

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	5/10/23	May 25, 2023

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
Additional Targeted Support and Improvement
English Learners, Students with Disabilities, and White students

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

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

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

This ATSI plan meets state and ESSA requirements:

- In partnership with educational partners (including the principal and other school leaders, teachers, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan .

Educational Partner 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 and staff. 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

Unfortunately, due to a change in the principalship mid-year, a student advisory group was not created. Therefore student input is not reflected in this plan.

Needs assessment meetings were also held with ELAC on 03/16/2023, and with School Site Council on 02/28/2023.

ELAC and staff reviewed the SPSA, and provided additional feedback. School site council reviewed the plan on 05/10/2023, considered recommendations and feedback from all groups, and finalized/ approved the SPSA on 05/10/2023.

Resource Inequities

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

Whitehead elementary examined fiscal and human resources, such as funding allocations, teacher experience, and credentialing, and identified the need for a consistent administrator serving several years to ensure school initiatives move forward.

School and Student Performance Data

Student Enrollment 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

Student Enrollment 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
Grade 3	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 continues to decline annually, with approximately 20 less students each year.
2. Based on the student group data, Hispanic student enrollment continues to decline each year, as does white student enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	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. In reviewing our reclassification data, we find a fluctuation in the number of students who have been reclassified over the past two years.
3. Our Fluent English Proficient student group is steadily declining, suggesting a focus on English Learner instruction and English Language Development will be critical to move forward.

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		
	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		0	46		0	46		0.0	100.0	
Grade 4	55	41		0	40		0	40		0.0	97.6	
Grade 5	47	48		0	48		0	47		0.0	100.0	
Grade 6	54	49		0	48		0	48		0.0	98.0	
All Grades	193	184		0	182		0	181		0.0	98.9	

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			% Standard Met			% Standard Nearly			% Standard Not		
	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.			6.52			15.22			28.26			50.00	
Grade 4		2412.			7.50			15.00			25.00			52.50	
Grade 5		2437.			0.00			19.15			29.79			51.06	
Grade 6		2491.			10.42			29.17			22.92			37.50	
All Grades	N/A	N/A	N/A		6.08			19.89			26.52			47.51	

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			60.87			32.61	
Grade 4		7.50			75.00			17.50	
Grade 5		2.13			68.09			29.79	
Grade 6		14.58			52.08			33.33	
All Grades		7.73			63.54			28.73	

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			43.48			50.00	
Grade 4		2.50			57.50			40.00	
Grade 5		4.26			61.70			34.04	
Grade 6		8.33			43.75			47.92	
All Grades		5.52			51.38			43.09	

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			78.26			17.39	
Grade 4		7.50			70.00			22.50	
Grade 5		8.51			59.57			31.91	
Grade 6		16.67			70.83			12.50	
All Grades		9.39			69.61			20.99	

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			58.70			36.96	
Grade 4		2.50			80.00			17.50	
Grade 5		2.13			61.70			36.17	
Grade 6		16.67			64.58			18.75	
All Grades		6.63			65.75			27.62	

Conclusions based on this data:

1. As a whole school, we are decreasing the percentage of students meeting or exceeding standard, while also increasing the number of students nearly meeting or not meeting standard.
2. As expected with the pandemic, students are under performing in all areas. Articulated PLC's (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 ELA standards for the grades below and above their own grade level . A continued focus on Articulated PLC's will support increasing achievement in Reading.

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		
	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		0	46		0	46		0.0	100.0	
Grade 4	55	41		0	40		0	40		0.0	97.6	
Grade 5	47	48		0	48		0	48		0.0	100.0	
Grade 6	54	49		0	48		0	48		0.0	98.0	
All Grades	193	184		0	182		0	182		0.0	98.9	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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.			2.17			13.04			23.91			60.87	
Grade 4		2404.			5.00			17.50			27.50			50.00	
Grade 5		2430.			4.17			4.17			25.00			66.67	
Grade 6		2459.			6.25			12.50			27.08			54.17	
All Grades	N/A	N/A	N/A		4.40			11.54			25.82			58.24	

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			32.61			58.70	
Grade 4		12.50			27.50			60.00	
Grade 5		4.17			35.42			60.42	
Grade 6		6.25			37.50			56.25	
All Grades		7.69			33.52			58.79	

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			34.78			60.87	
Grade 4		5.00			42.50			52.50	
Grade 5		4.17			39.58			56.25	
Grade 6		2.08			41.67			56.25	
All Grades		3.85			39.56			56.59	

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			71.74			23.91	
Grade 4		2.50			52.50			45.00	
Grade 5		2.08			47.92			50.00	
Grade 6		6.25			66.67			27.08	
All Grades		3.85			59.89			36.26	

Conclusions based on this data:

1. School-wide, the percent of students at or above standard has substantially decreased this year. The percent of students that did not meet standard has increased as well.
2. The area with greatest decline is problem solving and modeling, suggesting a need to review common core standards for mathematical practices, and ensure students are provided the opportunity for productive struggle.

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		
	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		1419.9	1406.5		1348.6	1351.5		17	31	
1	1413.3	1408.9		1429.9	1439.1		1396.3	1378.1		29	18	
2	1472.8	1468.4		1485.7	1472.8		1459.4	1463.4		20	27	
3	1481.5	1479.6		1493.8	1486.2		1468.5	1472.3		17	19	
4	1490.9	1503.8		1501.0	1505.6		1480.3	1501.5		17	19	
5	1520.0	1528.3		1521.8	1532.1		1517.9	1524.0		11	14	
6	*	*		*	*		*	*		9	10	
All Grades										120	138	

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		35.29	22.58		47.06	41.94		17.65	32.26		17	31	
1	0.00	0.00		31.03	16.67		48.28	44.44		20.69	38.89		29	18	
2	10.00	11.11		50.00	40.74		25.00	33.33		15.00	14.81		20	27	
3	5.88	0.00		41.18	47.37		41.18	26.32		11.76	26.32		17	19	
4	0.00	10.53		47.06	47.37		41.18	26.32		11.76	15.79		17	19	
5	0.00	7.14		54.55	57.14		45.45	35.71		0.00	0.00		11	14	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	2.50	5.80		40.00	36.96		40.83	35.51		16.67	21.74		120	138	

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		52.94	25.81		29.41	41.94		17.65	29.03		17	31	
1	17.24	11.11		34.48	38.89		37.93	27.78		10.34	22.22		29	18	
2	30.00	29.63		35.00	40.74		30.00	14.81		5.00	14.81		20	27	
3	23.53	21.05		58.82	42.11		17.65	26.32		0.00	10.53		17	19	
4	35.29	26.32		47.06	57.89		5.88	10.53		11.76	5.26		17	19	
5	36.36	50.00		63.64	42.86		0.00	7.14		0.00	0.00		11	14	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	20.83	22.46		46.67	40.58		22.50	22.46		10.00	14.49		120	138	

