



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
T. L. Whitehead Elementary School	57727100000000	5/8/24	5/23/24

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	14
California School Dashboard	18
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	36
Goal 3.....	41
Goal 4.....	44
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan.....	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	48
School Site Council Membership	49
Recommendations and Assurances	50
Instructions.....	51
Appendix A: Plan Requirements	58
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	61
Appendix C: Select State and Federal Programs	64

Plan Description

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

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

Schoolwide Program

The School Wide Plan meets the ESSA requirements through:

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.: (describe the process)

The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

Strategies that the school is implementing to address the school's 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 those 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.

Educational Partner Involvement

How, when, and with whom did T. L. Whitehead Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Whitehead Elementary School Site Council (SSC) meets several times per year and reviews the school's data and progress made on goals within the School Plan for Student Achievement (SPSA). It also participates in the needs assessment process to help develop an annual SPSA plan. The SSC also meets to review and approve the draft SPSA along with the aligned budget. A needs assessment meeting was held with the SSC on 02/26/2024.

The English Learner Advisory Committee (ELAC) is a group of parents and school staff that meets monthly to discuss and support the needs of English Learners. They also provide input, analyze data, monitor the plans' effectiveness and implementation, and complete the needs assessment for the SPSA. In addition, they review and provide additional input on the final draft before it goes for approval by the SSC. Needs assessment meetings were also held with ELAC on 03/20/2024.

The site Leadership Team, comprised of school staff and admin, regularly monitors the implementation and impact of the SPSA, reviews key site data, and completes the needs assessment before the SPSA is drafted. Their insight spans academic, social-emotional, and school climate and their impact on student achievement. The leadership team helped with the needs assessment meeting on 3/11/2024.

In the Spring, when conducting the formal needs assessment of the current year's plan and before the upcoming year's SPSA is drafted, each group reviews California School Dashboard data for Whitehead Elementary School students' academic performance, attendance, reclassification rate, and suspension rate along with other data relevant to each committee.

In addition to parent and staff groups, students provided input on our SPSA in a variety of ways:

*The Whitehead Youth Advisory Council (YAC), which meets monthly with the principal to discuss school culture and climate, met to complete the needs assessment for goal four and provided feedback on the program, activities, and supports that help them to better engage in school. The YAC is a diverse group of students from grades 3-5 who participate in various clubs and activities; some are in Expanding Minds, and others are not. They provided thoughtful and helpful feedback. The needs assessment meeting with the YAC was held on 3/21/24.

*All students in grades 3-6 participated in a safety and climate survey, sharing their voices about school safety, climate, and engagement. The YAC reviewed the survey data to provide more feedback on ways to engage and support students. The data analysis meeting with the YAC was held on 2/22/24.

*For our TK-2 grade lunch recess, we began introducing more activities to engage students and decrease conflicts. Starting after winter break, a new activity (sand toys, chalk, bubbles) is presented each week. Since starting this program, conflicts, aggression, and injuries have decreased, and students say they enjoy the activities and are having more fun at lunch recess.

ELAC and Leadership reviewed the SPSA on (date to be provided) and provided additional feedback. The school site council reviewed the plan on (date TBA), considered recommendations and input from all groups, and finalized/approved the SPSA on (date TBA).

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension Rate is Orange
English Learner Progress is Orange
English Language Arts is Red
Math is Red

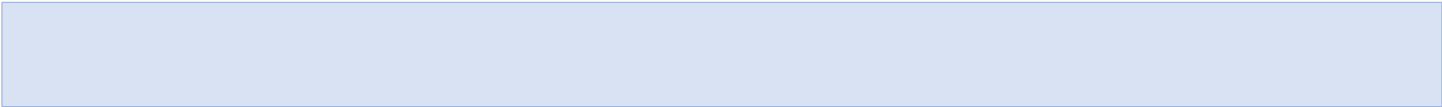
Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

None

Other Needs

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

iReady data (Math & English)
Reclassification Data for ELLs
Safety / Climate Surveys - Health Kids, SAEBERS, Site Safety Survey



School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	2.6%	2.45%	2.4%	9	8	8
Asian	5.2%	6.42%	5.11%	18	21	17
Filipino	0.6%	0.31%	0.3%	2	1	1
Hispanic/Latino	76.7%	77.98%	78.38%	266	255	261
Pacific Islander	0.3%	%	0.3%	1		1
White	10.7%	7.95%	9.91%	37	26	33
Multiple/No Response	1.7%	2.75%	1.8%	6	9	6
Total Enrollment				347	327	333

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	64	62	63
Grade 1	48	45	43
Grade 2	42	46	49
Grade3	38	44	47
Grade 4	55	38	46
Grade 5	47	46	37
Grade 6	53	46	48
Total Enrollment	347	327	333

Conclusions based on this data:

1. Our school enrollment has remained steady at around 325 students since the 21-22 school year.
2. Based on the student group data, enrollment remains steady across demographics.
3. Kindergarten / TK enrollment has been consistent across the last 3 school years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	125	132	141	36.00%	40.4%	42.3%
Fluent English Proficient (FEP)	58	39	29	16.70%	11.9%	8.7%
Reclassified Fluent English Proficient (RFEP)	10			8.0%		

Conclusions based on this data:

