

School Year: **2022-23**



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
James A. Whitaker Elementary School	30-66456-6027569	12/20/2022	January 9, 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

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.

In order to provide all children significant opportunity to receive an equitable, and high-quality education, and to close educational achievement gaps, our plan is to regularly monitor student progress to meet their individual needs. Teachers use state and district assessment data to inform instruction and services for all students. CCSS aligned materials are used to deliver effective instruction that is supported by ongoing professional development.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A comprehensive needs assessment occurred through input from all school advisory councils.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal walks classrooms regularly and examine student data. Formal and informal observations are conducted multiple times during the year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff uses district identified assessments such as SBA ELA and Math, ELPAC, Interim Assessment Blocks, I-Ready Diagnostics, and Unit Tests to monitor student progress and modify instruction. In addition, school staff develops local formative assessments and checks for understanding to improve instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff meets on a regular basis to analyze assessment results, discuss student progress, and differentiate instruction to meet the needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at school site meet the requirements of ESEA for being highly qualified and have English Learner certification.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at this school are credentialed and highly qualified. In addition all teachers were trained on SBE adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the Common Core State Standards and is based on student performance. The Curriculum Leadership Committee meets regularly to discuss the Curriculum, Instruction, and Assessment Matrix at each grade level. The site Guiding Coalition meets regularly to discuss student progress and professional development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Support is provided via direct services to students and professional development on effective reading strategies to staff. Counselors provide support to the staff with meeting students' social, emotional, and physical needs. Our lead teachers in the areas of ELD and MTSS support our site teachers with strategies for student success.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate for one hour every Thursday. The collaboration is used for analysis of student work, planning interventions, and monitoring of curriculum.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and instructional materials continue to be aligned to the Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The BPSD district blueprint provides guidance on required instructional minutes in English Language Arts, Mathematics, English Language Development, and intervention classes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedules were developed based on the Common Core State Standards. Through MTSS, students receive intervention for various areas of need.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials are available and appropriate for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school uses SBE-adopted and standards-aligned materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers employ classroom interventions and students are identified for targeted intervention. Teachers analyze data and intervention groups flexible.

Evidence-based educational practices to raise student achievement

All educational practices used at the school are research based.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school uses all community resources available to assist under-achieving students. In addition the school seeks out resources available from family and district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The school has parent advisory councils such as the School Site Council and English Learners Advisory Council, that are involved in the planning, implementation and monitoring of the SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All categorical programs are used to supplement the regular education program and meet the needs of under-performing students.

Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

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

Whitaker's SSC, ELAC, School Leadership, and Staff are all informed and involved every year of the purpose, requirements, development and monitoring of the SPSA. SPSA input gathering opportunities: Staff input on the 11/7/22 staff meeting. ELAC input on the 11/10/2022 meeting. Leadership team gave input on 11/8/2022. SSC input and approval on 12/20/22 meeting.

Resource Inequities

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

Whitaker does not have a fee-based child care program on site. Our After school programs serves students from grades TK through grade 5. If before school care is needed, families must seek outside resources.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.39%	%	0.51%	2		3
African American	2.92%	3.1%	3.26%	15	16	19
Asian	4.09%	5.7%	5.83%	21	30	34
Filipino	2.34%	2.5%	2.92%	12	13	17
Hispanic/Latino	85.38%	82.4%	80.62%	438	432	470
Pacific Islander	1.17%	1.3%	1.72%	6	7	10
White	2.34%	3.1%	2.74%	12	16	16
Multiple/No Response	1.36%	1.7%	2.06%	7	9	12
Total Enrollment				513	524	583

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	93	103	116
Grade 1	56	97	86
Grade 2	81	77	97
Grade3	62	97	95
Grade 4	67	77	103
Grade 5	75	73	86
Grade 6	79		
Total Enrollment	513	524	583

Conclusions based on this data:

1. Enrollment has increased from 20-21 to the 21-22 school year.
2. Student subgroups of American Indian, African American, Asian, Filipino, Pacific Islander, and Multiple/No response have all increased from school years, 19-20, 20-21,21-22.
3. Student ethnicity has been consistent over the past three years with predominately Hispanic/ Latino population, however the percentage has decreased from 19-20 to the 21-22 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	227	206	212	44.2%	39.30%	36.4%
Fluent English Proficient (FEP)	75	67	49	14.6%	12.80%	8.4%
Reclassified Fluent English Proficient (RFEP)	42	22	49	15.6%	4.20%	8.3%

Conclusions based on this data:

1. Percentage of students reclassified in 21-22 school year in comparison to the 20-21 school year nearly doubled, but remains far below the percentage of the 19-20 school year.
2. The percentage of English Learners has declined over the past 3 years.
3. English Language Development and English Learner support continues to be a significant area of need for Whitaker.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	64	100	96	63	0	94	63	0	94	98.4	0.0	97.9
Grade 4	77	76	109	75	0	109	75	0	109	97.4	0.0	100.0
Grade 5	80	78	88	79	0	87	79	0	87	98.8	0.0	98.9
Grade 6	75			74			74			98.7		
All Grades	296	254	293	291	0	290	291	0	290	98.3	0.0	99.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2400.		2369.	14.29		7.45	28.57		15.96	25.40		22.34	31.75		54.26
Grade 4	2440.		2415.	17.33		14.68	20.00		9.17	25.33		25.69	37.33		50.46
Grade 5	2457.		2456.	10.13		13.79	26.58		19.54	12.66		16.09	50.63		50.57
Grade 6	2489.			6.76			33.78			27.03			32.43		
All Grades	N/A	N/A	N/A	12.03		12.07	27.15		14.48	22.34		21.72	38.49		51.72

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.11		6.38	58.73		58.51	30.16		35.11
Grade 4	16.00		9.17	52.00		63.30	32.00		27.52
Grade 5	11.39		10.34	46.84		58.62	41.77		31.03
Grade 6	6.76			48.65			44.59		
All Grades	11.34		8.62	51.20		60.34	37.46		31.03

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.94		6.38	55.56		47.87	36.51		45.74
Grade 4	10.67		6.42	45.33		52.29	44.00		41.28
Grade 5	12.66		11.49	43.04		50.57	44.30		37.93
Grade 6	12.16			54.05			33.78		
All Grades	11.00		7.93	49.14		50.34	39.86		41.72

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.70		6.38	68.25		72.34	19.05		21.28
Grade 4	16.00		5.50	62.67		73.39	21.33		21.10
Grade 5	11.39		6.90	53.16		67.82	35.44		25.29
Grade 6	9.46			63.51			27.03		
All Grades	12.37		6.21	61.51		71.38	26.12		22.41

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.05		11.70	50.79		57.45	30.16		30.85
Grade 4	21.33		6.42	49.33		64.22	29.33		29.36
Grade 5	15.19		11.49	40.51		63.22	44.30		25.29
Grade 6	20.27			50.00			29.73		
All Grades	18.90		9.66	47.42		61.72	33.68		28.62

2019-20 Data:

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

Conclusions based on this data:

1. Current Data: Grades 3, 4, and 5 have more that 50% performing at "Below Standard."
2. Trend: All grade levels had a significant increase percentage in the area of % Below Standard has increased from 38.49 to 51.72.

3. Next Steps: We need to focus our attention on and share current best practices to continue to support our lower achieving students, empowering them to rise in proficiency. To promote growth in this area, performance tasks and other activities will be developed where students can read closely and critically to comprehend a range of increasingly complex literary and informational texts, both through listening to and accessing independently, as well as communicate effectively with evidence both verbally and in writing. Professional development will be provided in designated ELD and Reading and Writing Workshop.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	64	100	96	63	0	94	63	0	94	98.4	0.0	97.9
Grade 4	77	76	109	77	0	109	77	0	109	100	0.0	100.0
Grade 5	80	78	88	80	0	88	80	0	88	100	0.0	100.0
Grade 6	75			75			75			100		
All Grades	296	254	293	295	0	291	295	0	291	99.7	0.0	99.3

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2417.		2401.	19.05		13.83	23.81		21.28	23.81		25.53	33.33		39.36
Grade 4	2463.		2428.	11.69		6.42	32.47		22.94	28.57		22.02	27.27		48.62
Grade 5	2474.		2454.	15.00		12.50	23.75		18.18	16.25		21.59	45.00		47.73
Grade 6	2501.			17.33			24.00			21.33			37.33		
All Grades	N/A	N/A	N/A	15.59		10.65	26.10		20.96	22.37		23.02	35.93		45.36

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.16		19.15	26.98		40.43	42.86		40.43
Grade 4	27.27		11.93	36.36		41.28	36.36		46.79
Grade 5	22.50		21.59	31.25		27.27	46.25		51.14
Grade 6	30.67			25.33			44.00		
All Grades	27.46		17.18	30.17		36.77	42.37		46.05

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.98		14.89	42.86		42.55	30.16		42.55
Grade 4	19.48		8.26	37.66		43.12	42.86		48.62
Grade 5	16.25		11.36	40.00		44.32	43.75		44.32
Grade 6	12.00			46.67			41.33		
All Grades	18.31		11.34	41.69		43.30	40.00		45.36

