

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	5/9/22	6/16/22

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 schools 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.

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 School Site Council meets several 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 stakeholder groups at Whitehead Elementary including ELAC (English Learner Advisory Committee), School Site Council, staff, and with students. Each meeting included a 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

Student input was gathered through a survey focused on Student Voice, of which (%) 3rd/4th/5th/6th grade students responded. Student Advisory Group was created, with representation of student groups: students (% of 3rd-6th grades) comprised of :

7 EL Sp,1 EL Urdu,1 migrant ,1 Foster Program,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 result, student clubs, Positive behavior intervention and support (PBIS), and social emotional learning will continue to be areas of focus for 22-23.

Needs assessment meetings were also held with ELAC on 04/14/ 2022, and with School Site Council on April 12, 2022.

ELAC and staff reviewed the SPSA on 04/14/22, and provided additional feedback. School site council reviewed the plan on 5/09/22, considered recommendations and feedback from all groups, and finalized/approved the SPSA on 5/09/22.

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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	73	70	64
Grade 1	47	44	48
Grade 2	67	37	42
Grade3	54	56	38
Grade 4	64	48	55
Grade 5	54	56	47
Grade 6	52	58	53
Total Enrollment	411	369	347

Conclusions based on this data:

1. Our school enrollment declined by 22 students with 3rd grade taking the largest reduction. Spring Lake's opening may have affected Whitehead's decline in enrollment.
2. Based on the student group data, we can see that our Hispanic group decreased by 25 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	163	131	125	39.7%	35.5%	36.0%
Fluent English Proficient (FEP)	73	81	58	17.8%	22.0%	16.7%
Reclassified Fluent English Proficient (RFEP)	24	37	10	13.0%	22.7%	7.6%

Conclusions based on this data:

1. The percentage of English Learners has stabilized.
2. In reviewing our reclassification data, we find a fluctuation in the number of students who have been reclassified over the past two years. 13% to 23% to 7.6%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62	52	37	60	52	0	60	52	0	96.8	100	0.0
Grade 4	57	61	55	56	60	0	56	60	0	98.2	98.4	0.0
Grade 5	52	54	47	51	51	0	51	51	0	98.1	94.4	0.0
Grade 6	59	54	54	58	54	0	58	54	0	98.3	100	0.0
All Grades	230	221	193	225	217	0	225	217	0	97.8	98.2	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2396.	2402.		11.67	9.62		16.67	30.77		38.33	25.00		33.33	34.62	
Grade 4	2431.	2436.		14.29	10.00		21.43	23.33		21.43	26.67		42.86	40.00	
Grade 5	2503.	2472.		13.73	17.65		45.10	23.53		19.61	21.57		21.57	37.25	
Grade 6	2481.	2546.		8.62	25.93		20.69	37.04		31.03	18.52		39.66	18.52	
All Grades	N/A	N/A	N/A	12.00	15.67		25.33	28.57		28.00	23.04		34.67	32.72	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.00	17.31		61.67	57.69		28.33	25.00	
Grade 4	14.29	16.67		48.21	48.33		37.50	35.00	
Grade 5	19.61	15.69		56.86	50.98		23.53	33.33	
Grade 6	18.97	24.07		32.76	55.56		48.28	20.37	
All Grades	15.56	18.43		49.78	53.00		34.67	28.57	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.00	7.69		41.67	50.00		48.33	42.31	
Grade 4	12.50	11.67		42.86	55.00		44.64	33.33	
Grade 5	25.49	11.76		50.98	50.98		23.53	37.25	
Grade 6	13.79	27.78		43.10	48.15		43.10	24.07	
All Grades	15.11	14.75		44.44	51.15		40.44	34.10	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.33	21.15		73.33	55.77		18.33	23.08	
Grade 4	12.50	10.00		67.86	73.33		19.64	16.67	
Grade 5	15.69	17.65		70.59	47.06		13.73	35.29	
Grade 6	5.17	18.52		63.79	70.37		31.03	11.11	
All Grades	10.22	16.59		68.89	62.21		20.89	21.20	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.67	13.46		50.00	46.15		38.33	40.38	
Grade 4	12.50	10.00		51.79	55.00		35.71	35.00	
Grade 5	25.49	13.73		62.75	56.86		11.76	29.41	
Grade 6	18.97	33.33		50.00	50.00		31.03	16.67	
All Grades	16.89	17.51		53.33	52.07		29.78	30.41	

2019-20 Data:

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Conclusions based on this data:

- 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.
- 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 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 teacher serving fifth grade that year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62	52	37	62	52	0	62	52	0	100	100	0.0
Grade 4	57	61	55	57	60	0	57	60	0	100	98.4	0.0
Grade 5	52	54	47	52	54	0	52	54	0	100	100	0.0
Grade 6	59	54	54	58	54	0	58	54	0	98.3	100	0.0
All Grades	230	221	193	229	220	0	229	220	0	99.6	99.5	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2392.	2416.		11.29	9.62		11.29	30.77		32.26	32.69		45.16	26.92	
Grade 4	2436.	2439.		10.53	8.33		15.79	20.00		36.84	35.00		36.84	36.67	
Grade 5	2488.	2463.		13.46	12.96		17.31	12.96		32.69	22.22		36.54	51.85	
Grade 6	2458.	2538.		6.90	22.22		17.24	20.37		25.86	38.89		50.00	18.52	
All Grades	N/A	N/A	N/A	10.48	13.18		15.28	20.91		31.88	32.27		42.36	33.64	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.35	15.38		27.42	44.23		53.23	40.38	
Grade 4	15.79	15.00		35.09	30.00		49.12	55.00	
Grade 5	19.23	16.67		28.85	25.93		51.92	57.41	
Grade 6	12.07	24.07		25.86	42.59		62.07	33.33	
All Grades	16.59	17.73		29.26	35.45		54.15	46.82	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.29	25.00		45.16	44.23		43.55	30.77	
Grade 4	8.77	10.00		35.09	38.33		56.14	51.67	
Grade 5	23.08	9.26		40.38	42.59		36.54	48.15	
Grade 6	12.07	20.37		34.48	53.70		53.45	25.93	
All Grades	13.54	15.91		38.86	44.55		47.60	39.55	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.29	23.08		45.16	53.85		43.55	23.08	
Grade 4	12.28	8.33		38.60	40.00		49.12	51.67	
Grade 5	9.62	9.26		46.15	46.30		44.23	44.44	
Grade 6	12.07	20.37		36.21	53.70		51.72	25.93	
All Grades	11.35	15.00		41.48	48.18		47.16	36.82	

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1438.4	1422.8	1398.5	1458.0	1436.5	1419.9	1392.4	1390.5	1348.6	36	34	17
1	1462.9	1459.7	1413.3	1458.3	1471.4	1429.9	1467.0	1447.6	1396.3	32	21	29
2	1515.1	1485.9	1472.8	1513.9	1486.6	1485.7	1515.7	1484.8	1459.4	28	20	20
3	1501.6	1506.3	1481.5	1495.5	1499.7	1493.8	1507.2	1512.5	1468.5	24	12	17
4	1501.9	1507.6	1490.9	1493.3	1490.1	1501.0	1510.0	1524.5	1480.3	18	19	17
5	*	1497.1	1520.0	*	1479.5	1521.8	*	1514.3	1517.9	*	15	11
6	1533.1	*	*	1535.2	*	*	1530.5	*	*	17	5	9
All Grades										162	126	120

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.11	8.82	0.00	33.33	44.12	35.29	*	32.35	47.06	*	14.71	17.65	36	34	17
1	37.50	4.76	0.00	*	57.14	31.03	*	28.57	48.28	*	9.52	20.69	32	21	29
2	71.43	10.00	10.00	*	45.00	50.00	*	45.00	25.00		0.00	15.00	28	20	20
3	*	16.67	5.88	58.33	66.67	41.18	*	16.67	41.18	*	0.00	11.76	24	12	17
4	*	26.32	0.00	*	47.37	47.06	*	5.26	41.18	*	21.05	11.76	18	19	17
5	*	20.00	0.00	*	33.33	54.55		6.67	45.45	*	40.00	0.00	*	15	11
6	*	*	*	*	*	*	*	*	*	*	*	*	17	*	*
All Grades	36.42	13.49	2.50	39.51	47.62	40.00	14.20	23.81	40.83	9.88	15.08	16.67	162	126	120

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	52.78	17.65	0.00	33.33	44.12	52.94	*	23.53	29.41	*	14.71	17.65	36	34	17
1	50.00	23.81	17.24	*	52.38	34.48	*	19.05	37.93	*	4.76	10.34	32	21	29
2	78.57	20.00	30.00	*	65.00	35.00	*	15.00	30.00	*	0.00	5.00	28	20	20
3	54.17	33.33	23.53	*	50.00	58.82	*	16.67	17.65	*	0.00	0.00	24	12	17
4	*	52.63	35.29	*	26.32	47.06	*	0.00	5.88	*	21.05	11.76	18	19	17
5	*	33.33	36.36	*	26.67	63.64		6.67	0.00	*	33.33	0.00	*	15	11
6	*	*	*	*	*	*	*	*	*	*	*	*	17	*	*
All Grades	56.17	27.78	20.83	27.78	43.65	46.67	8.02	15.08	22.50	8.02	13.49	10.00	162	126	120

