School Year: **2021-22**

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	4-20-2021	June 3, 2021

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

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.

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.

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

Whitehead Elementary's School Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Whitehead Elementary including ELAC (English Learner Advisory Committee) , School Site Council, staff, and with students. Each meeting included an in-depth review of the most recent California School Dashboard data for Whitehead Elementary School students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

Student input was gathered through a survey focused on Student Voice, of which 42 (26%) 4th/5th/6th grade students responded. Student focus groups were created, with a balanced representation of student groups: 12 students (13% of 4th-6th grades) comprised of 7 EL (English Learner),1 EL Urdu,1 migrant ,1 Foster Program, and 3 males/9 females. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified bullying as an area of concern. Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again on 5/19/21, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. On March 30, 2021 a team of Whitehead staff conducted an in -depth review of Whitehead students' performance data, identified Chronic Absenteeism as an area of need, and proposed actions and strategies to support these needs. Areas of concern included home environment, how to help families improve attendance, incentivizing distance learning, and improving in a school-wide focus of being student-centered.

Needs assessment meetings were also held with ELAC on March 18, 2021, and with School Site Council on February 25, 2021. In each meeting, Chronic Absenteeism was found to be the greatest need on the California School Dashboard.

ELAC and staff reviewed the SPSA on 5/20/21, and provided additional feedback. School site council reviewed the plan on 5/20/21, considered recommendations and feedback from all groups, and finalized/approved the SPSA on 5/20/21.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.27%			1
African American	0.92%	0.97%	1.63%	4	4	6
Asian	5.98%	5.11%	4.61%	26	21	17
Filipino	0.23%	0.73%	0.54%	1	3	2
Hispanic/Latino	74.25%	75.43%	78.86%	323	310	291
Pacific Islander	0.69%	0.49%	0.27%	3	2	1
White	15.40%	14.11%	10.3%	67	58	38
Multiple/No Response	0.46%	1.46%	1.63%	2	6	7
			Total Enrollment	435	411	369

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	73	73	70
Grade 1	73	47	44
Grade 2	61	67	37
Grade3	59	54	56
Grade 4	58	64	48
Grade 5	53	54	56
Grade 6	58	52	58
Total Enrollment	435	411	369

Conclusions based on this data:

1. Our school enrollment declined by 42 students with 2nd grade taking the largest reduction of 30 students. Spring Lake's opening may have affected Whitehead's 1st grade decline in enrollment.

2. Based on the student group data, we can see that our Hispanic group decreased by 19 students and our White group decreased by 20 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	185	163	131	42.5%	39.7%	35.5%
Fluent English Proficient (FEP)	70	73	81	16.1%	17.8%	22.0%
Reclassified Fluent English Proficient (RFEP)	29	24	37	14.6%	13.0%	22.7%

Conclusions based on this data:

1. The percentage of English Learners continues to decline at 4%, a faster rate than years previous (3%).

2. In reviewing our reclassification data, we find an increase in the number of students who have been reclassified over the past two years. 13% to 23%. However, last year declined from the year previous.

3. The number of Fluent English Proficient students has increased by 4% in the last two years. However, last year showed little growth from the previous year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	62	52	64	60	52	64	60	52	100	96.8	100
Grade 4	50	57	61	48	56	60	48	56	60	96	98.2	98.4
Grade 5	56	52	54	56	51	51	56	51	51	100	98.1	94.4
Grade 6	55	59	54	55	58	54	55	58	54	100	98.3	100
All Grades	225	230	221	223	225	217	223	225	217	99.1	97.8	98.2

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2396.	2402.	7.81	11.67	9.62	23.44	16.67	30.77	28.13	38.33	25.00	40.63	33.33	34.62
Grade 4	2454.	2431.	2436.	10.42	14.29	10.00	35.42	21.43	23.33	22.92	21.43	26.67	31.25	42.86	40.00
Grade 5	2466.	2503.	2472.	12.50	13.73	17.65	25.00	45.10	23.53	19.64	19.61	21.57	42.86	21.57	37.25
Grade 6	2522.	2481.	2546.	7.27	8.62	25.93	41.82	20.69	37.04	30.91	31.03	18.52	20.00	39.66	18.52
All Grades	N/A	N/A	N/A	9.42	12.00	15.67	30.94	25.33	28.57	25.56	28.00	23.04	34.08	34.67	32.72

Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	10.00	17.31	45.31	61.67	57.69	42.19	28.33	25.00
Grade 4	16.67	14.29	16.67	52.08	48.21	48.33	31.25	37.50	35.00
Grade 5	16.07	19.61	15.69	37.50	56.86	50.98	46.43	23.53	33.33
Grade 6	16.36	18.97	24.07	50.91	32.76	55.56	32.73	48.28	20.37
All Grades	15.25	15.56	18.43	46.19	49.78	53.00	38.57	34.67	28.57

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.69	10.00	7.69	53.13	41.67	50.00	42.19	48.33	42.31
Grade 4	10.42	12.50	11.67	52.08	42.86	55.00	37.50	44.64	33.33
Grade 5	17.86	25.49	11.76	41.07	50.98	50.98	41.07	23.53	37.25
Grade 6	20.00	13.79	27.78	50.91	43.10	48.15	29.09	43.10	24.07
All Grades	13.00	15.11	14.75	49.33	44.44	51.15	37.67	40.44	34.10