1. The percentage of English Learners has increased after two years of stabilization.
2. Reviewing our reclassification data shows a decline in student reclassification percentage each year.
3. Our Fluent English-proficient student group is steadily declining, suggesting that focusing on English Learner instruction and English Language Development will be critical to moving forward.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	37	46	43	0	46	41	0	46	41	0.0	100.0	95.3
Grade 4	55	41	43	0	40	42	0	40	42	0.0	97.6	97.7
Grade 5	47	48	39	0	48	37	0	47	37	0.0	100.0	94.9
Grade 6	54	49	48	0	48	48	0	48	48	0.0	98.0	100.0
All Grades	193	184	173	0	182	168	0	181	168	0.0	98.9	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.	2339.		6.52	0.00		15.22	17.07		28.26	24.39		50.00	58.54
Grade 4		2412.	2379.		7.50	4.76		15.00	9.52		25.00	19.05		52.50	66.67
Grade 5		2437.	2428.		0.00	5.41		19.15	13.51		29.79	27.03		51.06	54.05
Grade 6		2491.	2457.		10.42	0.00		29.17	22.92		22.92	29.17		37.50	47.92
All Grades	N/A	N/A	N/A		6.08	2.38		19.89	16.07		26.52	25.00		47.51	56.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.52	4.88		60.87	60.98		32.61	34.15
Grade 4		7.50	4.76		75.00	54.76		17.50	40.48
Grade 5		2.13	5.41		68.09	59.46		29.79	35.14
Grade 6		14.58	6.25		52.08	52.08		33.33	41.67
All Grades		7.73	5.36		63.54	56.55		28.73	38.10

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.52	0.00		43.48	51.22		50.00	48.78
Grade 4		2.50	2.38		57.50	50.00		40.00	47.62
Grade 5		4.26	0.00		61.70	54.05		34.04	45.95
Grade 6		8.33	0.00		43.75	45.83		47.92	54.17
All Grades		5.52	0.60		51.38	50.00		43.09	49.40

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	2.44		78.26	68.29		17.39	29.27
Grade 4		7.50	2.38		70.00	73.81		22.50	23.81
Grade 5		8.51	2.70		59.57	67.57		31.91	29.73
Grade 6		16.67	8.33		70.83	75.00		12.50	16.67
All Grades		9.39	4.17		69.61	71.43		20.99	24.40

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	4.88		58.70	43.90		36.96	51.22
Grade 4		2.50	4.76		80.00	57.14		17.50	38.10
Grade 5		2.13	5.41		61.70	56.76		36.17	37.84
Grade 6		16.67	2.08		64.58	66.67		18.75	31.25
All Grades		6.63	4.17		65.75	56.55		27.62	39.29

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Conclusions based on this data:

1. As a whole school, we are decreasing the percentage of students meeting or exceeding standards while also increasing the number of students nearly meeting or not meeting standards.
2. As expected with the pandemic, students are underperforming in all areas. Articulated PLCs (Cross-Grade Professional Learning Communities) that focus on essential standards, rigor of first instruction, and strategic reteaching and intervention will produce higher test scores by increasing teacher knowledge of English Language Arts (ELA) standards for the grades below and above their grade level. A continued focus on Articulated PLCs will support increasing achievement in Reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	37	46	43	0	46	42	0	46	42	0.0	100.0	97.7
Grade 4	55	41	43	0	40	43	0	40	43	0.0	97.6	100.0
Grade 5	47	48	39	0	48	38	0	48	38	0.0	100.0	97.4
Grade 6	54	49	48	0	48	48	0	48	48	0.0	98.0	100.0
All Grades	193	184	173	0	182	171	0	182	171	0.0	98.9	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2363.	2352.		2.17	0.00		13.04	14.29		23.91	26.19		60.87	59.52
Grade 4		2404.	2405.		5.00	2.33		17.50	2.33		27.50	46.51		50.00	48.84
Grade 5		2430.	2433.		4.17	2.63		4.17	10.53		25.00	21.05		66.67	65.79
Grade 6		2459.	2421.		6.25	4.17		12.50	6.25		27.08	14.58		54.17	75.00
All Grades	N/A	N/A	N/A		4.40	2.34		11.54	8.19		25.82	26.90		58.24	62.57

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.70	2.38		32.61	42.86		58.70	54.76
Grade 4		12.50	2.33		27.50	44.19		60.00	53.49
Grade 5		4.17	2.63		35.42	36.84		60.42	60.53
Grade 6		6.25	4.17		37.50	25.00		56.25	70.83
All Grades		7.69	2.92		33.52	36.84		58.79	60.23

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	2.38		34.78	35.71		60.87	61.90
Grade 4		5.00	0.00		42.50	44.19		52.50	55.81
Grade 5		4.17	0.00		39.58	44.74		56.25	55.26
Grade 6		2.08	2.08		41.67	37.50		56.25	60.42
All Grades		3.85	1.17		39.56	40.35		56.59	58.48

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	7.14		71.74	50.00		23.91	42.86
Grade 4		2.50	4.65		52.50	53.49		45.00	41.86
Grade 5		2.08	2.63		47.92	50.00		50.00	47.37
Grade 6		6.25	6.25		66.67	43.75		27.08	50.00
All Grades		3.85	5.26		59.89	49.12		36.26	45.61

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Conclusions based on this data:

1. The percentage of students at or above standard has substantially decreased school-wide this year, but the percentage of students who did not meet the standard has also increased.
2. The area with the most significant decline is communication Reasoning, suggesting a need to review common core standards for mathematical practices and ensure students are provided with the opportunity for engagement and productive struggle.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1398.5	1390.1	1393.2	1419.9	1406.5	1411.4	1348.6	1351.5	1350.6	17	31	29
1	1413.3	1408.9	1431.9	1429.9	1439.1	1449.1	1396.3	1378.1	1414.0	29	18	19
2	1472.8	1468.4	1441.7	1485.7	1472.8	1461.0	1459.4	1463.4	1422.0	20	27	18
3	1481.5	1479.6	1481.3	1493.8	1486.2	1486.8	1468.5	1472.3	1475.3	17	19	23
4	1490.9	1503.8	1492.7	1501.0	1505.6	1496.6	1480.3	1501.5	1488.2	17	19	18
5	1520.0	1528.3	1525.3	1521.8	1532.1	1530.8	1517.9	1524.0	1519.2	11	14	19
6	*	*	1523.4	*	*	1530.7	*	*	1515.9	9	10	14
All Grades										120	138	140