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.63		15.96	47.62		55.32	31.75		28.72
Grade 4	22.08		7.34	45.45		55.96	32.47		36.70
Grade 5	12.50		3.41	45.00		59.09	42.50		37.50
Grade 6	14.67			48.00			37.33		
All Grades	17.29		8.93	46.44		56.70	36.27		34.36

2019-20 Data:

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Conclusions based on this data:

1. Current Data: Overall on the SBA assessment for Mathematics in grades 3-5, in the "Standard Exceeded," percentage decreased from 15.59 % in 18-19 to 10.65 % in 21-22. Similarly, we had a decrease in "Standard Met" from 26.10% to 20.96%, while we had an increase in "Standard Nearly Met" from 22.37 % in 18-19 to 23.02% in 21-22. Our most significant change was an increase in " Standard Not Met" from 35.93% to 45.36% in grades 3-5.
2. Trend: Overall scores show that nearly 50% of students in grades 3-5 scored in "Standard Not Met."
3. We need to focus our attention on and share current best practices to continue to support our lower achieving students to rise in proficiency. This year all teachers will receive intensive training in Cognitively Guided Instruction or "CGI" which is designed to increase opportunities for students to choose tools and operations to solve problems, carry out mathematical procedures with precision and fluency, and explain and apply mathematical concepts with evidence of their thinking in collaboration and discussion.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1428.4	1434.3	1409.4	1431.5	1436.2	1399.6	1421.0	1430.1	1432.4	40	31	40
1	1462.1	1455.5	1435.6	1463.0	1466.2	1452.9	1460.8	1444.3	1417.8	32	33	21
2	1454.2	1495.6	1459.1	1448.6	1497.2	1467.0	1459.4	1493.7	1450.8	27	29	42
3	1507.8	1505.3	1482.5	1514.9	1515.8	1487.9	1500.2	1494.3	1476.7	32	26	40
4	1521.2	1479.7	1511.6	1523.3	1483.8	1521.9	1518.6	1475.0	1500.8	40	22	34
5	1523.0	1505.6	1512.5	1523.0	1510.7	1516.6	1522.7	1499.9	1508.1	32	27	33
6	1565.5			1583.1			1547.4			37		
All Grades										240	168	210

2019-20 Data:

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

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.50	22.58	15.00	42.50	32.26	35.00	32.50	32.26	32.50	7.50	12.90	17.50	40	31	40
1	12.50	9.09	9.52	46.88	39.39	33.33	31.25	36.36	28.57	9.38	15.15	28.57	32	33	21
2	11.11	20.69	2.38	25.93	55.17	47.62	33.33	20.69	30.95	29.63	3.45	19.05	27	29	42
3	15.63	23.08	17.50	50.00	42.31	35.00	25.00	23.08	27.50	9.38	11.54	20.00	32	26	40
4	27.50	4.55	14.71	47.50	36.36	47.06	12.50	40.91	35.29	12.50	18.18	2.94	40	22	34
5	28.13	7.41	18.18	21.88	44.44	33.33	43.75	37.04	30.30	6.25	11.11	18.18	32	27	33
6	51.35			21.62			18.92			8.11			37		
All Grades	24.17	14.88	12.86	37.08	41.67	39.05	27.50	31.55	30.95	11.25	11.90	17.14	240	168	210

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.00	19.35	7.50	42.50	41.94	35.00	32.50	29.03	40.00	10.00	9.68	17.50	40	31	40
1	15.63	27.27	19.05	37.50	33.33	19.05	40.63	30.30	52.38	6.25	9.09	9.52	32	33	21
2	14.81	31.03	16.67	37.04	44.83	40.48	18.52	24.14	28.57	29.63	0.00	14.29	27	29	42
3	40.63	50.00	32.50	40.63	30.77	37.50	15.63	11.54	12.50	3.13	7.69	17.50	32	26	40
4	52.50	27.27	47.06	32.50	40.91	41.18	2.50	13.64	8.82	12.50	18.18	2.94	40	22	34
5	34.38	48.15	27.27	46.88	40.74	54.55	15.63	7.41	3.03	3.13	3.70	15.15	32	27	33
6	70.27			16.22			5.41			8.11			37		
All Grades	35.83	33.33	24.76	35.83	38.69	39.05	18.33	20.24	22.86	10.00	7.74	13.33	240	168	210