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	72.22	11.76	0.00	*	82.35	88.24	*	5.88	11.76	36	34	17
1	68.75	76.19	27.59	*	23.81	58.62	*	0.00	13.79	32	21	29
2	78.57	40.00	15.00	*	60.00	85.00		0.00	0.00	28	20	20
3	54.17	16.67	5.88	*	75.00	94.12	*	8.33	0.00	24	12	17
4	*	31.58	23.53	*	42.11	58.82	*	26.32	17.65	18	19	17
5	*	13.33	18.18	*	53.33	81.82	*	33.33	0.00	*	15	11
6	*	*	*	*	*	*	*	*	*	17	*	*
All Grades	59.88	30.95	15.00	33.33	56.35	74.17	6.79	12.70	10.83	162	126	120

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	47.22	20.59	0.00	44.44	61.76	70.59	*	17.65	29.41	36	34	17
1	43.75	4.76	10.34	37.50	90.48	75.86	*	4.76	13.79	32	21	29
2	82.14	15.00	35.00	*	85.00	60.00	*	0.00	5.00	28	20	20
3	66.67	41.67	41.18	*	58.33	58.82	*	0.00	0.00	24	12	17
4	66.67	57.89	47.06	*	26.32	41.18	*	15.79	11.76	18	19	17
5	*	53.33	54.55	*	13.33	45.45	*	33.33	0.00	*	15	11
6	70.59	*	*	*	*	*	*	*	*	17	*	*
All Grades	61.11	28.57	28.33	27.78	57.94	59.17	11.11	13.49	12.50	162	126	120

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	72.22	88.24	70.59	*	11.76	29.41	36	34	17
1	56.25	23.81	3.45	*	42.86	55.17	*	33.33	41.38	32	21	29
2	64.29	15.00	0.00	*	75.00	70.00	*	10.00	30.00	28	20	20
3	*	0.00	0.00	70.83	75.00	41.18	*	25.00	58.82	24	12	17
4	*	10.53	0.00	66.67	63.16	52.94	*	26.32	47.06	18	19	17
5		13.33	0.00	*	46.67	100.00	*	40.00	0.00	*	15	11
6	*	*	*	*	*	*	*	*	*	17	*	*
All Grades	27.78	9.52	0.83	51.23	66.67	58.33	20.99	23.81	40.83	162	126	120

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.67	38.24	17.65	*	41.18	17.65	30.56	20.59	64.71	36	34	17
1	*	4.76	0.00	62.50	66.67	55.17	*	28.57	44.83	32	21	29
2	42.86	10.00	5.00	57.14	80.00	65.00		10.00	30.00	28	20	20
3	*	41.67	5.88	58.33	58.33	64.71	*	0.00	29.41	24	12	17
4	*	47.37	0.00	*	42.11	64.71	*	10.53	35.29	18	19	17
5	*	13.33	0.00	*	46.67	90.91	*	40.00	9.09	*	15	11
6	*	*	*	70.59	*	*	*	*	*	17	*	*
All Grades	35.80	26.98	5.00	49.38	53.97	58.33	14.81	19.05	36.67	162	126	120

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
347	75.5	36.0	2.0
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	125	36.0
Foster Youth	7	2.0
Homeless	1	0.3
Socioeconomically Disadvantaged	262	75.5
Students with Disabilities	43	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.6
American Indian or Alaska Native		
Asian	18	5.2
Filipino	2	0.6
Hispanic	266	76.7
Two or More Races	6	1.7
Native Hawaiian or Pacific Islander	1	0.3
White	37	10.7

Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students with 76.7%.

2. Our White student group and our Asian student group make up our next two largest groups with 10.7% and 5.2% respectively.
3. A large percentage (75.5%) of our population is identified as socioeconomically disadvantaged.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