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.25	8.33	21.15	65.63	73.33	55.77	28.13	18.33	23.08
Grade 4	18.75	12.50	10.00	66.67	67.86	73.33	14.58	19.64	16.67
Grade 5	5.36	15.69	17.65	66.07	70.59	47.06	28.57	13.73	35.29
Grade 6	21.82	5.17	18.52	58.18	63.79	70.37	20.00	31.03	11.11
All Grades	12.56	10.22	16.59	64.13	68.89	62.21	23.32	20.89	21.20

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.25	11.67	13.46	57.81	50.00	46.15	35.94	38.33	40.38
Grade 4	12.50	12.50	10.00	66.67	51.79	55.00	20.83	35.71	35.00
Grade 5	17.86	25.49	13.73	41.07	62.75	56.86	41.07	11.76	29.41
Grade 6	21.82	18.97	33.33	65.45	50.00	50.00	12.73	31.03	16.67
All Grades	14.35	16.89	17.51	57.40	53.33	52.07	28.25	29.78	30.41

Conclusions based on this data:

1. As a whole school, we are increasing the percentage of students meeting or exceeding standard, while also decreasing the number of students nearly meeting or not meeting standard. This indicates both groups are having their needs met. Writing is a concern, as one third of the students are below standard.

2. In Reading, the third grade cohort's Below Standard scores are 42.19% in 16/17, 37.50% in 17/18, and 33.33% in 18/19. This is a three year trend of the third grade cohort declining in the percent of third graders scoring Below Standard. In Reading, the fourth grade cohort's Below Standard scores are 31.25% in 16/17, 23.53% in 17/18, and 20.37% in 18/19. This is a three year trend of the fourth grade cohort declining in the percent of fourth graders scoring Below Standard. This means fewer students in both cohorts are scoring Below Standard over time.

In the reading domain, the third grade cohort's Above Standard scores are 12.50% in 16/17, 14.29% in 17/18, and 15.69% in 18/19. This is a three year trend of the third grade cohort increasing in the percent of third graders scoring Above Standard. In the Reading domain, the fourth grade cohort's Above Standard scores are 16.67% in 16/17, 19.61% in 17/18, and 24.07% in 18/19. This is a three year trend of fourth graders increasing in the percent scoring Above Standard. This means more students in both cohorts are scoring Above standard over time.

Students are performing at a higher level in the Reading domain over time. This indicates that the Articulated PLC's (Cross-Grade Professional Learning Communities) produced higher test scores by increasing teacher knowledge of ELA (English Language Arts) standards for the grades below and above their own grade level . A continued focus on Articulated PLC's will support on-going achievement in Reading.

3. The percentage of students at or near standard in writing decreased at all grades with the exception of 5th grade increasing by 14%. The only increase of students below standard in Reading is 5th grade at 10%, even with the addition of a Title I intervention teacher serving fifth grade.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	62	52	64	62	52	64	62	52	100	100	100
Grade 4	50	57	61	49	57	60	49	57	60	98	100	98.4
Grade 5	56	52	54	56	52	54	56	52	54	100	100	100
Grade 6	55	59	54	55	58	54	55	58	54	100	98.3	100
All	225	230	221	224	229	220	224	229	220	99.6	99.6	99.5

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2392.	2416.	4.69	11.29	9.62	21.88	11.29	30.77	23.44	32.26	32.69	50.00	45.16	26.92
Grade 4	2459.	2436.	2439.	8.16	10.53	8.33	26.53	15.79	20.00	38.78	36.84	35.00	26.53	36.84	36.67
Grade 5	2480.	2488.	2463.	17.86	13.46	12.96	12.50	17.31	12.96	28.57	32.69	22.22	41.07	36.54	51.85
Grade 6	2517.	2458.	2538.	7.27	6.90	22.22	27.27	17.24	20.37	40.00	25.86	38.89	25.45	50.00	18.52
All Grades	N/A	N/A	N/A	9.38	10.48	13.18	21.88	15.28	20.91	32.14	31.88	32.27	36.61	42.36	33.64

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.63	19.35	15.38	28.13	27.42	44.23	56.25	53.23	40.38
Grade 4	12.24	15.79	15.00	53.06	35.09	30.00	34.69	49.12	55.00
Grade 5	23.21	19.23	16.67	28.57	28.85	25.93	48.21	51.92	57.41
Grade 6	25.45	12.07	24.07	47.27	25.86	42.59	27.27	62.07	33.33
All Grades	19.20	16.59	17.73	38.39	29.26	35.45	42.41	54.15	46.82