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.00	16.13	15.00	35.00	32.26	30.00	45.00	35.48	37.50	5.00	16.13	17.50	40	31	40
1	6.25	9.09	4.76	40.63	27.27	19.05	40.63	21.21	42.86	12.50	42.42	33.33	32	33	21
2	7.41	13.79	0.00	22.22	48.28	33.33	29.63	27.59	38.10	40.74	10.34	28.57	27	29	42
3	15.63	11.54	0.00	28.13	15.38	30.00	34.38	57.69	32.50	21.88	15.38	37.50	32	26	40
4	17.50	0.00	2.94	27.50	13.64	20.59	42.50	45.45	47.06	12.50	40.91	29.41	40	22	34
5	3.13	7.41	0.00	21.88	11.11	30.30	59.38	48.15	39.39	15.63	33.33	30.30	32	27	33
6	21.62			24.32			35.14			18.92			37		
All Grades	12.92	10.12	3.81	28.75	25.60	28.10	41.25	38.10	39.05	17.08	26.19	29.05	240	168	210

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.00	22.58	15.00	87.50	67.74	65.00	7.50	9.68	20.00	40	31	40
1	31.25	45.45	28.57	65.63	51.52	61.90	3.13	3.03	9.52	32	33	21
2	14.81	31.03	19.05	55.56	65.52	64.29	29.63	3.45	16.67	27	29	42
3	21.88	42.31	27.50	68.75	53.85	55.00	9.38	3.85	17.50	32	26	40
4	37.50	27.27	47.06	50.00	54.55	47.06	12.50	18.18	5.88	40	22	34
5	18.75	18.52	6.06	71.88	70.37	75.76	9.38	11.11	18.18	32	27	33
6	48.65			35.14			16.22			37		
All Grades	25.83	31.55	23.33	62.08	60.71	61.43	12.08	7.74	15.24	240	168	210

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	32.50	22.58	7.89	47.50	61.29	71.05	20.00	16.13	21.05	40	31	38
1	12.50	18.18	4.76	78.13	75.76	76.19	9.38	6.06	19.05	32	33	21
2	14.81	51.72	21.43	62.96	48.28	66.67	22.22	0.00	11.90	27	29	42
3	78.13	61.54	50.00	18.75	30.77	37.50	3.13	7.69	12.50	32	26	40
4	70.00	27.27	58.82	17.50	59.09	38.24	12.50	13.64	2.94	40	22	34
5	71.88	77.78	66.67	21.88	18.52	24.24	6.25	3.70	9.09	32	27	33
6	78.38			13.51			8.11			37		
All Grades	52.50	42.26	36.06	35.83	50.00	51.44	11.67	7.74	12.50	240	168	208

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.50	19.35	20.00	82.50	67.74	57.50	10.00	12.90	22.50	40	31	40
1	28.13	24.24	19.05	50.00	24.24	38.10	21.88	51.52	42.86	32	33	21
2	7.41	34.48	0.00	48.15	55.17	73.81	44.44	10.34	26.19	27	29	42
3	15.63	19.23	2.50	50.00	42.31	52.50	34.38	38.46	45.00	32	26	40
4	15.00	0.00	2.94	60.00	59.09	50.00	25.00	40.91	47.06	40	22	34
5	9.38	11.11	0.00	68.75	55.56	66.67	21.88	33.33	33.33	32	27	33
6	24.32			40.54			35.14			37		
All Grades	15.42	19.05	6.67	57.92	50.00	58.10	26.67	30.95	35.24	240	168	210

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	50.00	48.39	45.00	45.00	35.48	42.50	5.00	16.13	12.50	40	31	40
1	6.25	9.09	0.00	84.38	60.61	71.43	9.38	30.30	28.57	32	33	21
2	7.41	10.34	7.14	55.56	72.41	64.29	37.04	17.24	28.57	27	29	42
3	15.63	11.54	10.00	71.88	76.92	65.00	12.50	11.54	25.00	32	26	40
4	20.00	0.00	8.82	62.50	63.64	73.53	17.50	36.36	17.65	40	22	34
5	15.63	7.41	9.09	68.75	70.37	66.67	15.63	22.22	24.24	32	27	33
6	27.03			62.16			10.81			37		
All Grades	21.67	15.48	14.76	63.75	62.50	62.86	14.58	22.02	22.38	240	168	210

2019-20 Data:

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

Conclusions based on this data:

1. Data: 2021-2022 shows our highest % falls in the range of 3 (39.05%) K-5 grade students 12.86% scored Performance Level 4(Well Developed), 39.05% Performance Level 3 (Moderately Developed), 30.95% Performance Level 2 (Somewhat Developed), 17.14% Performance Level 1 (Beginning).
2. Trend: We have a higher percentage scoring in Level 4 and Level 3, which would show evidence that students are gaining language proficiency through the grades. As shown in previous data screens we have a higher percentage re-designated from 20-21 to 21-22 school year.
3. Next steps: Early literacy continues to be a prime focus for Whitaker and the BPSD, continuing to analyze reading scores as we move forward with ELPAC. We will focus on Designated ELD to better support the specific needs of

our English Learners. In addition differentiation for designated ELD in grades 1 and 2, and grades 3-5 are grouped by language ability rather than grade level to better support English language acquisition.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
524	88.0	39.3	1.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	206	39.3
Foster Youth	6	1.1
Homeless	19	3.6
Socioeconomically Disadvantaged	461	88.0
Students with Disabilities	82	15.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.1
American Indian or Alaska Native		
Asian	30	5.7
Filipino	13	2.5
Hispanic	432	82.4
Two or More Races	9	1.7
Native Hawaiian or Pacific Islander	7	1.3
White	16	3.1

Conclusions based on this data:

1. Current: Whitaker has a high percentage of Socially Disadvantaged at 88% of our student population falling in this category.

2. 39.3% of our student population are English Learners, and our Students with Disabilities makes up 15.6% our our population and therefore, many student fall into several subgroups creating a unique need.
3. Prescriptive practices and support needs to be given to each subgroup to increase student achievement. Continued common assessments and data analysis needs to be on going throughout the year.



School and Student Performance Data

Overall Performance

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

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2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Current Data: The CA Dashboard for fall 2019 shows orange in areas of ELA, Math, and Suspension rate, and green in Chronic Absenteeism
2. Trend: There is need for improvement in progress in our performance in English Language Arts, Mathematics, and suspension rate.
3. Next Steps: To improve in English Language Arts performance, teachers will focus on developing student speaking, listening and academic language skills into daily lessons utilizing Reading and Writing Workshop and Common Core Standards aligned instruction. Teachers will plan for purposeful practice activities that allow them to apply foundational skills and knowledge of content in novel situations. Interventions will also be provided within the classroom through strategic grouping and guided reading. To improve in Mathematics progress, teachers will integrate innovative teaching practices, including daily lessons utilizing ZEARN, Cognitively Guided Instruction, and i-Ready. Teachers will plan for purposeful practice activities that allow them to apply foundational skills and knowledge of content in novel problem situations. Interventions will also be provided within the classroom through strategic grouping, preach and reteach of content. Teachers will use PBIS strategies and Social Emotional lessons to engage students to improve suspension rates.

School and Student Performance Data

Academic Performance English Language Arts

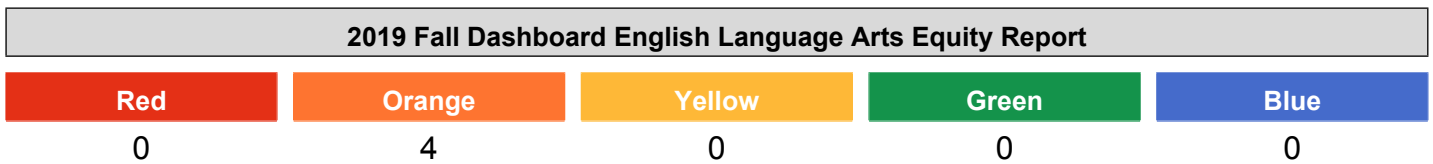
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 36.1 points below standard Maintained -0.4 points 280	<p>English Learners</p> Orange 38 points below standard Maintained -1.8 points 179	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 18.4 points below standard Increased Significantly ++22.4 points 29	<p>Socioeconomically Disadvantaged</p> Orange 37.9 points below standard Maintained -1.8 points 254	<p>Students with Disabilities</p> Orange 136.4 points below standard Increased Significantly ++22.1 points 43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 41.6 points above standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43 points below standard Maintained -0.7 points 236	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.2 points below standard Declined -13.3 points 133	37.7 points above standard Declined Significantly -15.4 points 46	43.8 points below standard Declined -5.3 points 91

Conclusions based on this data:

1. Current Data: Current Data: According to the Fall 2019 Data, all subgroups received an orange performance level in English Language Arts and subgroups of EL and Socially Disadvantaged maintained, while Students with Disabilities significantly increased.
2. Trend: English Learners received an orange performance level and have maintained their progress. All student have declined in "Distance from Standard." Although Reclassified English Learner remain 37.7 points above standard, this is a decrease of 15.4 points.
3. Next Steps: The Whitaker staff will continue to monitor all state indicators to determine overall trends. We will continue to differentiate first instruction through balanced literacy and common core standards aligned instruction, and provide strategic support to groups and individual students based on diagnostic assessment through an MTSS model with a goal to shrink the distance from standard.