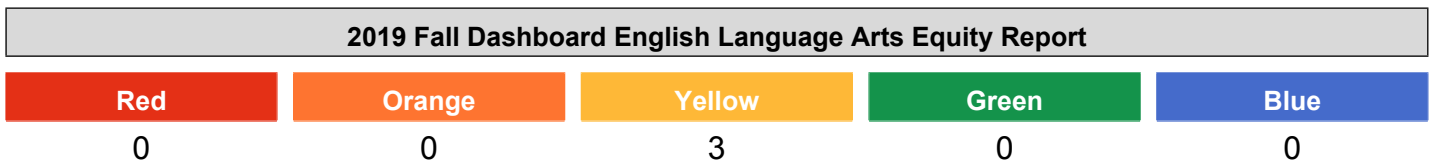
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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		
<p>All Students</p> Yellow 20.4 points below standard Increased ++12.5 points 210	<p>English Learners</p> Yellow 36.7 points below standard Increased ++8.8 points 127	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Yellow 23.8 points below standard Increased ++13.8 points 157	<p>Students with Disabilities</p> No Performance Color 95.8 points below standard Declined -3.7 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 No Performance Color 12.3 points above standard Increased ++5.4 points 16	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.1 points below standard Increased Significantly ++18.2 points 157	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 27.8 points above standard Increased ++10.2 points 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 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 Declined -13.8 points 45	5.4 points above standard Increased ++5 points 82	13 points below standard Increased ++7.3 points 69

Conclusions based on this data:

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

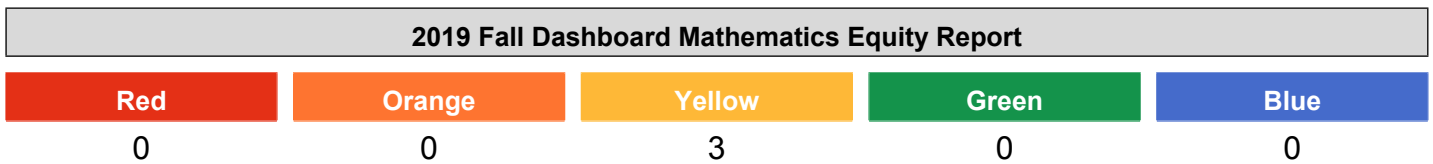
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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		
<p>All Students</p> Yellow 33.7 points below standard Increased Significantly ++21.3 points 209	<p>English Learners</p> Yellow 47.7 points below standard Increased Significantly ++19.7 points 126	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Yellow 37.3 points below standard Increased Significantly ++23.3 points 156	<p>Students with Disabilities</p> No Performance Color 118.1 points below standard Increased Significantly ++19.3 points 25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students		 No Performance Color 16.8 points above standard Increased Significantly ++29 points 16	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.4 points below standard Increased Significantly ++25.4 points 156	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 7.1 points above standard Increased ++3.9 points 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 Maintained ++1.9 points 44	15.8 points below standard Increased Significantly ++16.4 points 82	30.1 points below standard Increased ++10.9 points 69

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

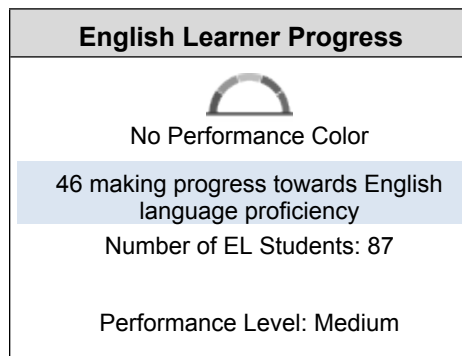
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Data not available at the elementary level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











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 14.7 Increased +1.8 421	 Red 16.4 Increased Significantly +4.4 165	 No Performance Color 27.3 11
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students	 Orange 16.1 Increased +2.1 311	 Orange 25 Declined -8.3 48

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 9.5 Increased +2.1 21	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 15.8 Increased Significantly +4.1 316	 No Performance Color 13.3 Declined -9.7 15	 No Performance Color Less than 11 Students	 Yellow 13.6 Declined -1.7 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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

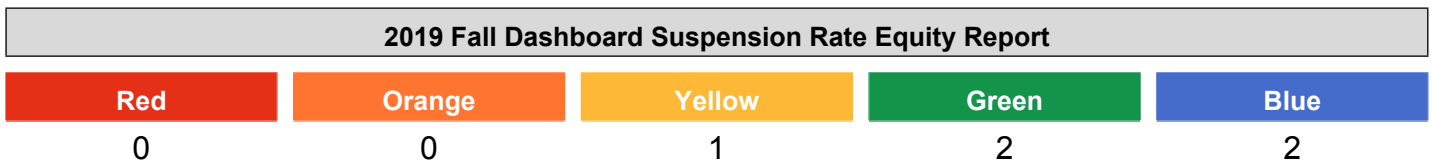
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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		
<p>All Students</p> <p>Green</p> <p>1.2</p> <p>Declined Significantly -5.4</p> <p>427</p>	<p>English Learners</p> <p>Blue</p> <p>0.6</p> <p>Declined Significantly -5.5</p> <p>167</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0</p> <p>11</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>1</p> <p>Declined Significantly -6.3</p> <p>313</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>4.1</p> <p>Declined -3.9</p> <p>49</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color	 No Performance Color 0 Declined -3.6 21	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3 Declined Significantly -5.8 320	 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students	 Green 1.7 Declined -5 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 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, and need exposure to the variety of fields available.