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.94	11.29	25.00	32.81	45.16	44.23	56.25	43.55	30.77
Grade 4	12.24	8.77	10.00	57.14	35.09	38.33	30.61	56.14	51.67
Grade 5	16.07	23.08	9.26	42.86	40.38	42.59	41.07	36.54	48.15
Grade 6	10.91	12.07	20.37	47.27	34.48	53.70	41.82	53.45	25.93
All Grades	12.50	13.54	15.91	44.20	38.86	44.55	43.30	47.60	39.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.81	11.29	23.08	54.69	45.16	53.85	37.50	43.55	23.08
Grade 4	10.20	12.28	8.33	53.06	38.60	40.00	36.73	49.12	51.67
Grade 5	12.50	9.62	9.26	42.86	46.15	46.30	44.64	44.23	44.44
Grade 6	12.73	12.07	20.37	49.09	36.21	53.70	38.18	51.72	25.93
All Grades	10.71	11.35	15.00	50.00	41.48	48.18	39.29	47.16	36.82

Conclusions based on this data:

1. School-wide, the percent of students at standard decreased each year, with the exception of 6th grade increasing by 15%. The percent of students that did not meet standard decreased, with the exception of 5th grade increasing by 15%. This indicates an overall shift of fewer students at standard and fewer students not at standard.

2. In basic concepts and procedures, grades 4 and 5 have more than 50% of the students below standard. Two year cohort data also show that students moving from grade 3 to 4 and 4 to 5 have an increase in the percent of students below standard. This indicates that grades 4 and 5 need professional development in mathematics.

3. As a school, in communicating reasoning grades 4 and 5 have slight increases in the percent of students below standard, while grades 3 and 5 have significant decreases in the percent of students below standard. This indicates that grades 4 and 5 need professional development in Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1438.4	1422.8	1458.0	1436.5	1392.4	1390.5	36	34
Grade 1	1462.9	1459.7	1458.3	1471.4	1467.0	1447.6	32	21
Grade 2	1515.1	1485.9	1513.9	1486.6	1515.7	1484.8	28	20
Grade 3	1501.6	1506.3	1495.5	1499.7	1507.2	1512.5	24	12
Grade 4	1501.9	1507.6	1493.3	1490.1	1510.0	1524.5	18	19
Grade 5	*	1497.1	*	1479.5	*	1514.3	*	15
Grade 6	1533.1	*	1535.2	*	1530.5	*	17	5
All Grades							162	126

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.11	8.82	33.33	44.12	*	32.35	*	14.71	36	34
1	37.50	4.76	*	57.14	*	28.57	*	9.52	32	21
2	71.43	10.00	*	45.00	*	45.00		0.00	28	20
3	*	16.67	58.33	66.67	*	16.67	*	0.00	24	12
4	*	26.32	*	47.37	*	5.26	*	21.05	18	19
5	*	20.00	*	33.33		6.67	*	40.00	*	15
6	*	*	*	*	*	*	*	*	17	*
All Grades	36.42	13.49	39.51	47.62	14.20	23.81	9.88	15.08	162	126

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.78	17.65	33.33	44.12	*	23.53	*	14.71	36	34
1	50.00	23.81	*	52.38	*	19.05	*	4.76	32	21
2	78.57	20.00	*	65.00	*	15.00	*	0.00	28	20
3	54.17	33.33	*	50.00	*	16.67	*	0.00	24	12
4	*	52.63	*	26.32	*	0.00	*	21.05	18	19
5	*	33.33	*	26.67		6.67	*	33.33	*	15
6	*	*	*	*	*	*	*	*	17	*
All Grades	56.17	27.78	27.78	43.65	8.02	15.08	8.02	13.49	162	126

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	72.22	11.76	*	82.35	*	5.88	36	34
1	68.75	76.19	*	23.81	*	0.00	32	21
2	78.57	40.00	*	60.00		0.00	28	20
3	54.17	16.67	*	75.00	*	8.33	24	12
4	*	31.58	*	42.11	*	26.32	18	19
5	*	13.33	*	53.33	*	33.33	*	15
6	*	*	*	*	*	*	17	*
All Grades	59.88	30.95	33.33	56.35	6.79	12.70	162	126

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.22	20.59	44.44	61.76	*	17.65	36	34
1	43.75	4.76	37.50	90.48	*	4.76	32	21
2	82.14	15.00	*	85.00	*	0.00	28	20
3	66.67	41.67	*	58.33	*	0.00	24	12
4	66.67	57.89	*	26.32	*	15.79	18	19
5	*	53.33	*	13.33	*	33.33	*	15
6	70.59	*	*	*	*	*	17	*
All Grades	61.11	28.57	27.78	57.94	11.11	13.49	162	126

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	72.22	88.24	*	11.76	36	34
1	56.25	23.81	*	42.86	*	33.33	32	21
2	64.29	15.00	*	75.00	*	10.00	28	20
3	*	0.00	70.83	75.00	*	25.00	24	12
4	*	10.53	66.67	63.16	*	26.32	18	19
5		13.33	*	46.67	*	40.00	*	15
6	*	*	*	*	*	*	17	*
All Grades	27.78	9.52	51.23	66.67	20.99	23.81	162	126

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.67	38.24	*	41.18	30.56	20.59	36	34
1	*	4.76	62.50	66.67	*	28.57	32	21
2	42.86	10.00	57.14	80.00		10.00	28	20
3	*	41.67	58.33	58.33	*	0.00	24	12
4	*	47.37	*	42.11	*	10.53	18	19
5	*	13.33	*	46.67	*	40.00	*	15
6	*	*	70.59	*	*	*	17	*
All Grades	35.80	26.98	49.38	53.97	14.81	19.05	162	126