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		88.24	74.19		11.76	22.58		17	31	
1	27.59	27.78		58.62	61.11		13.79	11.11		29	18	
2	15.00	22.22		85.00	66.67		0.00	11.11		20	27	
3	5.88	21.05		94.12	73.68		0.00	5.26		17	19	
4	23.53	47.37		58.82	52.63		17.65	0.00		17	19	
5	18.18	21.43		81.82	78.57		0.00	0.00		11	14	
6	*	*		*	*		*	*		*	*	
All Grades	15.00	21.01		74.17	68.84		10.83	10.14		120	138	

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		70.59	58.06		29.41	38.71		17	31	
1	10.34	0.00		75.86	77.78		13.79	22.22		29	18	
2	35.00	51.85		60.00	33.33		5.00	14.81		20	27	
3	41.18	42.11		58.82	42.11		0.00	15.79		17	19	
4	47.06	15.79		41.18	78.95		11.76	5.26		17	19	
5	54.55	85.71		45.45	14.29		0.00	0.00		11	14	
6	*	*		*	*		*	*		*	*	
All Grades	28.33	33.33		59.17	49.28		12.50	17.39		120	138	

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		70.59	67.74		29.41	29.03		17	31	
1	3.45	5.56		55.17	16.67		41.38	77.78		29	18	
2	0.00	11.11		70.00	48.15		30.00	40.74		20	27	
3	0.00	0.00		41.18	47.37		58.82	52.63		17	19	
4	0.00	0.00		52.94	57.89		47.06	42.11		17	19	
5	0.00	7.14		100.00	78.57		0.00	14.29		11	14	
6	*	*		*	*		*	*		*	*	
All Grades	0.83	5.07		58.33	52.17		40.83	42.75		120	138	

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		17.65	41.94		64.71	58.06		17	31	
1	0.00	5.56		55.17	38.89		44.83	55.56		29	18	
2	5.00	11.11		65.00	74.07		30.00	14.81		20	27	
3	5.88	5.26		64.71	68.42		29.41	26.32		17	19	
4	0.00	10.53		64.71	57.89		35.29	31.58		17	19	
5	0.00	14.29		90.91	78.57		9.09	7.14		11	14	
6	*	*		*	*		*	*		*	*	
All Grades	5.00	7.25		58.33	60.14		36.67	32.61		120	138	

Conclusions based on this data:

1. The percentage of students performing at a Level 4 and Level 3 have declined substantially, with Levels 1 and 2 increasing.
2. Scores suggest that daily English Language Development, both integrated and designated, need to be planned for with intentionality, and supporting student growth.
3. Scores also indicate a need for professional learning communities, with focus on reviewing English Learner progress.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
327	81.7	40.4	0.6
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	40.4
Foster Youth	2	0.6
Homeless	4	1.2
Socioeconomically Disadvantaged	267	81.7
Students with Disabilities	42	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.4
American Indian		
Asian	21	6.4
Filipino	1	0.3
Hispanic	255	78.0
Two or More Races	9	2.8
Pacific Islander		
White	26	8.0

Conclusions based on this data:

1. Our largest student group by ethnicity is our Hispanic students with 78%
2. A large percentage (81.7%) of our population is identified as socioeconomically disadvantaged.

School and Student Performance Data

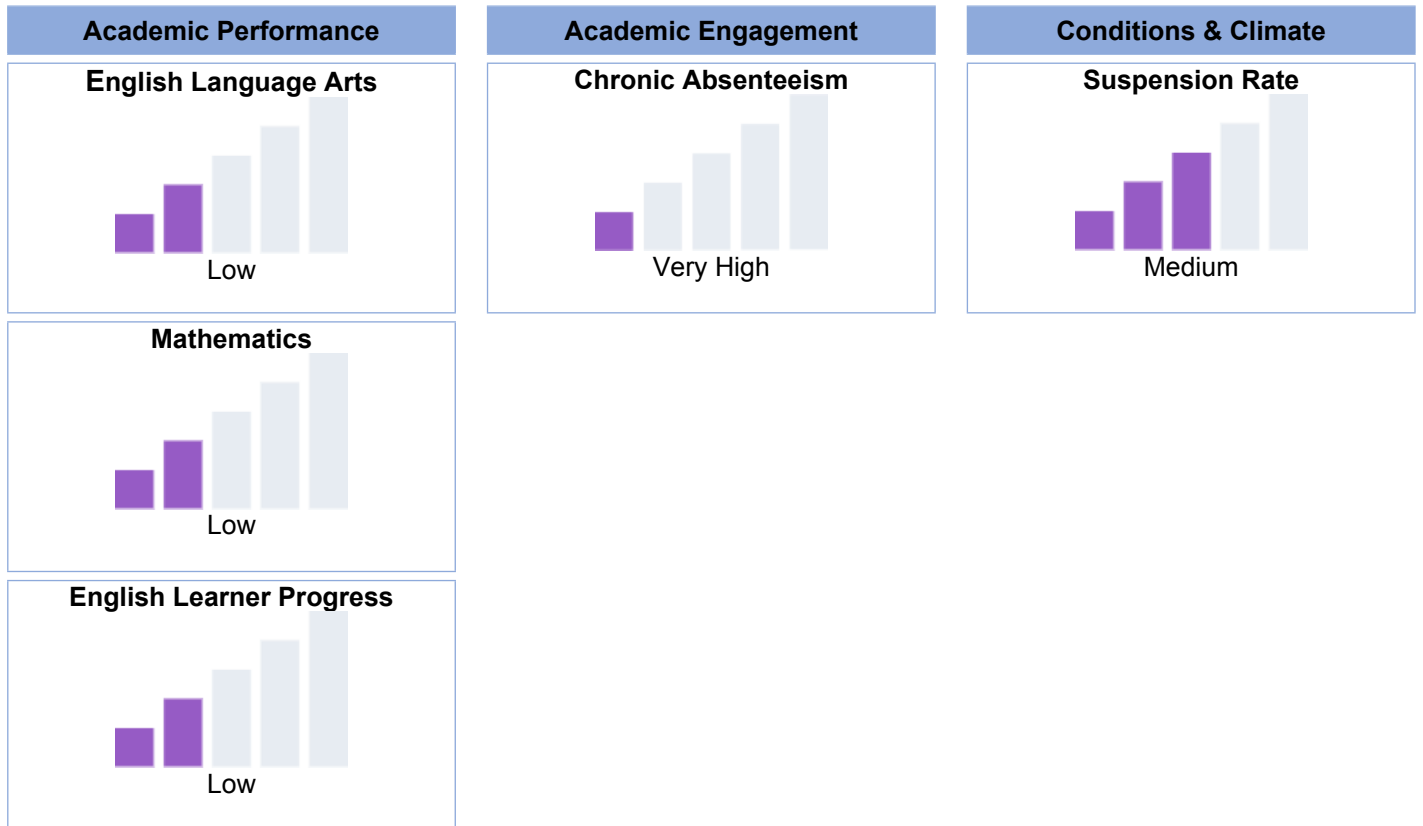
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Academic progress, including math, English language arts, and EL progress are all low. Rigor, intentional scaffolding, and high expectations are needed for progress to be made.
- Chronic absenteeism remains high, and suspensions have increased.