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 21-22/ 0% attendance due to COVID	50% of families will attend Open House or other Family Event during non-school hours
Percentage of students participating in one STEM (Science Technology Engineering and Math) presentation each year.	Postponed for 21-22/ 0% attendance due to COVID	75% of students will participate in at least one STEM opportunity in 22-23

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:

- Whitehead Heroes- invite alumni to visit campus and share their story and college/career path.
- Partner with Career Technical Education department to invite guest speakers, highlight local businesses, and explore career options.
- Continue to develop the site STEM (Science, Technology, Engineering, and Math) program through enrichment activities and assemblies.
- Enhance the VAPA program in assemblies, field trips, PD (Professional Development), collaboration time, materials and supplies, as well as supporting student opportunities.
- Continuation of enrichment clubs.

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)

9031

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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 21-22 school year. Student clubs began in January.

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 due 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.

Continue services as planned, expand club offerings, and encourage community engagement with Whitehead alumni and CTE exploration.

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

Chronic absenteeism continues to be a concern, especially as COVID impacted student learning and attendance. This caused a variety of academic impacts, including poor performance in reading and math.

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 Consortium) English Language Arts.	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%.
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 Mathematics is 34.09%.	The percentage of students that Meet or Exceed Standards level on the SBAC will be 45%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who are chronically absent	31.9%	Reduce chronic absenteeism by 10%
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	0%	As measured 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, 28% of students met their Typical Growth Target for mid-year. In Math, 21% of students met their Typical Growth Target for mid-year.	In Reading, 40% of students will meet their Typical Growth Target for the end of the year. In Math, 30% 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)

All students, with a focus on 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.

- Intervention through Title I teacher and afterschool programs, focused on improving academic outcomes through small group instruction, differentiation, and coaching support.
- Instructional supplies, postage, copies and materials
- Collaboration and professional learning learning communities
- Software to support student learning and social emotional well being.

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)
31091	Supplemental/Concentration
72938	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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 21-212 school year. The SBAC and Dashboard data were not updated due to Covid. There was difficulty in staffing interventions as planned due to fatigue/ 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, as noted above. Instructional materials to support differentiation were ordered due to extra funds (from intervention)

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.

Increased focus on interventions and supports embedded within the school day.

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 7.6%.	The percent of students being reclassified will be increase to 20%
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 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 2- Supporting English Learners with disabilities Average 2.25	Increase to 3 (Responsive)

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 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. ELAC support will be provided.

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)
2550	Supplemental/Concentration
868	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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. Conference attendance was limited due to COVID restrictions.

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 2022-2023 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 authentic opportunities to have voice and choice in their education are needed.

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	Increase partnerships with the community to 6
Number of extracurricular programs offered	5: basketball, sports club, choir, music, and garden	increase student participation in programs
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 Learners) 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

Provide student engagement through:

- Student Advisory Council
- Student Clubs
- Student recognitions, including awards and certificates
- Begin a conflict management program
- Student Leadership program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

800

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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.

Student input into Needs Surveys and the SPSA were accomplished through Student Leadership Team participating in surveys.

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

There were no major differences between intended implementation and expenditures to achieve goals.

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.

Changes to this goal will focus on student leadership, conflict managers, and youth advisory meetings

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	\$73806
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	\$117,278.00

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	\$72,938.00
Title I Part A: Parent Involvement	\$868.00

Subtotal of additional federal funds included for this school: \$73,806.00

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	\$43,472.00

Subtotal of state or local funds included for this school: \$43,472.00

Total of federal, state, and/or local funds for this school: \$117,278.00

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
Nicole Grant	Principal
Ronni Bassett	Classroom Teacher
Rebecca Klein	Classroom Teacher
Erin Lujan	Classroom Teacher
Griselda Alvarez	Other School Staff
Nick Hernandez	Parent or Community Member
Courtney McRae	Parent or Community Member
Lindy Verdugo	Parent or Community Member
Enedina Moreno	Parent or Community Member
Artina Lewis	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 05/09/2022.

Attested:



Principal, Nicole Grant on 05/09/2022



SSC Chairperson, Lindy Verdugo on 05/09/22