Conclusions based on this data:

1. The percentage of students performing at a Level 4 in Oral Language decreased at all grade levels by more than 20%.

2. The domain with the highest percentage of beginners in reading is fifth grade writing and reading, both at 40%.

3. All grade levels have decreased numbers of students taking the ELPAC (English Language Proficiency Assessment for California) ranging from 1-18 students, with the exception of 5th grade testing one more student.
20% of students in 5th grade scored a Level 4, but were not redesignated. Therefore, they did not meet grade level standards.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
411	**72.5**	**39.7**	**1.2**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	163	39.7
Foster Youth	5	1.2
Homeless	6	1.5
Socioeconomically Disadvantaged	298	72.5
Students with Disabilities	39	9.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.0
Asian	21	5.1
Filipino	3	0.7
Hispanic	310	75.4
Two or More Races	7	1.7
Pacific Islander	2	0.5
White	58	14.1

Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students with 75.4%.

2. Our White student group and our Asian student group make up our next two largest groups with 14.1% and 5.1% respectively.

3. A large percentage (72.5%) of our population is identified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. We have made substantial progress in all areas except Chronic Absenteeism.

2. Although every area can be improved, Chronic Absenteeism is the only area at or below orange, which suggests a continued need to focus on this area. Whitehead has contracted with Attendance Works to provide additional professional development and support the development of a chronic absenteeism plan.
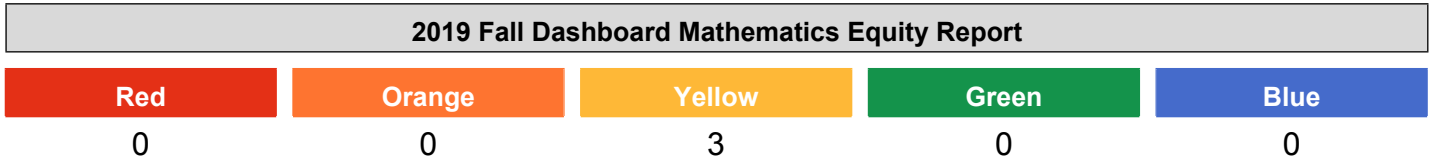
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
20.4 points below standard	36.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.5 points	Increased ++8.8 points	
210	127	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	23.8 points below standard	95.8 points below standard
	Increased ++13.8 points	Declined -3.7 points
1	157	25

2019 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	12.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1		Increased ++5.4 points	2
		16	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
31.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	27.8 points above standard
Increased Significantly	5	2	Increased ++10.2 points
++18.2 points			24
157			

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.5 points below standard	5.4 points above standard	13 points below standard
Declined -13.8 points	Increased ++5 points	Increased ++7.3 points
45	82	69

Conclusions based on this data:

1. All subgroups increased performance, with the exception of students with disabilities decreasing by 3.7 points.

2. With the exception of students with disabilities, all student groups increased in ELA performance. Hispanic students are designated as increasing significantly in ELA (English Language Arts) performance.

3. Current English Learners decreased performance in ELA by 13.8 points, which implies a need for focused professional development and coaching, with an emphasis on integrated ELD (English Language Development) supports and scaffolds.

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.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
33.7 points below standard	47.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly	Increased Significantly	
++21.3 points	++19.7 points	2
209	126	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	37.3 points below standard	118.1 points below standard
	Increased Significantly	Increased Significantly
1	++23.3 points	++19.3 points
	156	25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		16.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1		Increased Significantly	2
		++29 points	
		16	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
45.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	7.1 points above standard
Increased Significantly	5	2	Increased ++3.9 points
++25.4 points			
156			24

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only
107.1 points below standard	15.8 points below standard	30.1 points below standard
Maintained ++1.9 points	Increased Significantly	Increased ++10.9 points
44	++16.4 points	69
	82	

Conclusions based on this data:

1. All subgroups "Increased Significantly", with the exception of White students increasing "Significantly", which shows that the focus on mathematics and STEM (Science, Technology, Engineering,and Math) has been impactful on mathematics performance.

2. All ethnicities "Increased Significantly", with the exception of White students increasing "significantly". However, White students showed the least amount of growth at 3.9 points.

3. When comparing English learners, reclassified students showed the most gain and were designated as "Increased Significantly".

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46 making progress towards English language proficiency
Number of EL Students: 87
Performance Level: Medium
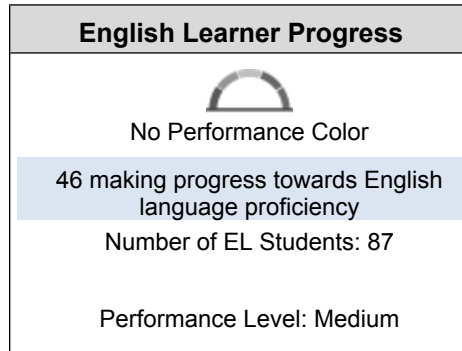
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
22.9	31.0	1.1	44.8

Conclusions based on this data:

1. Even with the new state measurements and levels, only 45% of students made progress by one level.

2. 31% of students decreased their English Learner Performance Indicator (ELPI) level, which could be due to the new ELPI levels between 2 and 3 (2 Low, 2 High, 3 Low, 3 High vs just 2 and 3), but also suggests a need to focus on improving instruction for English Learners.