School and Student Performance Data

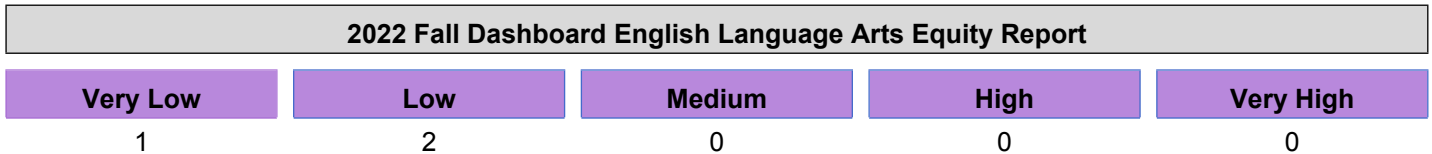
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

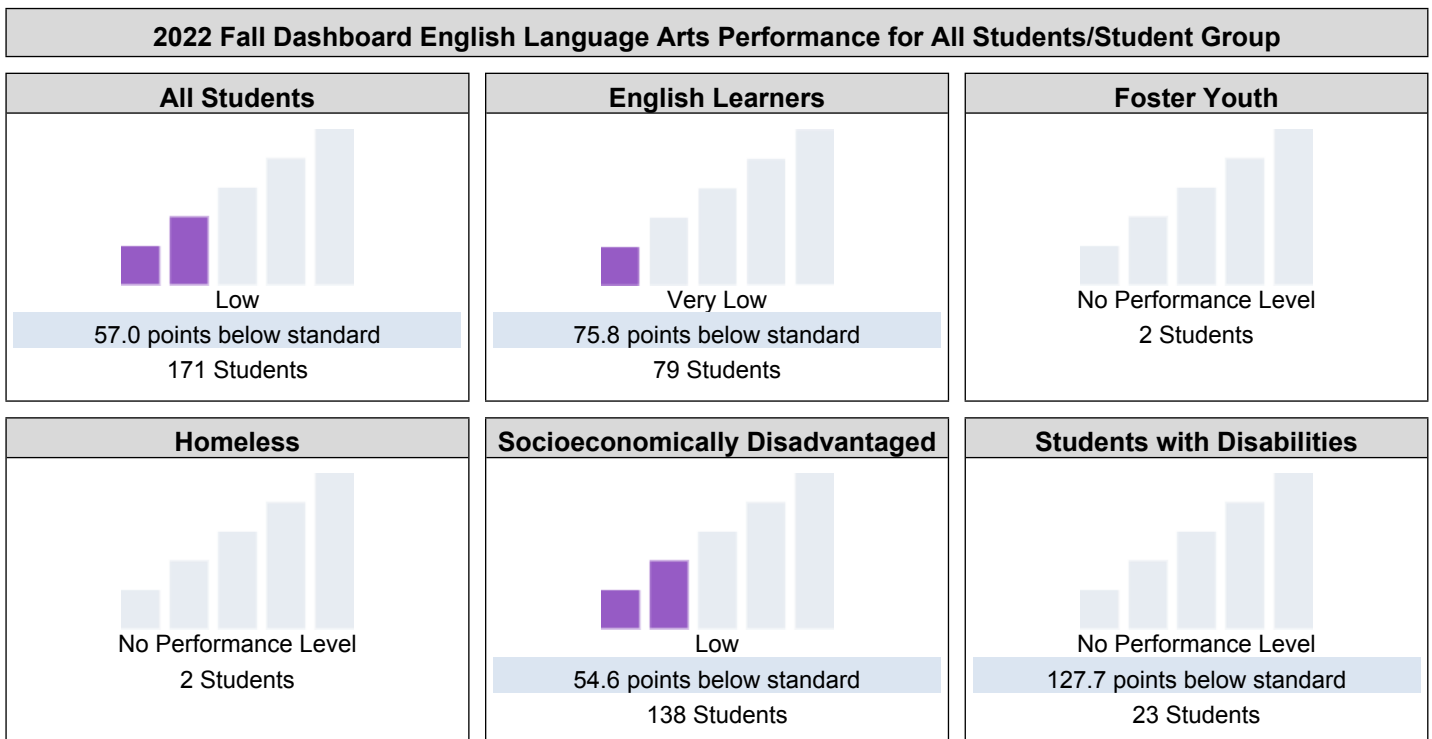
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



