS meetings (2 days per year per teacher paid for by WJUSD LCAP)
- Student Store

- Blue Tickets
- Golden Eagle Ticket
- Weekly Reading Recognition (certificates, bookmarks, pencils, bracelets, limo ride & pizza)
- Brag Tags for attendance, citizenship, and academic recognition.

Training on proactive behavior management strategies and trauma informed practice will be provided to all certificated staff. Based on a staff survey for future behavioral and de-escalation trainings, the WJUSD PBIS Coach and behaviorist will provide training.

We will utilize the site counselor to continue to support our students needing social-emotional support and train staff on Second Step and Steps to Respect.

Sixth grade students will attend a week-long science camp with an emphasis on developing relationships and strong bonds, as well as provide students with the student behaviors and skills necessary to help them access the core-curriculum, thereby addressing the achievement gap.

We will develop a school-wide attendance policy that provides student motivation to improve attendance. We will develop a school-wide behavior management plan which will provide student motivation to adhere to this plan.

We will continue to implement MTSS and GLAD strategies to improve school and classroom culture.

CARE teams to specifically address the needs of chronically absent students. Each student identified as chronically absent will receive follow up contacts, including home visits when appropriate.

- Weekly Announcements for Attendance
- Monthly Attendance Assembly
- School-wide "thermometers" to measure each classroom's attendance
- TK attendance incentives
- Monthly award assemblies with pizza lunch for attendance winners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7909.00	Site Discretionary
10,000.00	Supplemental/Concentration

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

Increase English Learner performance on the ELAC to Level 3- Moderately Developed and Level 4 - Well Developed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Learner Progress Indicator at Level 3.	39.5% of English Learners at Level 3 - Moderately Developed.	Increase percent of English Learners at level 3 -Moderately Developed to 42.5%.
Show growth on the English Learner Progress Indicator at Level 4 (CA School Dashboard).	36.4% of English Learners at Level 4 - Well Developed.	Increase percent of English Learners at level 4 - Well Developed to 39.4%.
Increase the reclassification rate for English learners.	13% of English learner students were reclassified.	16% of English learners will be reclassified.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELL Students

Strategy/Activity

Enhance ELD strategies taught during designated and integrated ELD.

All ELLs will be provided specific, targeted instruction in ELD for 45 minutes a day. Instruction will be provided at students' instructional level using district-adopted instructional materials. Students will be grouped by language level across grade levels (K-1, 2-3, 4-6) to provide appropriate ELD instruction. Coaching will be provided to teachers in the area of ELD lesson development through GLAD (Guided Language Acquisition Design). The focus is to ensure the instruction

matches the grammatical forms needed to move to the next language level of proficiency. Site will receive support from the EL specialist, (district provided) in order to align instruction and services with the District Master Plan for English Learners to to provide targeted PD. GLAD training will be offered, as well as GLAD coaching (CSI funding as well as site based funding)

Translation services will be provided for parents during Parent-Teacher Conferences.

Family Night Events provided by credentialed teachers and supported with translators will connect parental academic skills to better support their student's performance on the CAASPP.

Language enrichment for English Learners through Scholastic News will provide a wide range of authentic and high-level text.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30,000.00	Supplemental/Concentration
1,000.00	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

Increase school to home communication school-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC/ELAC/Boosters to represent diversity of student demographics. Membership diversity.	A baseline will be established this year	A baseline will be established this year
Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators. California Healthy Kids Survey.	A baseline will be established this year	A baseline will be established this year
Increase use of technology tools and applications by site staff to communicate with parents about student progress. Aeries as of June 2019.	Current 13.67% of parents having Aeries Parent Portal accounts.	17% of parents having Aeries Parent Portal accounts.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase parent and community involvement by connecting opportunities for family involvement at various times during and outside the school day.

Weekly phone All Calls notifying parents of school activities.
Increase parental involvement and attendance at Parent-Teacher Conferences, Back to School Night, Open House by including STEAM activities and presentations, as well student performances.

Increase the number of evening activities to connect parents with the school and grade level standards.

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

Amount(s)	Source(s)
935.00	Title I Part A: Parent Involvement
5,000.00	Supplemental/Concentration

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$85,621
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$175,587.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$84,686.00
Title I Part A: Parent Involvement	$935.00

Subtotal of additional federal funds included for this school: $85,621.00

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 ($)
Site Discretionary	$8,909.00
Supplemental/Concentration	$81,057.00

Subtotal of state or local funds included for this school: $89,966.00

Total of federal, state, and/or local funds for this school: $175,587.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
James Evans	Principal
Kendra Murdock	Classroom Teacher
Kandy Neilson	Other School Staff
Quincy Newsom	Classroom Teacher
Karen Lowe	Classroom Teacher
Amalia Martinez	Parent or Community Member
Gricelda Alvarez	Parent or Community Member
Lindy Verdugo	Parent or Community Member
Maria Cuevas	Parent or Community Member
Matt Settles	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:
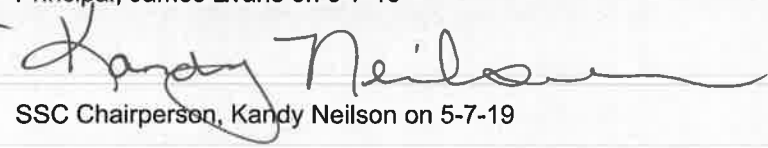
Signature	Committee or Advisory Group Name
Roxelu Farias	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-7-19.

Attested:

James Evans   Principal, James Evans on 5-7-19

Kandy Neilson   SSC Chairperson, Kandy Neilson on 5-7-19