3. 1 student maintained a Level 4 and is eligible for reclassification based on ELPAC criteria.

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.

2019 Fall Dashboard College/Career Equity Report

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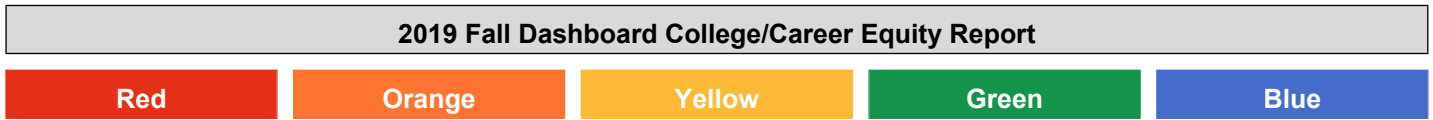
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Data not available at the elementary level.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	0	0
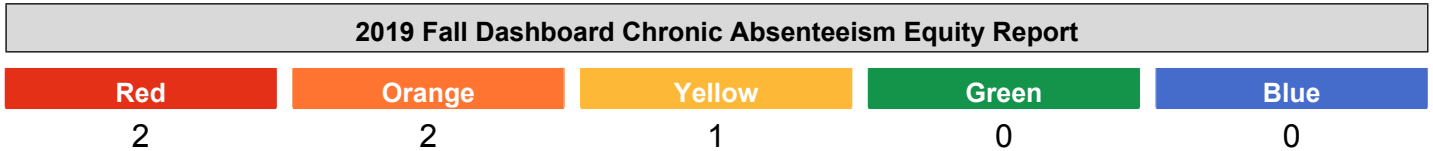
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
14.7	16.4	27.3
Increased +1.8	Increased Significantly +4.4	11
421	165	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	16.1	25
8	Increased +2.1	Declined -8.3
	311	48

2019 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	9.5	Less than 11 Students - Data Not Displayed for Privacy
5	0	Increased +2.1	3
		21	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
15.8	13.3	Less than 11 Students - Data Not Displayed for Privacy	13.6
Increased Significantly +4.1	Declined -9.7	2	Declined -1.7
316	15		59

Conclusions based on this data:

1. The only subgroup to show decreased Chronic Absenteeism is Students with Disabilities (-8.3 points), which shows an improvement for this group.

2. The only ethnicity to show decreased Chronic Absenteeism is White (-1.7 points).

3. English Learners remain the only subgroup in red and Hispanic students are the only ethnicity to remain in red. A focus on improving attendance is needed for these groups.

School and Student Performance Data
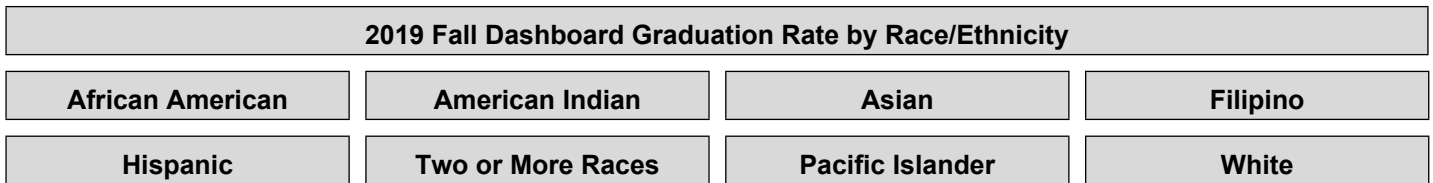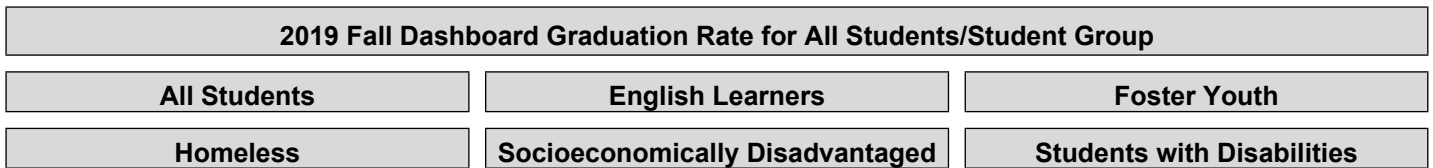
Academic Engagement
Graduation Rate

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.

2019 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 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.