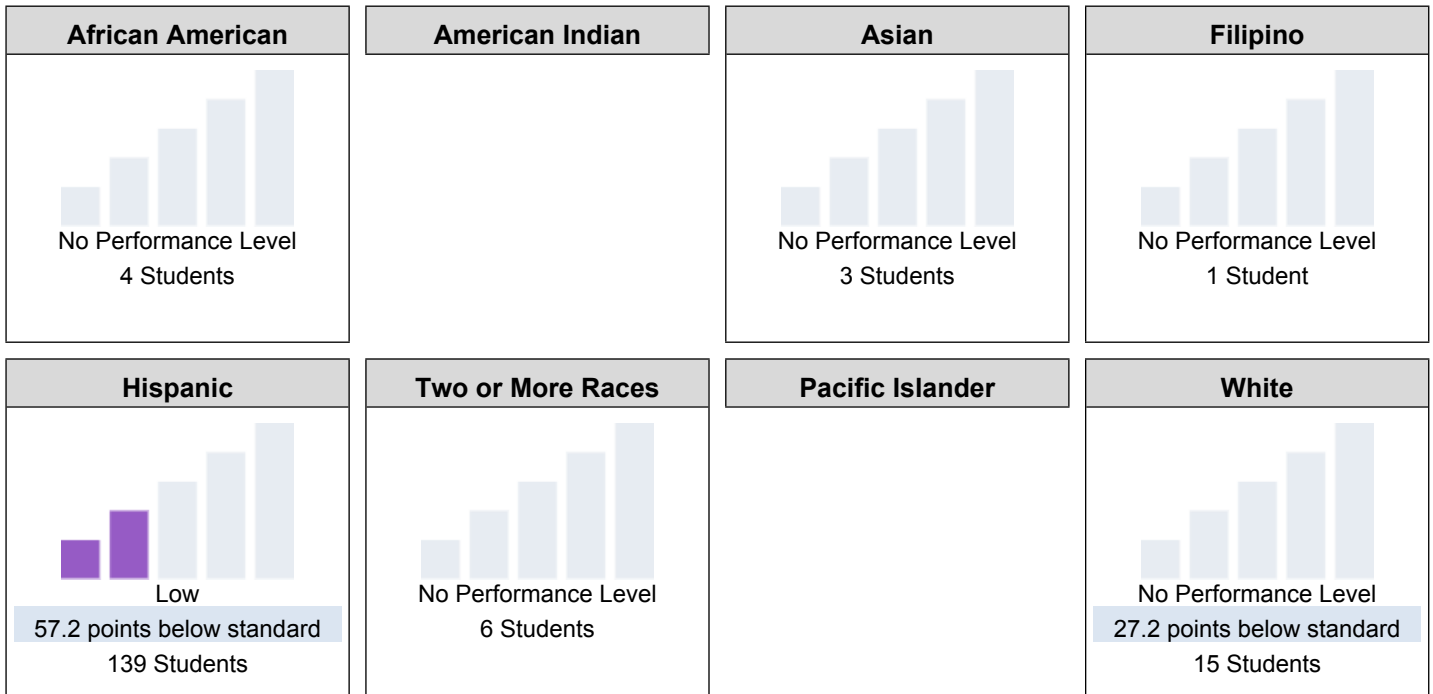
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.9 points below standard	30.0 points below standard	49.0 points below standard
55 Students	24 Students	78 Students

Conclusions based on this data:

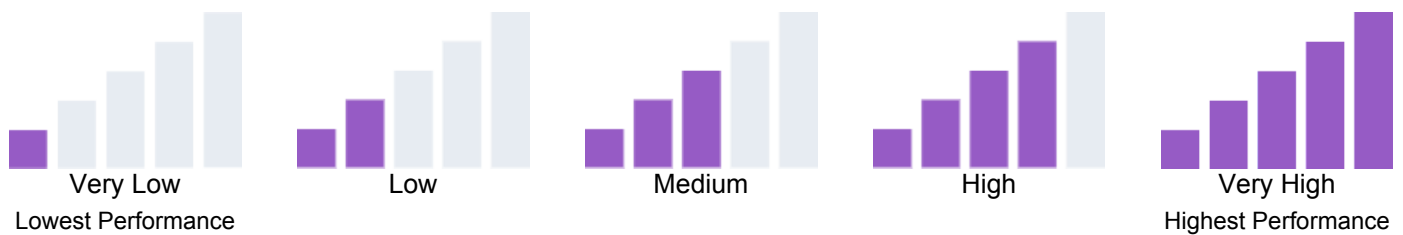
- All subgroups declined in performance.
- Students with Disabilities and EL's have a substantial performance gap, indicating a need for acceleration.
- Student progress implies a need for focused professional development and coaching, with an emphasis on integrated ELD (English Language Development)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

School and Student Performance Data

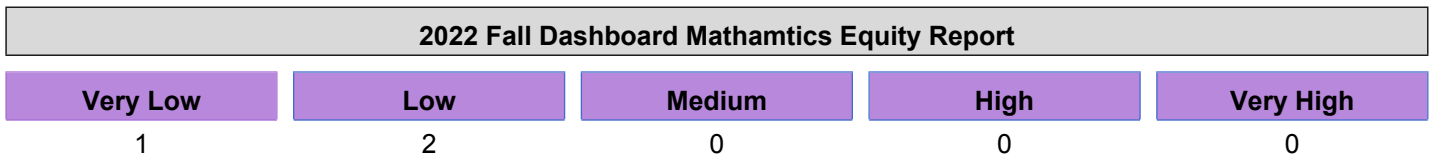
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

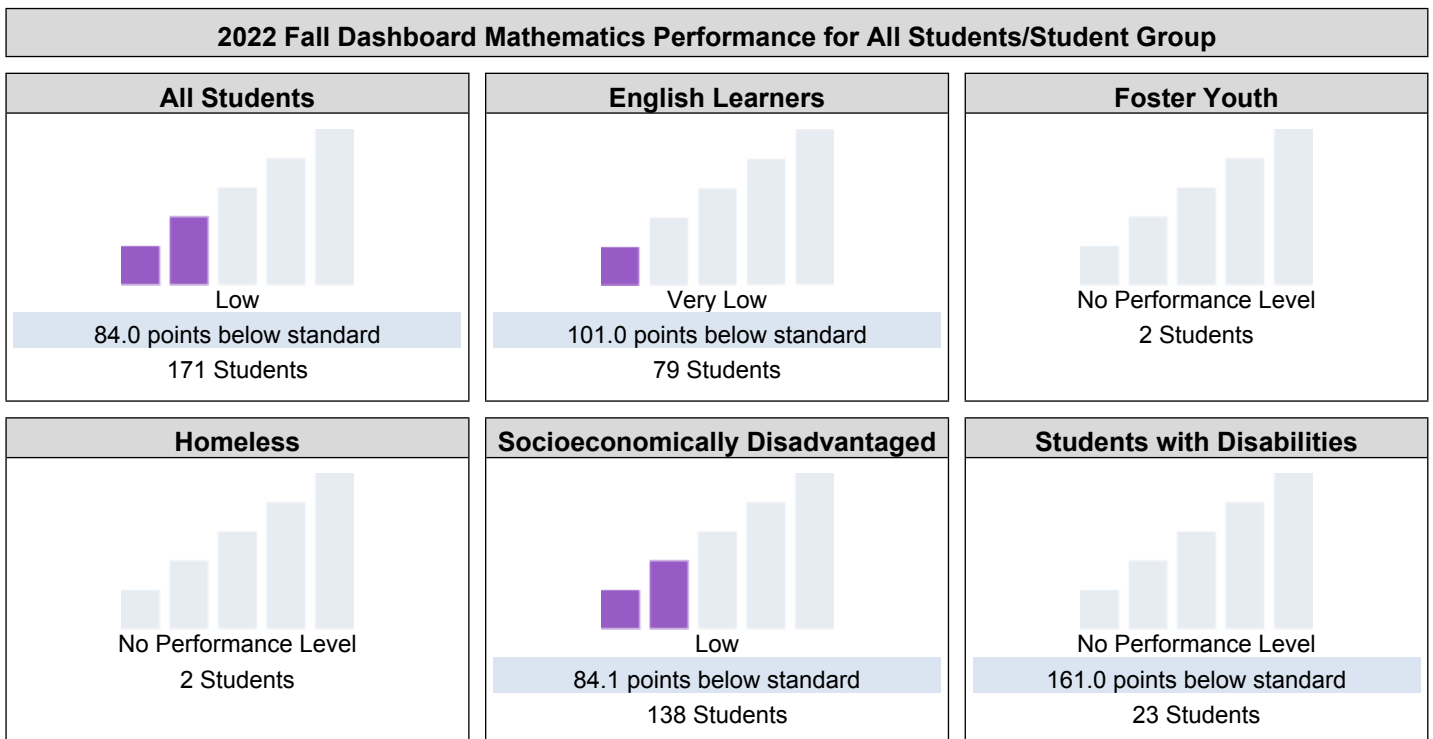
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