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.23	10.34	35.29	22.58	24.14	47.06	41.94	34.48	17.65	32.26	31.03	17	31	29
1	0.00	0.00	5.26	31.03	16.67	26.32	48.28	44.44	36.84	20.69	38.89	31.58	29	18	19
2	10.00	11.11	0.00	50.00	40.74	44.44	25.00	33.33	27.78	15.00	14.81	27.78	20	27	18
3	5.88	0.00	4.35	41.18	47.37	43.48	41.18	26.32	34.78	11.76	26.32	17.39	17	19	23
4	0.00	10.53	0.00	47.06	47.37	50.00	41.18	26.32	38.89	11.76	15.79	11.11	17	19	18
5	0.00	7.14	21.05	54.55	57.14	36.84	45.45	35.71	31.58	0.00	0.00	10.53	11	14	19
6	*	*	14.29	*	*	50.00	*	*	21.43	*	*	14.29	*	*	14
All Grades	2.50	5.80	7.86	40.00	36.96	37.86	40.83	35.51	32.86	16.67	21.74	21.43	120	138	140

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.23	17.24	52.94	25.81	17.24	29.41	41.94	34.48	17.65	29.03	31.03	17	31	29
1	17.24	11.11	5.26	34.48	38.89	42.11	37.93	27.78	42.11	10.34	22.22	10.53	29	18	19
2	30.00	29.63	11.11	35.00	40.74	38.89	30.00	14.81	33.33	5.00	14.81	16.67	20	27	18
3	23.53	21.05	26.09	58.82	42.11	47.83	17.65	26.32	13.04	0.00	10.53	13.04	17	19	23
4	35.29	26.32	33.33	47.06	57.89	44.44	5.88	10.53	11.11	11.76	5.26	11.11	17	19	18
5	36.36	50.00	36.84	63.64	42.86	52.63	0.00	7.14	5.26	0.00	0.00	5.26	11	14	19
6	*	*	57.14	*	*	28.57	*	*	14.29	*	*	0.00	*	*	14
All Grades	20.83	22.46	25.00	46.67	40.58	37.86	22.50	22.46	22.86	10.00	14.49	14.29	120	138	140

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		0.00	0.00		12.90	10.34		41.94	44.83		45.16	44.83		31	29
1		0.00	0.00		16.67	21.05		5.56	26.32		77.78	52.63		18	19
2		7.41	0.00		33.33	38.89		33.33	27.78		25.93	33.33		27	18
3		0.00	0.00		10.53	26.09		63.16	30.43		26.32	43.48		19	23
4		5.26	5.56		31.58	5.56		26.32	50.00		36.84	38.89		19	18
5		0.00	21.05		21.43	10.53		71.43	31.58		7.14	36.84		14	19
6		*	0.00		*	21.43		*	50.00		*	28.57		*	14
All Grades		2.17	3.57		20.29	18.57		41.30	37.14		36.23	40.71		138	140

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.23	17.24	88.24	74.19	58.62	11.76	22.58	24.14	17	31	29
1	27.59	27.78	21.05	58.62	61.11	73.68	13.79	11.11	5.26	29	18	19
2	15.00	22.22	16.67	85.00	66.67	72.22	0.00	11.11	11.11	20	27	18
3	5.88	21.05	21.74	94.12	73.68	60.87	0.00	5.26	17.39	17	19	23
4	23.53	47.37	22.22	58.82	52.63	66.67	17.65	0.00	11.11	17	19	18
5	18.18	21.43	47.37	81.82	78.57	47.37	0.00	0.00	5.26	11	14	19
6	*	*	7.14	*	*	71.43	*	*	21.43	*	*	14
All Grades	15.00	21.01	22.14	74.17	68.84	63.57	10.83	10.14	14.29	120	138	140

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.23	17.24	70.59	58.06	44.83	29.41	38.71	37.93	17	31	29
1	10.34	0.00	15.79	75.86	77.78	57.89	13.79	22.22	26.32	29	18	19
2	35.00	51.85	5.56	60.00	33.33	83.33	5.00	14.81	11.11	20	27	18
3	41.18	42.11	52.17	58.82	42.11	39.13	0.00	15.79	8.70	17	19	23
4	47.06	15.79	33.33	41.18	78.95	55.56	11.76	5.26	11.11	17	19	18
5	54.55	85.71	63.16	45.45	14.29	31.58	0.00	0.00	5.26	11	14	19
6	*	*	71.43	*	*	28.57	*	*	0.00	*	*	14
All Grades	28.33	33.33	35.00	59.17	49.28	48.57	12.50	17.39	16.43	120	138	140

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.23	0.00	70.59	67.74	75.86	29.41	29.03	24.14	17	31	29
1	3.45	5.56	15.79	55.17	16.67	26.32	41.38	77.78	57.89	29	18	19
2	0.00	11.11	11.11	70.00	48.15	44.44	30.00	40.74	44.44	20	27	18
3	0.00	0.00	0.00	41.18	47.37	56.52	58.82	52.63	43.48	17	19	23
4	0.00	0.00	5.56	52.94	57.89	38.89	47.06	42.11	55.56	17	19	18
5	0.00	7.14	21.05	100.00	78.57	42.11	0.00	14.29	36.84	11	14	19
6	*	*	0.00	*	*	28.57	*	*	71.43	*	*	14
All Grades	0.83	5.07	7.14	58.33	52.17	47.86	40.83	42.75	45.00	120	138	140