2019 Fall Dashboard Graduation Rate by Year

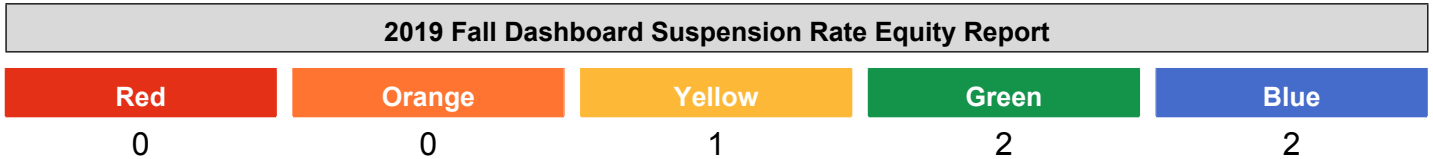| 2018	2019
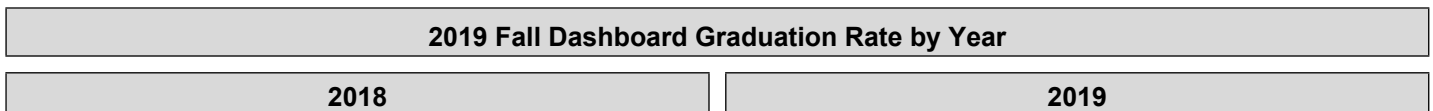
Conclusions based on this data:

1.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	2

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
1.2	0.6	0
Declined Significantly -5.4	Declined Significantly -5.5	11
427	167	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Yellow
Less than 11 Students - Data not displayed for privacy	1	4.1
	Declined Significantly -6.3	Declined -3.9
	313	49

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data not displayed for privacy		0	Less than 11 Students - Data not displayed for privacy
		Declined -3.6	
		21	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
1.3	0	Less than 11 Students - Data not displayed for privacy	1.7
Declined Significantly -5.8	Maintained 0		Declined -5
320	15		60

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.6	1.2

Conclusions based on this data:

1. All subgroups declined in Suspension Rate. 3 out of 4 subgroups "declined significantly". The school's focus on restorative practices and PBIS (Positive Behavior Intervention and Support) may be a cause for this decrease.

2. Socioeconomically Disadvantaged students had a significant reduction in suspensions which significantly declined by 6.3 points.

3. Hispanic students' suspension rate declined significantly. The school as a whole went from red to green on the dashboard.

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

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

Stakeholder input and the district dashboard data show that elementary students and their parents need to be supported in understanding college and career options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts (VAPA) in 20-21.	3% of 5th -6th graders are in band/strings.	The opportunity to participate in instrumental band or strings will be offered to all 5-6 graders. 15% of the 5th/6th grade classes will participate in band/strings. ASES will offer a VAPA class to provide all students participation in VAPA. Each teacher will create and implement one VAPA lesson each trimester.
Attendance rate at Open House/Science Night.	Postponed for 20-21/ 0% attendance	90% of families will attend Open House/Science Night
Percentage of students participating in one STEM (Science Technology Engineering and Math) presentation each year.	Postponed for 20-21/ 0% attendance	95% of students will participate in one STEM presentation in 21-22

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 with an emphasis on Foster Youth, English learners and Students with Disabilities.

Strategy/Activity

A comprehensive program to improve student access to colleges and careers:
Provide resources to support videos and power points as examples for College and Career options. Provide instructional time during the 3rd trimester to create and present student projects in every classroom. College and career options will be explored through class presentations to highlight options for professions, university options and trade schools. In the 3rd trimester, teachers will collaborate on lesson planning for their grade level's video or power point classroom Open House presentations and organize College and Career materials. Whitehead will continue to develop the site STEM program, increase STEM materials, and provide enrichment activities and assemblies. There will be budgetary support to enhance the VAPA program in assemblies, field trips, PD (Professional Development), collaboration time, materials and supplies, as well as supporting student performances. Utilize on-line STEM (Science Technology Engineering and Math) programs to address learning loss due to Covid-19. Provide resources to create videos or powerpoints for College and Career options. Provide instructional time and project timelines for each trimester to create and showcase student projects. Each class will improve their awareness of various colleges and different careers as they prepare class presentations for their peers to learn about various universities, trade schools and professions.
*Planning Time
*College and Career Materials

Provide each class to have an opportunity to have docents or members from the community come in and teach at least one directed art lesson to each class. All 5th and 6th graders will be provided with an opportunity to take an instrumental band.
*Materials and Supplies
*Art Docents

*Extended Duty

Enrichment activities for students (Cross country, music, STEM, folkloric, science night)

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)
8950	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Teachers were unable to prepare their grade level's video/power point presentation due to the school schedule. Assemblies, field trips and student performances were put on hold during the 20-21 school year. STEM activities were utilized through on-line platforms to address learning loss due to Covid-19.

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

The intended implementation and budgeted expenditures that were planned, did not occur as expected. Implementation and budgeted expenditures were shifted to support supplies/materials for distance learning during the Covid-19 pandemic.

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.

With the return to in-person learning, the goals and outcomes from 2020-2021 will continue in 2021-2022 with small changes found in Goal 1. For 2021-2022, the attendance rate at Open House/Science Night will show that 90% of families attended Open House/Science Night. The percentage of students participating in one STEM presentation in 2021-2022 will show 95% of the students participated in one STEM presentation. In prior years, Whitehead had a high participation rate in fine arts. For 2020-2021, just 3% of 5th/6th graders were in band/strings. During 2021-2022, the opportunity to participate in instrumental band or strings will be offered to all 5th/6th graders and will show that 15% of the 5th/6th grade classes participated in band/strings for 2021-2022.