School and Student Performance Data

Academic Performance Mathematics

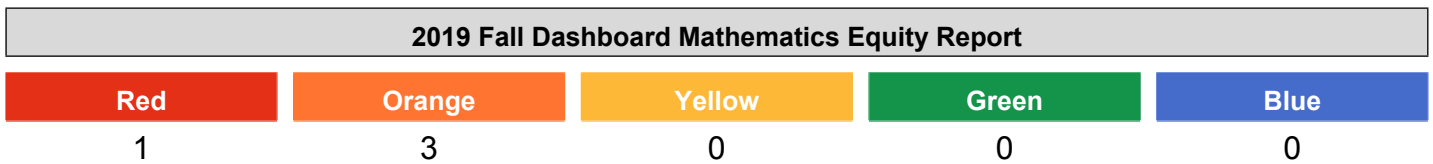
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 34 points below standard Maintained -2.5 points 280	<p>English Learners</p> Orange 35.4 points below standard Declined -3.6 points 179	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 26.7 points below standard Increased Significantly +18 points 29	<p>Socioeconomically Disadvantaged</p> Orange 36.3 points below standard Declined -4.8 points 254	<p>Students with Disabilities</p> Red 155.8 points below standard Maintained -0.2 points 43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 52.4 points above standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 40.3 points below standard Declined -4.6 points 236	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.4 points below standard Declined Significantly -16.5 points 133	39.7 points above standard Declined -8.3 points 46	41.5 points below standard Declined -4.4 points 91

Conclusions based on this data:

1. Current Data: Current Data: According to the Fall 2019 Data, all students received an orange performance level.
2. Trend: In Mathematics, English Learners received an orange performance level and have declined 3.6 points. Hispanic and Socioeconomically Disadvantaged students received an orange performance level and both declined.
3. Next Steps: The Whitaker staff will continue to monitor all state indicators to determine overall trends. We will continue to differentiate first instruction with our Math Academy teacher and the use of ZEARN, CGI, i-Ready, and common core standards aligned instruction, and provide strategic support to groups and individual students based on diagnostic assessment through an MTSS model with a goal to shrink the distance from standard.

School and Student Performance Data

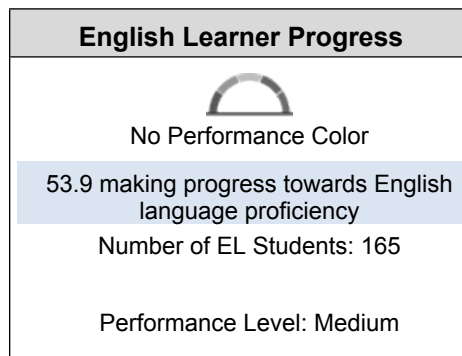
Academic Performance English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	30.3	5.4	48.4

Conclusions based on this data:

1. Current Data: 53.9 percent of EL's are making progress towards proficiency.
2. Trend: 48.4 percent progressed at least on ELPI level, while 15.7 percent decreased one ELPI level.
3. Next Steps: To promote growth in this area, students will receive designated and integrated ELD time and teachers will utilize strategies to support students with a focus on speaking, listening, and communication skills to increase language skills. We will continue to build positive culture and an inclusive school community.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

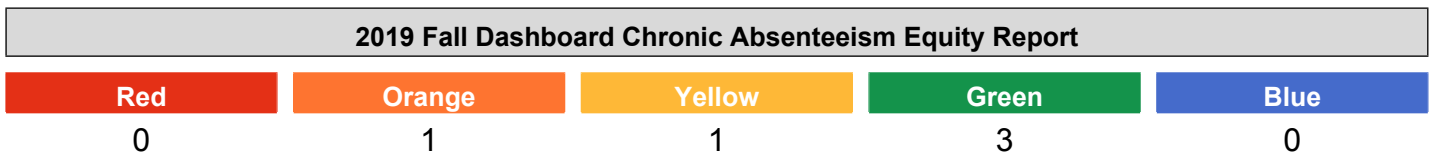
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 8.8 Declined -0.9 548	<p>English Learners</p>  Orange 6.3 Increased +0.5 285	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  Yellow 13.7 Declined -9.5 51	<p>Socioeconomically Disadvantaged</p>  Green 8.9 Declined -1 497	<p>Students with Disabilities</p>  Green 6.4 Declined -9.1 78

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 Declined -0.9 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Maintained 0 24	 No Performance Color 16.7 Increased +2.4 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.8 Declined -0.9 451	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 17.4 Declined -1.8 23

Conclusions based on this data:

1. Current Data: For fall 2019, all students were in the green achievement level, and subgroup of Socially Disadvantaged and Students with Disabilities also scored in the green achievement level. Homeless student group declined 9.5 points and fell within the yellow achievement level. English Learners scored orange, with an increase of 1 point.
2. Trend: In fall 2019, Chronic Absenteeism has decreased with the exception of EL's which increased by 0.5. .
3. Next Steps: Continue to focus on clear communication around attendance expectations and student engagement. Monitor and provide support to individual students and families with chronic attendance issues. Include eligible families in the GRIP resources.