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	0.00	10.34	17.65	41.94	34.48	64.71	58.06	55.17	17	31	29
1	0.00	5.56	0.00	55.17	38.89	63.16	44.83	55.56	36.84	29	18	19
2	5.00	11.11	5.56	65.00	74.07	72.22	30.00	14.81	22.22	20	27	18
3	5.88	5.26	8.70	64.71	68.42	60.87	29.41	26.32	30.43	17	19	23
4	0.00	10.53	5.56	64.71	57.89	61.11	35.29	31.58	33.33	17	19	18
5	0.00	14.29	21.05	90.91	78.57	57.89	9.09	7.14	21.05	11	14	19
6	*	*	14.29	*	*	78.57	*	*	7.14	*	*	14
All Grades	5.00	7.25	9.29	58.33	60.14	58.57	36.67	32.61	32.14	120	138	140

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students performing at Level 4 and Level 3 has declined substantially, while the percentage performing at Levels 1 and 2 has increased.
2. Scores suggest that daily English Language Development, both integrated and designated, needs to be planned intentionally to support student growth.
3. Scores also indicate a need for professional learning communities focusing on reviewing English Learner progress.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
333	86.8	42.3	
Total Number of Students enrolled in T. L. Whitehead Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	42.3
Foster Youth		
Homeless	2	0.6
Socioeconomically Disadvantaged	289	86.8
Students with Disabilities	43	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.4
Asian	17	5.1
Filipino	1	0.3
Hispanic	261	78.4
Two or More Races	6	1.8
Pacific Islander	1	0.3
White	33	9.9

Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students, with 78.4%.

2. 86.8% of our population is identified as socioeconomically disadvantaged.
3. 12.9% of our students identify as students with disabilities - and require additional academic and /or social-emotional support.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Red		
English Learner Progress Orange		

Conclusions based on this data:

1. Academic progress, including math and English language arts, is low. Rigor, intentional scaffolding, and high expectations are needed for progress.
2. Chronic absenteeism remains high, and suspensions have increased, highlighting the need for continued PBIS support and opportunities for students to engage positively in school.

3. EL Learner Progress has made moderate gains, but with the high percentage of ELs and the low reading and math scores school-wide, there is a demonstrated need for improved best practices around supporting ELLs.

School and Student Performance Data

Academic Performance English Language Arts

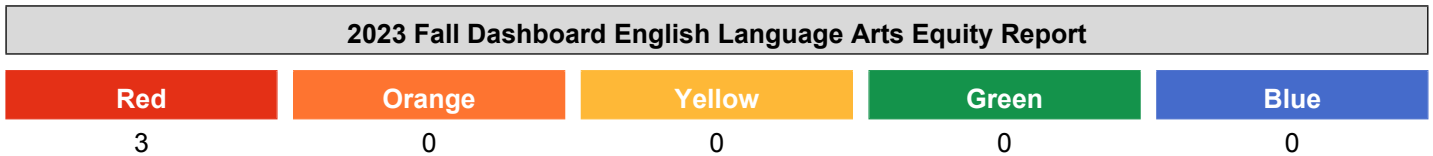
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>84.1 points below standard</p> <p>Decreased Significantly -27 points</p> <p>164 Students</p>	<p>English Learners</p>  <p>Red</p> <p>109 points below standard</p> <p>Decreased Significantly -33.1 points</p> <p>74 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>87.4 points below standard</p> <p>Decreased Significantly -32.8 points</p> <p>147 Students</p>	<p>Students with Disabilities</p> <p>130.4 points below standard</p> <p>Maintained -2.7 points</p> <p>27 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 89.4 points below standard Decreased Significantly - 32.2 points 137 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	59.3 points below standard Decreased Significantly - 32.1 points 12 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.7 points below standard Decreased Significantly -30.8 points 59 Students	39.3 points below standard Decreased -9.3 points 15 Students	64.7 points below standard Decreased Significantly -15.8 points 76 Students

Conclusions based on this data:

- All subgroups declined in performance.
- Students with Disabilities and ELs have a substantial performance gap, indicating a need for acceleration.
- Student progress implies a need for focused professional development and coaching, emphasizing integrated ELD (English Language Development) supports and scaffolds.

School and Student Performance Data

Academic Performance Mathematics

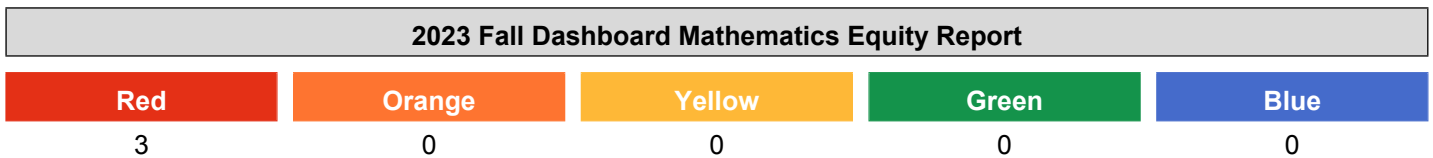
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>96.3 points below standard</p> <p>Decreased -12.3 points</p> <p>166 Students</p>	<p>English Learners</p>  <p>Red</p> <p>112.9 points below standard</p> <p>Decreased -11.9 points</p> <p>76 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>98.4 points below standard</p> <p>Decreased -14.3 points</p> <p>148 Students</p>	<p>Students with Disabilities</p> <p>147.1 points below standard</p> <p>Increased +13.9 points</p> <p>27 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 97 points below standard Decreased -12 points 139 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	105.1 points below standard Decreased Significantly -34 points 12 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.4 points below standard Decreased -8 points 61 Students	66.1 points below standard Maintained -0.4 points 15 Students	80 points below standard Decreased -5.9 points 76 Students

Conclusions based on this data:

1. All subgroups declined in performance.
2. Students with Disabilities and ELs have a substantial performance gap, indicating a need for acceleration.