ASES (After School Education and Safety) will offer a VAPA class to all students with a minimum of 85% of the students participating. Each teacher will create and implement one VAPA lesson each trimester with 100% participation.

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

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

The iReady data, dashboard data and school based data were reviewed during the needs assessments with stakeholder groups and it was determined that although both ELA and Mathematics showed growth (moving from orange to yellow), further growth needs to occur. In particular, math concepts and procedures as well as writing need to show growth. Implementation of the core ELA and Math is lacking in consistency. The writing program is not articulated from one grade to the next. PLC's (Professional Learning Communities) need to be utilized to focus staff on data-driven lesson design in both ELA and Mathematics. SEL (Social Emotional Learning) activities, events, and field trips will support the SEL needs of the students.

Chronic Absenteeism is clearly shown to be a need based on dashboard data, needs assessments and in the data review pages. Chronic Absenteeism is the only area on the dashboard that did not show improvement and remains red.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	As measured by the California Dashboard, Whitehead is yellow in ELA and Mathematics.	Whitehead will progress towards green in ELA and Math with All Students showing a 5% improvement in each subject.
Performance level on English Learner Progress Indicator (ELPI)	As measured by the California Dashboard, 46% of students are making progress towards learning English, but 23% of Whitehead's EL students decreased by one ELPI Level.	The percentage of EL students decreasing by one ELPI will not exceed 15%.
Percentage of students that Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment	The percent of students that Meet or Exceed Standards level on the SBAC in ELA is 44.24%	The percent of students that Meet or Exceed Standard level on the SBAC in ELA will be 50%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Consortium) English Language Arts.		
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	The percentage of students that Meet or Exceed Standards level on the SBAC in Mathematices is 34.09%.	The percentage of students that Meet or Exceed Standards level on the SBAC will be 45%.
Number of students who are chronically absent	14.7% or 62 students are Chronically Absent.	Less than 10% of the student population will be Chronically Absent, a reduction of student numbers to less than 42.
Student sense of safety and school connectedness	57% of the students in fifth grade responded to the CHKS (California Healthy Kids Survey). Of those, 56% feel a sense of school connectedness. 9% of the students feel unsafe at school.	The percent of students who respond to the CHKS will increase to 95%. Students' sense of school connectness will increase to 85%. The percent of students who do not feel safe at school will decrease to 3%.
Suspension rate	As measured by the California Dashboard, Whitehead is green in suspension rate, with 1.2 % of students suspended.	As measuered by the California Dashboard, Whitehead will progress towards blue in suspension rate, reducing the suspension rate to less than .5%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Not enough parent surveys for a CHKS report to be available. Baseline 0%	50% of 5th grade parents will complete the CHKS.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	In Reading, 31% of students met their Typical Growth Target for mid-year. In Math, 19% of students met their Typical Growth Target for mid-year.	In Reading, 34% of students will meet their Typical Growth Target for the end of the year. In Math, 25% of students will meet their Typical Growth Target for the end of the 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)

English Learners, Socioeconomically Disadvantaged, Foster and Homeless

Strategy/Activity

Provide a comprehensive and challenging educational program while also addressing the needs of the whole child.

By providing professional growth in Positive Behavioral Interventions and Supports (PBIS) for staff, a school culture and climate of caring for all and supporting for all will be created. In addition, MTSS (Multi-Tiered System of Supports) will continue to meet in a Tier II Team meeting every two weeks to determine which students most need direct trauma-informed instruction. Based upon stakeholder input, we will also improve student attendance/school climate/school culture through strategies including: Tardies no longer counting against class recognition, Monday announcements for classes with 10 days of full attendance in a month, Attendance Clerk contacting the family of students who are absent twice in one week, enhancement of the Monthly Awards Assembly, Weekly Family Fun Lunch, School Store, Sanford-Harmony SEL (Social Emotional Learning) implementation, Student Leadership Team, and the Friday Spirit Day Contest. Student store supplies to improve Chronic Absenteeism.

Extra duty for yard/cafeteria supervision to increase student safety, thereby raising attendance due to students feeling safe on campus. Extra duty for the office when the office needs coverage to provide support to students, families and staff. Extra duty for supervision of students. Substitutes for certificated for Academic Conferences and collaboration.

Custodial supplies to maintain/improve quality of safety in buildings.

Student performance will be a focus for the teaching staff. All teachers will participate in PLC's (Professional Learning Communities) and professional development in English Language Arts, Mathematics, and Science to increase student achievement. Professional development in PBIS and Distance Learning will provide Social Emotional Learning strategies for teachers to support student need, thereby decreasing Chronic Absenteeism. Substitutes will be provided to support teachers attending PLC's. Substitutes will be provided for professional development, collaboration, and peer observations.

Supplementary supplies to support student achievement will include office supplies and materials, classroom supplies and materials, substitutes for TK-1st grade teachers to individually assess students, copier/Riso costs, paper, software, postage and laminator film.