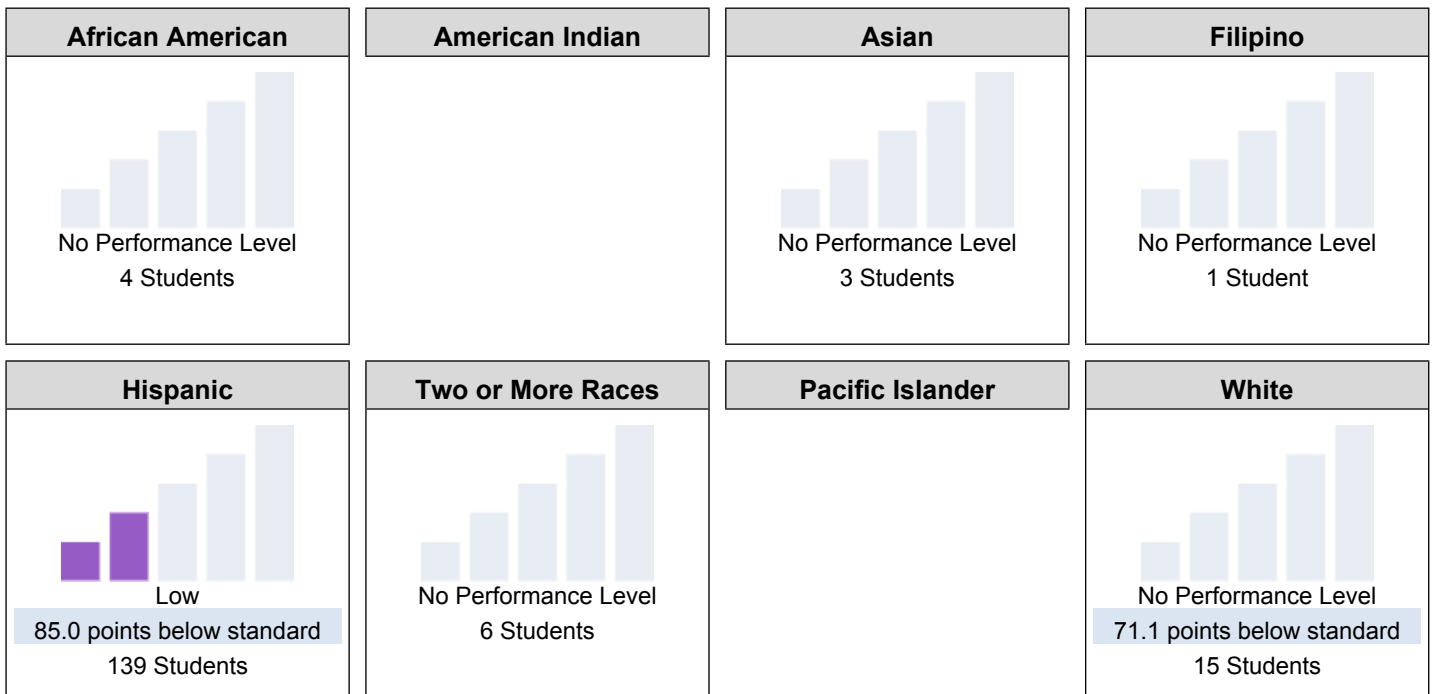
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.4 points below standard 55 Students	65.7 points below standard 24 Students	74.1 points below standard 78 Students

Conclusions based on this data:

- All subgroups declined in performance.
- Students with Disabilities and EL's have a substantial performance gap, indicating a need for acceleration.

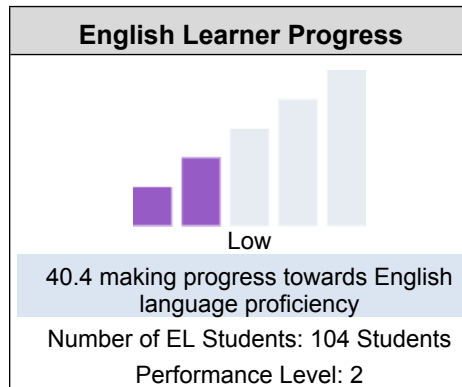
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
21.2%	38.5%	0.0%	40.4%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Data not available at the elementary level.

School and Student Performance Data

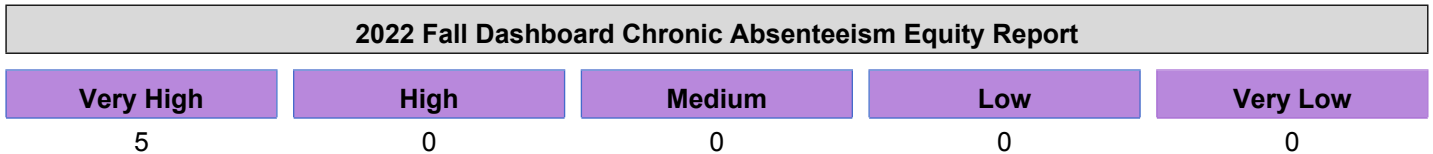
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