School and Student Performance Data

Academic Performance English Learner Progress

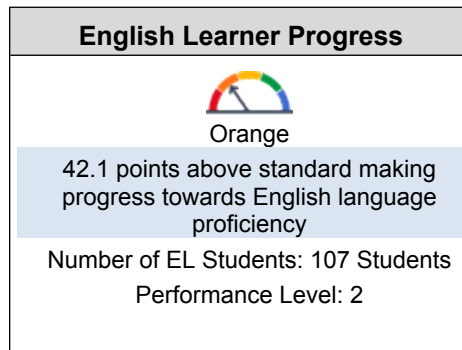
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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

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

2023 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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	41	0	44

Conclusions based on this data:

1. Students declining an ELPI level are over 20%, which is a considerable concern.
2. 38.5% maintained their ELPI level, indicating no growth in student performance.
3. 40.4% of students progressed, and the school should examine the students progressing and apply best practices in all classrooms.

School and Student Performance Data

Academic Performance College/Career Report

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

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

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Data not available at the elementary level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report






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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>36.6% Chronically Absent</p> <p>Declined Significantly -11.8</p> <p>352 Students</p>	<p>Orange</p> <p>37.6% Chronically Absent</p> <p>Declined -11.7</p> <p>149 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>7 Students</p>	<p>Yellow</p> <p>38.5% Chronically Absent</p> <p>Declined Significantly -12.5</p> <p>304 Students</p>	<p>Orange</p> <p>32.2% Chronically Absent</p> <p>Declined -23.2</p> <p>59 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">9 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">29.4% Chronically Absent</p> <p align="center">Declined -16.4</p> <p align="center">17 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">37% Chronically Absent</p> <p align="center">Declined Significantly -14.1</p> <p align="center">276 Students</p>	<p align="center">36.4% Chronically Absent</p> <p align="center">Increased 12.8</p> <p align="center">11 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">37.8% Chronically Absent</p> <p align="center">Declined -7.9</p> <p align="center">37 Students</p>

Conclusions based on this data:

1. Student attendance is poor across the board.
2. If student attendance and, thus, academic and social-emotional well-being are to improve, an attendance plan with multi-tiered re-engagement practices needs to be implemented.

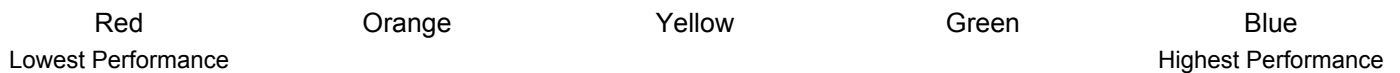
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

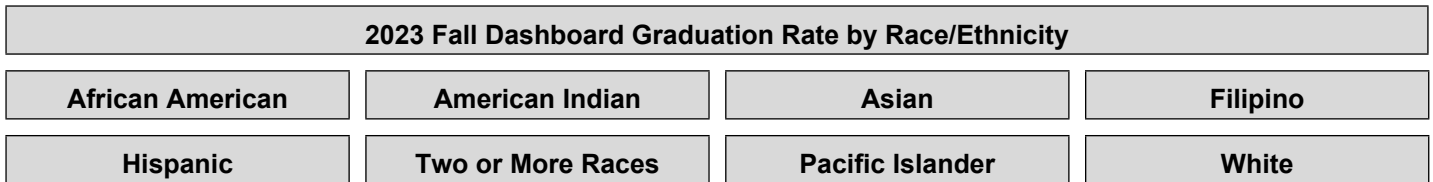
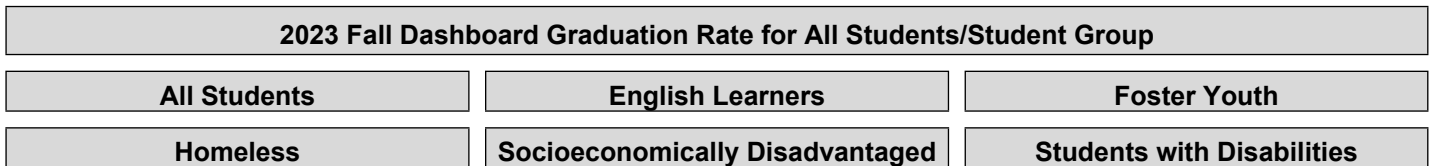
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

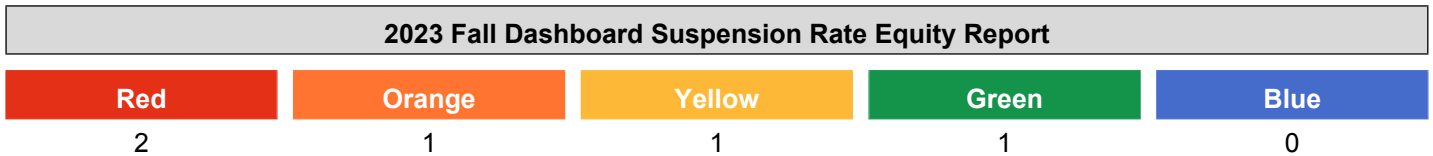
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 4.2% suspended at least one day Increased 1.8 359 Students	English Learners  Yellow 2% suspended at least one day Maintained 0 150 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Red 4.8% suspended at least one day Increased Significantly 2.2 310 Students	Students with Disabilities  Green 1.7% suspended at least one day Declined -3.6 60 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Declined -4 17 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p align="center">4.3% suspended at least one day</p> <p align="center">Increased Significantly 2.2 281 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 12 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange</p> <p align="center">5.3% suspended at least one day</p> <p align="center">Maintained -0.1 38 Students</p>