School and Student Performance Data

Conditions & Climate Suspension Rate

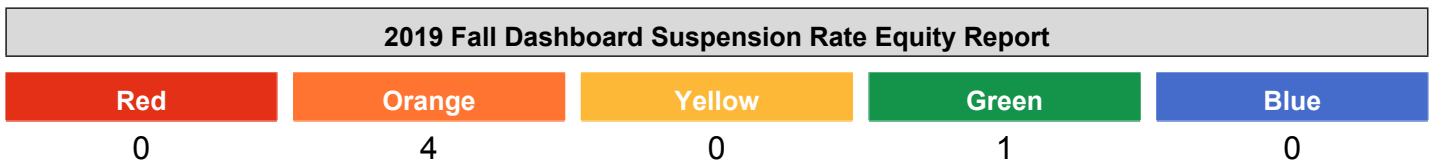
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>1.8</p> <p>Increased +1.1</p> <p>558</p>	<p>English Learners</p>  <p>Green</p> <p>1</p> <p>Maintained 0</p> <p>287</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p>Homeless</p>  <p>Orange</p> <p>3.6</p> <p>Increased +3.6</p> <p>55</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.4</p> <p>Increased +0.6</p> <p>507</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>5.1</p> <p>Increased +5.1</p> <p>78</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.2 Increased +4.2 24	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 24	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.5 Increased +0.7 456	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 4.3 Increased +4.3 23

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	1.8

Conclusions based on this data:

1. Current Data: In fall of 2019, the data show that Suspension rates had increased or maintained in all areas.
2. Trend: Suspension rates are increasing in most subgroups.
3. Next Steps: Whitaker School will continue to focus on specific instruction and supports, alternatives to suspension, and progressive discipline and consequences for students with undesired behaviors. PBIS POWER Assemblies, incentives, Restorative Practice, and activities will promote positive behavior. Staff will have professional development on the progressive discipline procedures and alternatives to suspension. Out of school suspension will be used only in cases where the student is a danger to themselves or others, or where alternatives to suspension, consequences, and specific instruction have been previously employed with increasing intensity to promote pro-social skill development.

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

Increase student achievement in ELA, Math, and language proficiency through the implementation of state standards-based instruction and assessment taught by highly qualified teachers.

Goal 1

Increase student achievement through state and standard-based instruction and assessment

Identified Need

Based on state and local assessments, there is still a need for improvement in English Language Arts and Math for students that have not met grade level standards and English Language Development for English Learners. Grade level teams will continue to analyze data from the previous CAASPP and ELPAC assessment for implications to teaching and modifications to district curriculum guides. Teachers will also analyze data and monitor student progress at the completion of unit assessments, district diagnostic assessments, and progress monitoring intervals to form strategic groups and provide intervention and enrichment support. The CAST process, structured collaboration and bi-weekly staff meetings will be used for data analysis and lesson development that includes innovative strategies for student engagement. Whitaker School will continue on a path toward a communication and multi-media production academy focus in order to apply foundational skills in ways that are purposeful, practical, and future-forward.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA for Grades 3rd - 5th - ELA for Grades 3rd -5th English Learner	Whitaker's goals were identified based on CAASPP ELA Data 2021-2022: ELA scores indicate 26.55% of tested students in grades 3-5 either met or exceeded standards	Site goal: CAASPP 2023 we will increase by 3% for Met or Exceed Standards
CAASPP - Mathematics for Grades 3rd - 5th - Mathematics for Grades 3rd -5th English Learner	Whitaker's goals were identified based on CAASPP Math Data 2021-2022: Mathematics scores indicate 31.61% of all tested students in grades 3-5 either Met or Exceeded Standards	Site Goal: CAASPP 2023 will increase by 3% for Met or Exceeds Standards
Reclassification rates for English Learners	During the 2021-2022 school year we had 8.3% of our	Reclassification rates will increase by 3% to 11.3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners reclassify to fluent as measured by the ELPAC and evaluation criteria.	
i-Ready Diagnostic: initial ELA for grades K-5th	14% of our students scored above, mid, or early grade level, while 39% of our students two or three grade levels below grade level.	Site Goal for All Students: By Fall of 2023, our diagnostic in ELA will have 17% of our students scoring mid, above, mid, or early grade level and decrease to 36% or less of our students scoring two or three or more grades below grade level.
i-Ready Diagnostic: initial Math for grades K-5th	9% of our students scored above, mid, or early grade level, while 41% of our students two or three grade levels below grade level.	Site Goal for All Students: By Fall of 2023, our diagnostic in Math will have 12% of our students scoring mid, above, mid, or early grade level and decrease to 38% or less of our students scoring two or three or more grades below grade level.