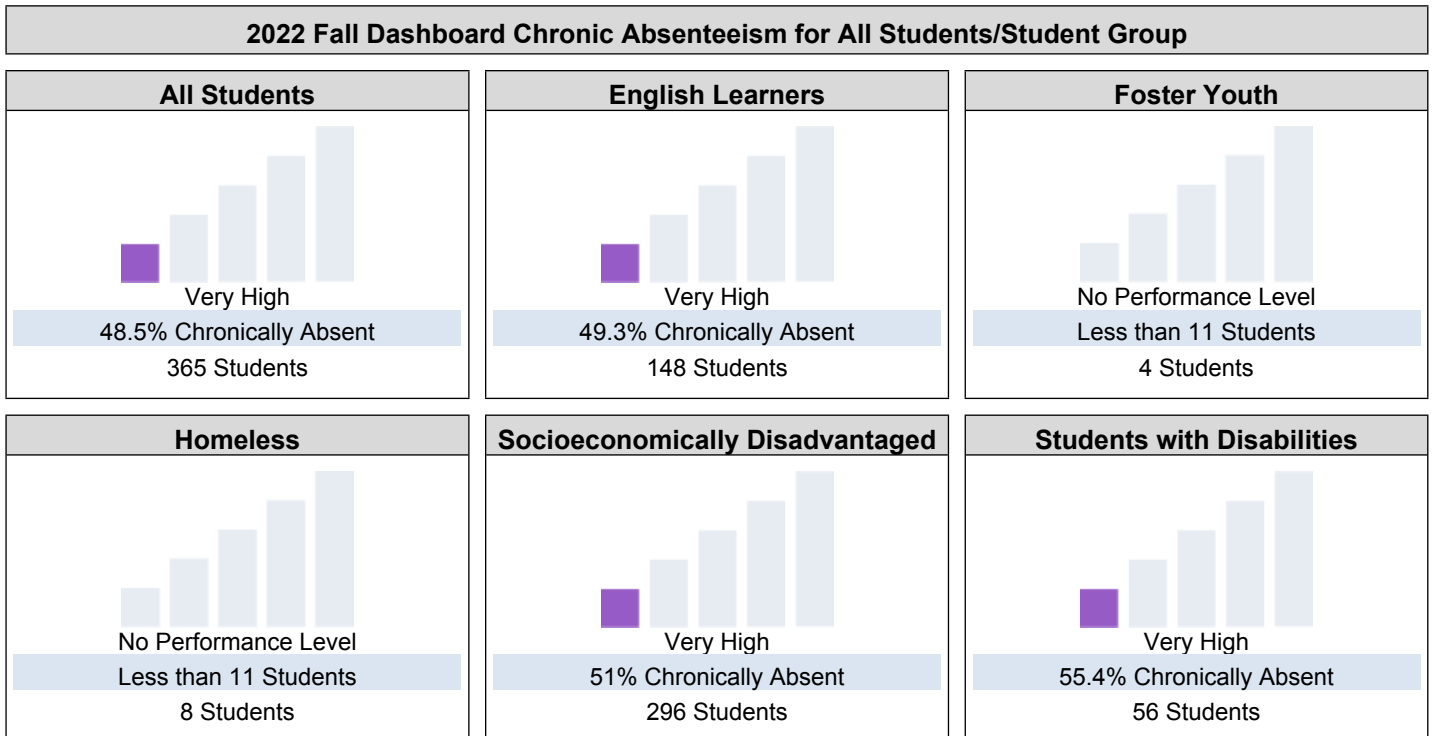
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



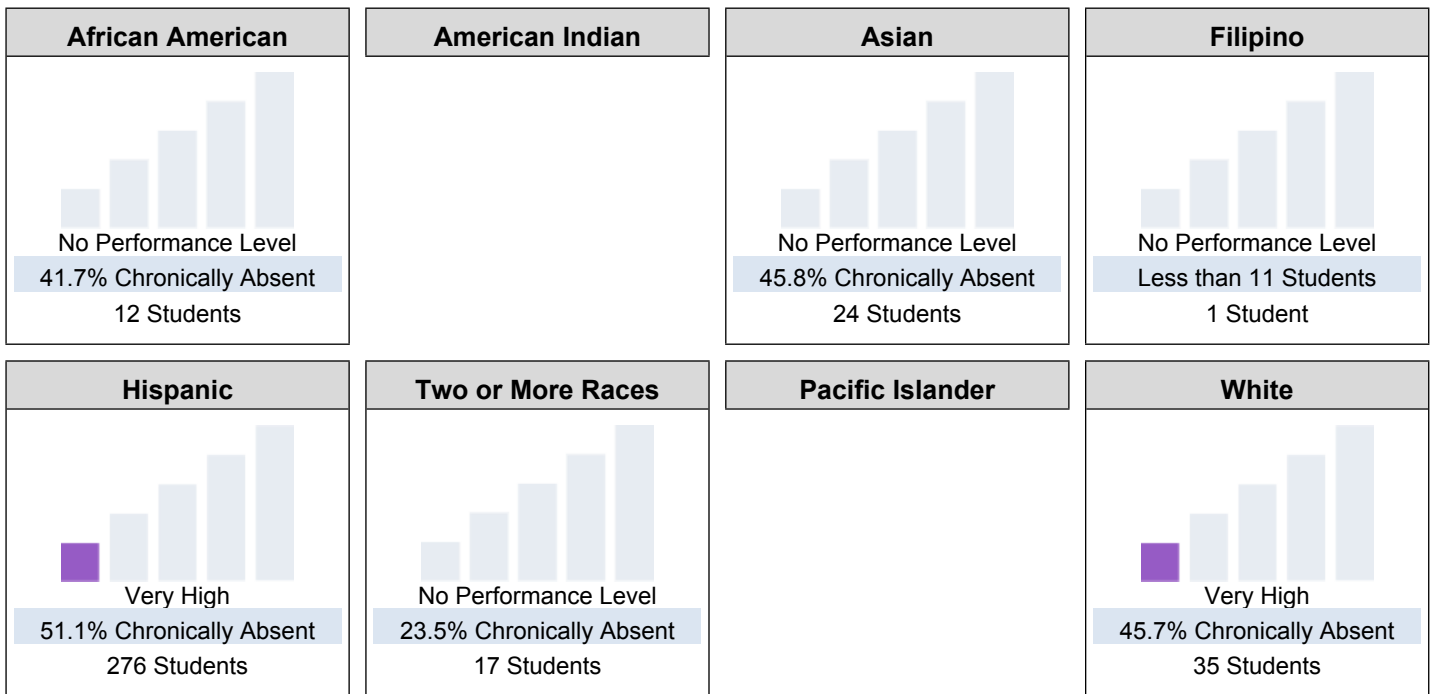
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

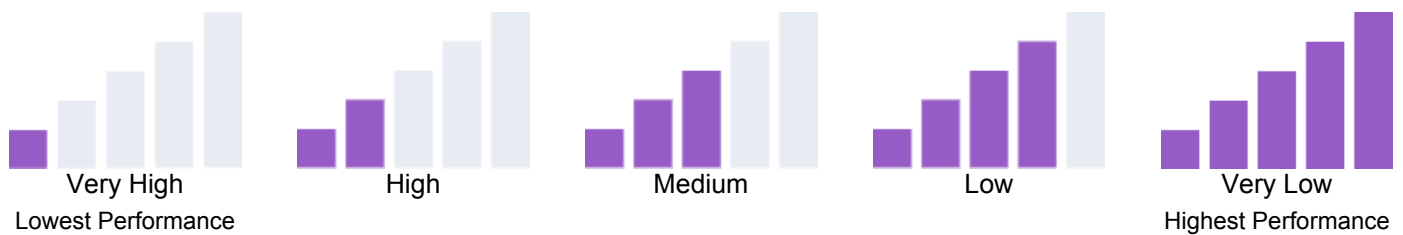
- 1.