Conclusions based on this data:

1. All student groups are in the medium to high level. The school's focus on restorative practices and PBIS should be reinvigorated to see improvement.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Educational partner 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. Students also need opportunities to engage in engaging clubs and activities and Leadership opportunities during and after the school day.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	<p>For 23-24 School Year - 31 students participated in strings or band, representing 37% of students in grades 5 and 6 during the 23-24 school year.</p> <p>For the 22-23 School Year, 27 5/6 graders, or 30%, participated in band or strings.</p> <p>21-22: 3% of students are in band or strings</p>	<p>The opportunity to participate in instrumental band or strings will be offered to all 5-6 graders. 35% of the 5th/6th grade classes will participate in band or strings.</p> <p>Expanding Minds will offer a VAPA class to provide all students with participation in VAPA.</p> <p>Each teacher will create and implement one VAPA lesson each trimester.</p>
Number of students who participate in an extra curricular club or program after school	<p>New metric</p> <p>For 23-24 School Year - (145 Students) 49 Students participated in Track & Field (Fall) 19 Students participated in the Basketball Club (Spring) 7 Students participated in the Science Club (Spring - lower grades)</p>	<p>Students in all grades K-6 will be able to participate in a club or activity after school throughout the school year. This includes approximately 45% of students—or 150 students—not including participation in the Expanded Minds program.</p>

	10 Students participated in Choir (Spring) 35 Students participated in the Art Club (Spring) 18 Students participated in the Art & Science Club (Spring - upper grades) 7 Students participated in the Math Club (Spring - lower grades)	
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	A comprehensive program to improve student access to colleges and careers: <ul style="list-style-type: none"> Partner with Expanding Minds to invite guest speakers, highlight local businesses, and explore career options. Continue to develop the site STEM (Science, Technology, Engineering, and Math) program by intentionally integrating lesson planning with the support of district teachers on special assignment Continuation of enrichment clubs after school led by teachers and staff Continued emphasis on College & Career by hosting two weeks (Fall & Spring) dedicated to College & Career Provide school day enrichment opportunities for students - study trips, band, strings, Leadership, Youth Advisory, Guest Speakers, school-wide events Host family nights to engage and inform families about academics, college, and career preparedness 	All students with an emphasis on Foster Youth, English learners, and Students with Disabilities.	651 Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal was implemented as written, providing students with opportunities to engage in activities that will help prepare them for college and their careers both during and after the school day. We surpassed the percentage of students expected to participate in strings and band as an elective.

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 significant differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 23-24 school year goals were modest, providing some students with opportunities to participate in enrichment opportunities, but there is an opportunity to engage more students; therefore, a significant change in the goal is to add additional enrichment opportunities for students to engage in after and during school enrichment opportunities that support their academic and social-emotional development better preparing them for college & career (see strategy goal description 1.1)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Across the board, academic achievement remains low in Math and English-language arts, with both metrics in the red on the Dashboard. Implementing PLCs emphasizing standards-based teaching is designed to improve quality first instruction and create intervention systems for students who need additional academic support. Chronic absenteeism continues to be a concern but has improved over the previous year. High absenteeism has caused various academic impacts, including poor performance in reading and math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	22-23 - As measured by the California Dashboard, Whitehead is performing very low in ELA and Mathematics (red). 20-21 - no data available 21-22 - Low (both)	Whitehead will progress towards orange/low, with all student groups showing a 5% increase in English and Math.
Performance level on English Learner Progress Indicator (ELPI)	22-23 - As measured by the California Dashboard, Whitehead's performance level is low (orange), with 42.1% making progress (1.7+) of students making progress toward English proficiency. 20-21 - no data available 21-22 - 40.4%	Increase performance level to yellow, decrease the percentage of EL students decreasing by one ELPI to 15%. Increase the percentage of students making progress to 45%.
Percentage of students that Meets and Exceeds Standards level on SBAC	22-23 - The percentage of students who Meet or Exceed the Standards level on the	The percentage of students that Meet or Exceed the Standard level on the SBAC in ELA will be 25%.

(Smarter Balanced Assessment Consortium) English Language Arts.	SBAC in ELA is 18.45% for the 23-24 SY. 20-21 - no data available 21-22 - 25.97%	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	22-23 - The percentage of students that Meet or Exceed Standards level on the SBAC in Mathematics is 10.53% for the 23-24 SY. 20-21 - no data available 21-22 - 15.94%	The percentage of students that Meet or Exceed Standards level on the SBAC will be 20%.
Percentage and number of students who are chronically absent	23-24 - 29.5% (April 2024) 20-21 - no data available 21-22 - 48.5% 22-23 - 36.6%	Reduce chronic absenteeism by 5%.
Student sense of safety and school connectedness (CHKS)	23-24 - 51% of students felt connected to our school. 52% of students feel safe at school - most or all of the time. 22-23 - 56% of students felt connected to our school. 78% of students feel safe at school - most or all of the time. 21-22- 56% feel a sense of school connectedness. 9% of the students feel unsafe at school.	61% of students will feel connected to our school. 62% of students will feel safe at school.
Suspension rate	23-24 - 2.7% (YTD) 20-21 - no data available 21-22 - 2.4% 22-23 - 4.2%	As measured by the California Dashboard, Whitehead will progress towards yellow in suspension rate, reducing the suspension rate to less than 3%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2023-24- 70 Parents participated in the survey. 83% of parents are encouraged to be active partners (agree or strongly agree) 93% of parents feel well-informed about school activities. 91% of parents feel teachers communicate about expectations. 87% of parents feel the school promotes academic success.	100 parents will complete the CHKS with a 3% increase for key indicators.