A chronic absenteeism plan will be developed through the Attendance Works program. This plan will include professional development, extra duty for staff to attend, extra duty pay for staff to implement and conduct home visits/virtual visits and a materials and supplies list by grade level.

Parent involvement in committees and activities.

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)
43,162.00	Supplemental/Concentration
1,127	Title I Part A: Parent Involvement

38,785	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Strategies and activities were implemented as much as possible during the 20-21 school year. The SBAC and Dashboard data were not updated due to Covid.

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

The intended implementation was negatively impacted by Covid. For 2021-2022, the budget will be aligned to in-person instruction in order to align strategies/activiities with appropriate funding sources.

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.

Student sense of safety and school connectedness has been updated under Goal 2 Annual Measurable Outcomes.

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

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

Stakeholder groups reviewed the dashboard and concluded that our English Learners' performance in both ELA and Mathematics needs to improve. The English learners show a high chronic absenteeism rate, varying supports at school and at home, and little connection to the curriculum. These are issues of concern, as they negatively impact the achievement gap of our English learners(EL's) . The EL Roadmap in Principle #1: Assets-Oriented and Needs-Responsive Schools, shows a score of 2 (Somewhat Responsive) for all areas. For Principle #2: Intellectual Quality of Instruction and Meaningful Access, 6 of 7 areas show a score of 2, and a single area (Teaching and Learning) shows a score of 1 (Minimally or Not at All Responsive). According to the EL RoadMap, Whitehead is lacking in rigor for our English learners. We also need to improve on becoming a student-centered school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	The percent of students being reclassified is 22.7%.	The percent of students being reclassified will be 30% percent.
English Learner Progress Indicator	46% are making progress towards English language proficiency.	50% of English learners will make progress towards English language proficiency.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	Principle 1: Assets-Oriented and Needs Responsive Schools	Increase to 3 (Responsive)
	2.5- Languages and cultures are assets 2- No single EL profile 2.5- School climate is affirming, inclusive, safe 1.5- Strong family and school partnerships	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2- Supporting English Learners with disabilities Average 2.25	

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

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

English Learners

Strategy/Activity

Provide designated and integrated ELD (English Language Development) and provide professional development to improve instructional strategies and scaffolding for EL's. To support teachers in gaining the skills necessary to provide students with effective instruction in ELD, professional development at an ELD conference as well as coaching and modeling with the support of our English Learner specialists, will be provided. To ensure the academic success of our English learners, additional differentiation and intervention will be provided, including materials and supplies. To communicate effectively with parents/guardians regarding their student's academic achievement and other needs, translators will be provided for conferences, SST's (Student Study Teams), 504's and IEP's (Individual Education Plans).

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)
1,350	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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

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

ELD was provided by the general education staff for the 2021-2022 school year. The effectiveness of the implemented stategies/activities was negatively impacted by distance learning.

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

The budget was modified to support student supplies and materials rather than for Professional Development to support student learning during Covid.

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.

Full implementation of the goals, outcomes, metrics and strategies/activities will occur in the 2021-2022 school year.

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

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Student engagement and leadership

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Masons Elks Lions	Connect student leadership to community partnerships with 90% of Student Leadership Team participating.
Number of extracurricular programs offered	1-Cross Country	50% of the students in the grade levels participating will compete in the Cross Country program
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	42 Students (26%) of 4th/5th and 6th grades provided input to the SPSA through surveys.	85% of 3rd-6th grade students will complete the survey
Number and percent of students by representative demographic providing input to the SPSA through focus groups	12 Students (13% of 4th-6th grades) comprised of : 7 EL (English Leaners) Spanish 1 EL Urdu 1 migrant 1 Foster Program 3 males/9 females	Student leadership will meet monthly. Student leadership will engage with community partners and student voice involvement at the school site with 90% participation. Increase student involvement in leadership to 20 students.

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

Two students from each 4th-6h grade classroom from diverse backgrounds will comprise the Student Leadership Team (SLT). The SLT shall work with their homeroom class to collect surveys, polls, etc. The SLT will connect with community partners to expand opportunities for all students to engage with these organizations. The SLT, the SLT Teacher Lead and the principal shall provide a 1/2 day of training for the Student Leadership Team with materials and supplies included.

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)
200	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

N/A first year of the goal

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

N/A first year of the 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.

N/A first year of the goal

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	$39,912
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	$93,574.00

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	$38,785.00
Title I Part A: Parent Involvement	$1,127.00

Subtotal of additional federal funds included for this school: $39,912.00

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 ($)
Supplemental/Concentration	$53,662.00

Subtotal of state or local funds included for this school: $53,662.00

Total of federal, state, and/or local funds for this school: $93,574.00

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
Ronni Bassett	Classroom Teacher
Kandy Neilson	Other School Staff
Alysia Phillips	Classroom Teacher
Thomas Betz	Classroom Teacher
Nick Hernandez	Parent or Community Member
Griselda Alvarez	Parent or Community Member
Lindy Verdugo	Parent or Community Member
Ededina Moreno	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
	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 4/20/2021.

Attested:

	Principal, James Evans on 4/20/2021
	SSC Chairperson, Kandy Neilson on 4/20/2021