School and Student Performance Data

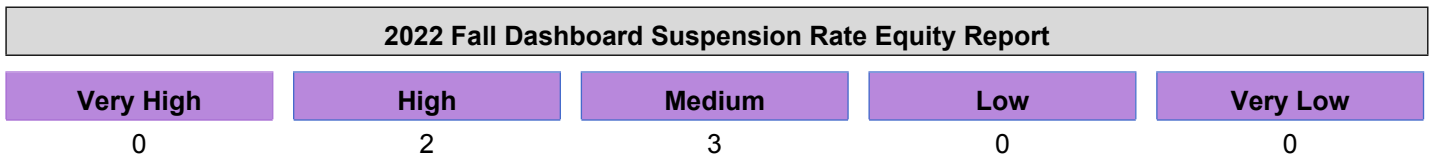
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

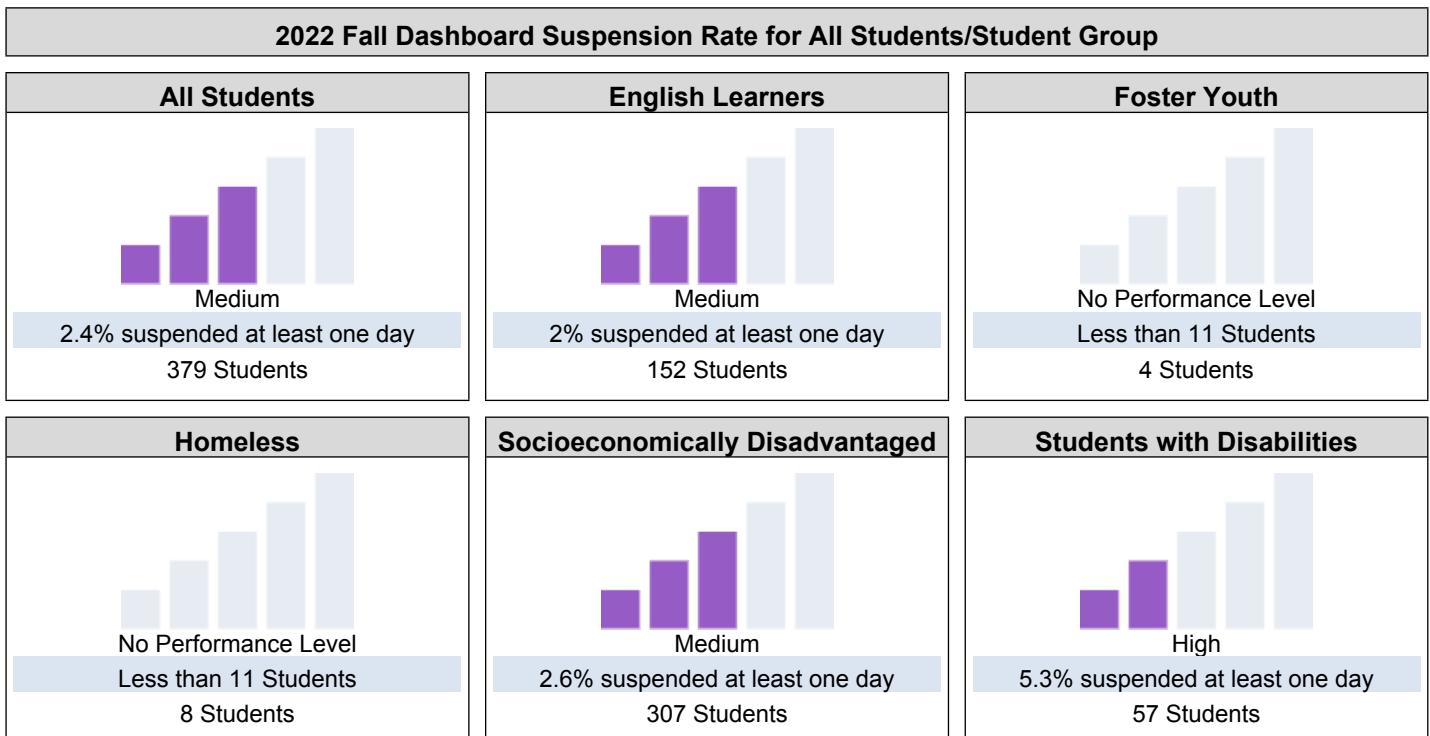
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