	86% of parents report that Whitehead is a safe place for their child to learn. 22-23 no data available 21-22 no data available	
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2023-23- Reading 48% (mid-year) Math 39% (mid-year) 22-23- In Reading, 28% of students met their Typical Growth Target for mid-year. In Math, 21% of students met their Typical Growth Target for midyear. 21-22- Reading 43% Math 33%	Reading 55% Math 45%
Student sense of safety and school connectedness (School Climate & Safety Survey - grades 3-6)	New metric 133 students took the survey in grades 3-6 77% of students feel safe at school (agree or strongly agree) 82% of students report that they have friends 76% of students report that their teachers listen to what they have to say 82% of students are proud to be a Whitehead Scholar	Increase each key indicator by 5% points.
SAEBRS / mySAEBERS	Spring 23 - 5 Fall 23 - 4 21-22 - 3 % of students at high risk	By the Spring administration of SAEBERS we will decrease the % of students at high risk to below 4%
Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	New metric 23-24 - 6	By the end of the 24-25 school year, we will increase PLC implementation based on the self-evaluation to 8 / 10.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide a comprehensive and challenging educational program while also addressing the whole child's needs. <ul style="list-style-type: none"> Instructional supplies, postage, copies, and materials 	All students, with a focus on English Learners, Socioeconomically Disadvantaged, Foster and Homeless	17943 Supplemental/Concentration

	<ul style="list-style-type: none"> • Collaboration and professional learning communities (PLCs) • Software to support student learning and social-emotional well-being (Renaissance Learning) • Regular Multi-Tiered System of Support (MTSS) Meetings, with tiered intervention plans developed for attendance, suspension, social-emotional learning, and academic progress. 		
2.2	<p>Support Academic Intervention in Reading:</p> <ul style="list-style-type: none"> • Intervention through Title I teacher and afterschool programs focused on improving academic outcomes through small group instruction, differentiation, and coaching support. Utilizing a .5 Reading Interventionist and additional hours for academic intervention utilizing VSA. 	All students, with a focus on Socioeconomically Disadvantaged, Foster and Homeless	49000 Title I Part A: Basic Grants Low-Income and Neglected 22748 Supplemental/Concentration
2.3	<p>Emphasis on improving attendance and decreasing Chronic Absenteeism</p> <ul style="list-style-type: none"> • Regular awards and incentives for perfect and improved attendance • Communication with the Wellness team about chronically absent students • Communication and resources for parents about school attendance using the site Attendance Liaison, Social worker, and school administrator 	All students, with a focus on English Learners, Socioeconomically Disadvantaged, Foster and Homeless	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation of the goal was successful, and we saw an increase in students meeting iReady targets (compared to last year's SBAC data). PLCs were implemented for all teachers, emphasizing standards-based teaching and learning. The Renaissance Learning Program (AR and STAR) was purchased to measure student achievement and provide enrichment for students in English-Language Arts.

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

Funds were used as intended to implement the strategies intended to meet 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.

There continues to be a need for academic support and intervention for students. While we cannot fund a full-time Interventionist for the 24-25 school year, we will re-design the program and use various resources to provide academic

intervention for students, especially in reading (see strategy 2.2). In addition, we will emphasize the importance of daily school attendance to decrease Chronic Absenteeism (see strategy 2.3).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Stakeholder groups reviewed the dashboard and concluded that our English Learners' performance in both ELA and Mathematics needs to improve to support increased reclassification and bilingualism for all English Language Learners. The ELAC reviewed and provided a self-reflection on the English Learner Roadmap, expressing a continued need for improved family and school partnerships (2.5) while rating the school's respect for Language and Culture (1. A) as extremely responsive (4).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	23-24 The percent of students being reclassified is 12% (15 of 125 ELL students) 20-21 - 8% 21-22 - 20.45% 22-23 - 9.92%	The percent of students being reclassified will be increase to 20%.
English Learner Progress Indicator (ELPI)	23-24 - 42.1% are making progress towards English language proficiency, which is low (orange) and an increase of 1.7%. 22-23 ELPI - 40.4% 21-22 46%	50% of English learners will make progress towards English language proficiency.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	23-24 Principle 1: Assets-Oriented and Needs Responsive Schools 4- Languages and cultures are assets 3.2- No single EL profile 3.8 - School climate is affirming, inclusive, safe	Increase to 3.5 (Responsive) with an emphasis on 1.3 - family partnerships.

	<p>2.5 - Strong family and school partnerships</p> <p>3.5- Supporting English Learners with disabilities</p> <p>Average 3.45</p> <p>22-23 - 2.5 Average</p> <p>21-22- 2.25 Average</p>	
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	<p>New metric</p> <p>For Reading - 50% reached targeted growth with 28% improved placement</p> <p>For Math - 37% reached targeted growth with a 25% improved placement</p>	Increase reading and math targeted growth by 5% for all English Language Learners.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide designated and integrated ELD (English Language Development) and provide professional development to improve instructional strategies and scaffolding for ELs during integrated ELD. To ensure the academic success of our English learners, regular MTSS meetings will monitor and evaluate the progress of our ELs, and additional differentiation and intervention will be provided as needed, including materials and supplies through a partnership with our Expanding Minds Program. To communicate effectively with parents/guardians regarding their student's academic achievement and other needs, translators will be provided for conferences, SSTs (Student Study Teams), 504, and IEPs. ELAC support will be provided.	English Learners	
3.2	<p>Support for Long Terms English Learners</p> <ul style="list-style-type: none"> Analysis and discussion during Wellness Team Meetings Appropriate Interventions as needed 	English Learners	
3.3	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 - emphasizing new teachers.	English Learners	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While the English Language Learner Performance Indicator (ELPI) shows very modest gains in the academic performance of English Language learners, there is a clear need for additional academic support for our ELL students. The goal was implemented as written, including teacher PD and support, parent communication, and MTSS systems in place to support the academic monitoring of ELLs.

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 this goal's indented implementation and budgeted expenditures.

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.

This goal has two main clarifications: 1. a more in-depth look at our long-term English Learners during our regular Wellness Meetings, including academic support and parent communication (see strategy 3.2). 2. Ongoing teacher professional development and coaching on ELD strategies by our EL Specialist, especially working with new teachers (see strategy 3.3).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The Youth Advisory Council meets monthly with the principal and identified a need to increase student engagement by providing additional activities and clubs. They also identified the need for more activities during lunch and recess time. Student engagement and authentic opportunities for a voice and choice in their education are needed.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	<p>23-24 Elks / Lions - reading completion and flag presentation. Yolo Farm to Fork - garden education. Expanded Minds After School Program Partnerships UC Davis Science Club for Hispanic Girls & Families</p> <p>22-23 Masons Elks Lions</p> <p>21-22 Masons Elks Lions</p>	Increase partnerships with the community to 6.
Number of extracurricular and co-curricular programs offered	There are 10 after-school clubs/programs for students across all grades: basketball, sports club, choir, art/science, science, art club, math club, track and field, band, and strings	Increase student participation in programs to 40% or 120 students for extracurricular activities.

	(this does not include offerings from the Expanded Minds Program). 22-23 5: basketball, sports club, choir, music, and garden 21-22: 5: basketball, sports club, choir, music, and garden	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	133 students in grades 3-6 participated in the Site Safety Survey created by the Youth Advisory Council, which is 77%. 27 5th graders participated in the CHKS, 49% of students. 22-23 no data 21-22 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 at the start and end of the school year for 24-25. 55% of 5th graders will participate in the CHKS in Spring 2025.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	16 students are engaged in the YAC for the 23-24 school year. 15 students are in Leadership (there is no overlap of students) 22-23 no data available 21-22 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	Youth Advisory will meet monthly and be composed of 4 students per class in grades 4-6 representing the school's demographics. The leadership club will meet a month or more often as needed and will be composed of students in grades 4-6. Students will be accepted into Leadership based on an application process and take 15-20 students who demonstrate leadership abilities.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide student engagement through: <ul style="list-style-type: none"> Student Clubs and after-school programs Student recognitions, including awards and certificates (Monthly Awards Assembly) Study trips (one per class annually) 	All Students	2000 Supplemental/Concentration
4.2	Student Leadership Opportunities: <ul style="list-style-type: none"> Leadership Club Youth Advisory Council 	All Students	
4.3	Recess Engagement Activities	All Students	

	<ul style="list-style-type: none"> Weekly rotating activities for students during lunch recess (sand toys, bubbles, chalk, card games, library club, and activities based on student request). Additional supervision for more engagement activities 		Site Discretionary
4.4	Incentives for PBIS / SOAR Store & Activities <ul style="list-style-type: none"> Weekly Store, raffle or treat Campus-wide activities 	All students	Site Discretionary

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While students were given opportunities to engage in extracurricular and co-curricular activities, there is still a request for more and a variety of opportunities for students to be engaged outside the classroom.

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

There are no major differences between the intended implementation and the budget expenditures for the 23-24 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 4 will be divided into three main components: 1. engagement opportunities for all students (see 4.1); 2. additional leadership opportunities for students to support school culture and climate (see 4.2); and 3. more activities for students to engage in during lunch recess to increase engagement and decrease conflicts.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$49,651
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$92,342.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$49,000.00
Title I Part A: Parent Involvement	\$651.00

Subtotal of additional federal funds included for this school: **\$49,651.00**

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	\$42,691.00

Subtotal of state or local funds included for this school: **\$42,691.00**

Total of federal, state, and/or local funds for this school: **\$92,342.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	42,691.00
Title I Part A: Basic Grants Low-Income and Neglected	49,000.00
Title I Part A: Parent Involvement	651.00

Expenditures by Budget Reference

Budget Reference	Amount
	92,342.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	42,691.00
	Title I Part A: Basic Grants Low-Income and Neglected	49,000.00
	Title I Part A: Parent Involvement	651.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	651.00
Goal 2	89,691.00
Goal 4	2,000.00

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
Alison Evert	Principal
Samantha Gaynor	Classroom Teacher
Isabel Hernandez	Classroom Teacher
Erin Lujan	Classroom Teacher
Stephanie Mendez Machuca	Other School Staff
Kacie Tuck	Parent or Community Member
Courtney McRae	Parent or Community Member
Kerrie Covert	Parent or Community Member
Enedina Moreno	Parent or Community Member
Nancy Ochoa	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, Alison Evert on 5/8/24
	SSC Chairperson, Alison Evert on 5/8/24