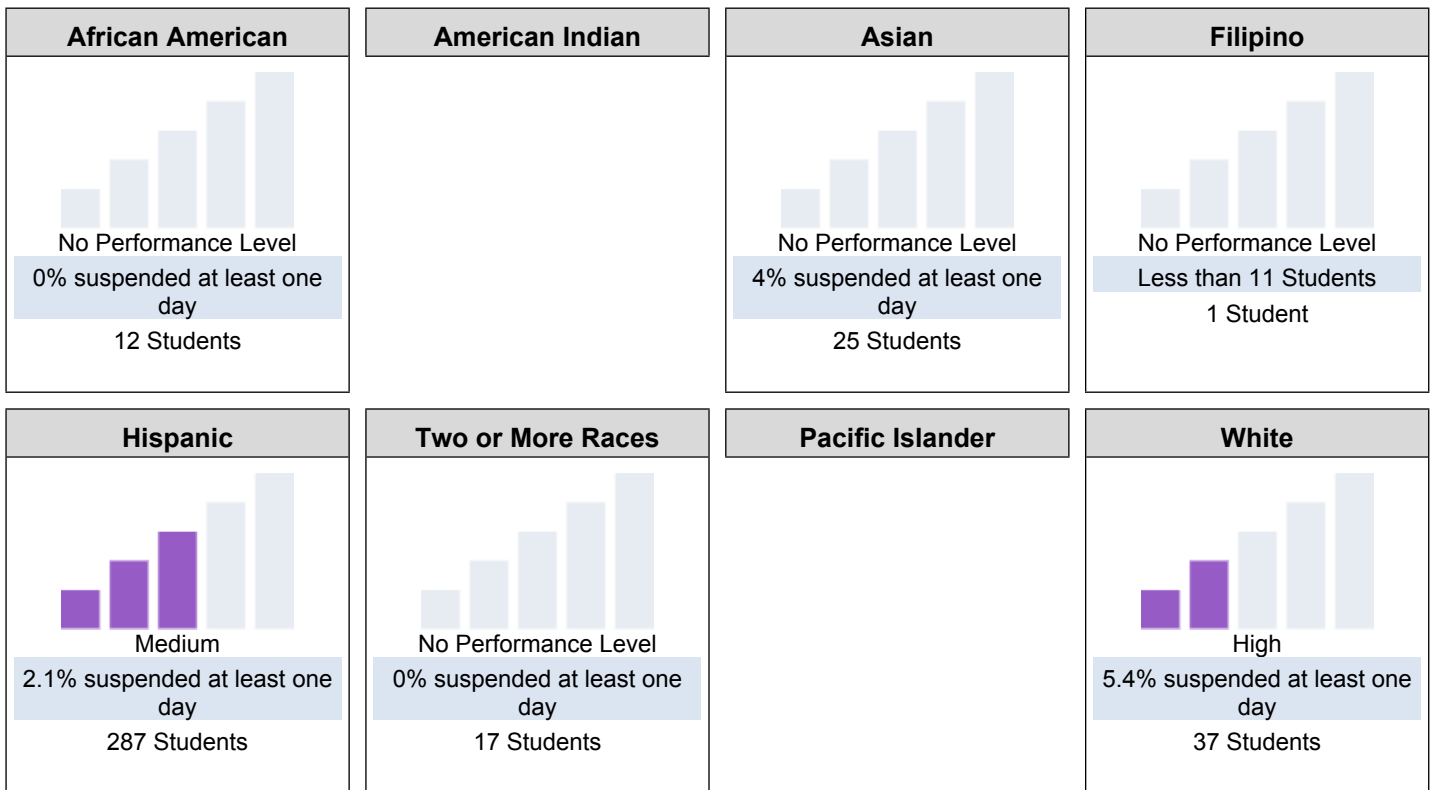
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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.

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

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	27 or 30% of fifth and sixth grade are students enrolled in band and strings.	The opportunity to participate in instrumental band or strings will be offered to all 5-6 graders. 40% of 5th/6th grade classes will participate in band/strings. Expanding Minds will offer a VAPA class to provide all students participation in VAPA. Each teacher will create and implement one VAPA lesson each trimester.

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 and 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 through intentional integrating lesson planning with support of district teacher on special assignment
- Continuation of enrichment clubs through Expanding Minds and Project Lead the Way.

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.

Annual Review

SPSA Year Reviewed: 2022-23

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 field trips and experiential learning increased this year, as COVID related restrictions dissipated. Students reported excitement at enriched learning opportunities.

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

Funding was spent as intended.

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. Add intentional cross curricular integrated instruction and begin work towards school science, technology, engineering and math (STEM) certification with Project Lead the Way.

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 performing low in ELA and Mathematics.	Whitehead will progress towards green/ medium 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, Whitehead's performance level is low, with 40.4% of students are making progress towards learning English, but 21.2% of Whitehead's EL students decreased by one ELPI Level.	Increase performance level to medium, decrease the percentage of EL students decreasing by one ELPI to 15%. Increase percentage of students making progress to 45%
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 25.97%	The percent of students that Meet or Exceed Standard level on the SBAC in ELA will be 30%.
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 15.94%.	The percentage of students that Meet or Exceed Standards level on the SBAC will be 20%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage and number of students who are chronically absent	48.5%	Reduce chronic absenteeism by 5%
Student sense of safety and school connectedness	56% of students connected 78% of students safe	65% of students connected 85% of students safe
Suspension rate	2.4%	As measured by the California Dashboard, Whitehead will progress towards blue in suspension rate, reducing the suspension rate to less than 2%
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)	Reading 43% Math 33%	Reading 48% Math 38%

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 after school programs, focused on improving academic outcomes through small group instruction, differentiation, and coaching support.
- Instructional supplies, postage, copies and materials
- Collaboration and professional learning communities
- Software to support student learning and social emotional well being
- Regular Multi-Tiered System of Support (MTSS) Meetings, with tiered intervention plans developed for attendance, suspension and social emotional learning, and academic progress.

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)
44,943	Supplemental/Concentration
564	Title I Part A: Parent Involvement
55,113	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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 22-23 school year. Title I teacher was hired, but there is a need to use i-Ready or another testing method to measure effectiveness of the position.

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

None

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.

Intervention teacher investment is substantial, and will require effective monitoring. Adding MTSS meetings will allow better tracking of student progress in all areas.

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

Partner 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 (EL)	The percent of students being reclassified is 17%.	The percent of students being reclassified will be increase to 20%
English Learner Progress Indicator (ELPI)	40.4% are making progress towards English language proficiency, which is low.	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.	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)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	Reading: 40% Math: 36%	Reading: 47% Math: 43%

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 during integrated ELD. 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, regular MTSS meetings will monitor and evaluate the progress of our EL's, 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, 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)

200

Source(s)

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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.

Staff provided ELD, and translation services were provided.

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 reduced due to lack of implementation.

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 2023-2024 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 and co-curricular 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	Due to change in administration, no student survey was administered	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	Due to change in administration, no student focus groups were administered	20 students will provide input, reflecting the demographics of the school's 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)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 not 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	\$55,877
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	\$100,820.00

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	\$55,113.00
Title I Part A: Parent Involvement	\$764.00

Subtotal of additional federal funds included for this school: \$55,877.00

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	\$44,943.00

Subtotal of state or local funds included for this school: \$44,943.00

Total of federal, state, and/or local funds for this school: \$100,820.00

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
Robert Garcia, Interim	Principal
Samantha Gaynor	Classroom Teacher
Rebecca Klein	Classroom Teacher
Erin Lujan	Classroom Teacher
Stephanie Mendez Machuca	Other School Staff
Carissa Golladay Corona	Parent or Community Member
Courtney McRae	Parent or Community Member
Lindy Verdugo	Parent or Community Member
Enedina Moreno	Parent or Community Member
Artina Lewis	Other School Staff
	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

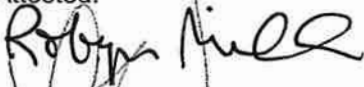
English Learner Advisory Committee

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 5/10/23

Attested:



Principal, Robyn Miller on 5/10/23



SSC Chairperson, Lindy Verdugo on 5/10/23