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

Whitaker staff utilizes best practices to meet state standards by delivering BPSD core curriculum and instruction in English Language Arts, Math, Science, Social Studies, PE, and the Arts.

Emphasis for the 2021-2022 school year include Balanced Literacy (including Reading/Writing Workshop), CGI Math, Social Emotional Learning.

Expenditures will include:

Title 1

Supplemental programs/subscription to support core instruction - \$8,000.

Supplemental Instructional materials (items for counting collections, levelled texts, non-fiction texts) - \$5,255.

Discretionary

PE supplies/ equipment

Professional Development

Substitute teachers

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)

13,255.00

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff frequently analyzes student assessment data to monitor student progress in order to provide interventions to enhance student outcomes and address the achievement gap within subgroups such as English Learners, low-income students, and foster youth.

Expenditures will include:

Title 1

Substitute teachers and extra hours for on-site training/lesson studies, teacher/teacher modeling, Leadership, CAST, ELD, data analysis, etc. - \$22,000. + current rate incidentals

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)

22,000.00

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Literacy and Math: Continue to modify and improve the components of balanced literacy and execute strategic literacy support in order to increase reading achievement, while supporting language learners. Increase knowledge and skill of teachers in CGI

Expenditures will include:

Title 1

Personnel Salaries - Bilingual IA Intervention support- \$29,500 + current rate incidentals

Conferences and contracts for consultants in areas of Reading/Writing Workshop and CGI Math- \$8,000

Discretionary

Additional leveled reading books to support growing readers

Substitute teachers and extra hours

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)

37,500.00

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide integrated and designated ELD time to support the language needs of all English Learners that incorporates research-based instructional strategies and integrates the ELA/ELD Framework. Maximize learning time with strategy groups during Reading and Writing Workshop for specific interventions.

Expenditures will include:

Title 1

Substitute teachers and extra hours \$8,500.

Professional Development for teachers- \$15,000

Discretionary

Resource books/ supplies for teachers on supporting EL students

Instructional Assistant Substitutes

Additional fiction and informational books to increase choice and promote wide reading

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)

23,500.00

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Whitaker staff taught BPSD Core Curriculum to address the Common Core State Standards in ELA, Math, Science, Social Studies and PE. We continue to focus on Balanced Literacy, Reading/Writing Workshop, Math (CGI) and NGSS. To support curriculum and instruction, leveled reading and other additional reading texts, digital supports, and materials were purchased as well as instructional supplies to teach all subject areas. Teachers used their Thursday Collaboration time to analyze student work and assessments on a weekly basis. In addition, three minimum days were utilized to analyze district assessments. Teachers collaborated with their colleagues to modify and improve lessons through balanced literacy. In cases where student achievement is below standard, students are referred to CAST for intervention support - this is an ongoing progress with end of the year updates and next steps for monitoring continuing students in the coming year. Teachers continue to work with strategy groups to support student needs in ELD. Professional Development is ongoing with support from our site EL Lead Teacher.

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

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.

No changes

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

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that lead to college and career readiness.

Goal 2

Create and maintain positive, safe, technologically current, and productive learning environments.

Identified Need

Whitaker School continues to implement the multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS). Through PBIS POWER, Student Counsel activities, counseling supports, we continue to provide supportive opportunities to meet the behavioral and social-emotional needs of our students and build a positive school culture and engaged community. Whitaker School modernization brought cutting edge technology to classroom environments. Whitaker School is now a completely closed campus before, during, and after school. We also have the electronic visitor check in system (RAPTOR) as well as cameras on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - Aeries	For the 2021-2022 there were 2 suspensions	Our suspension rate will maintain or decrease during the 2022-2023 year.
LCAP Survey- Parents	96.6% of the 155 responding families to the LCAP 21-22, Strongly agree or Agree the our school facilities and grounds are kept neat and clean. 99.8% of responding families Strongly Agree or Agree that required technology is made available in a timely manner.	Whitaker will maintain about at 96% Strongly agree or Agree that our facilities and grounds are kept neat and clean and will maintain 99% or higher responding with Strongly Agree or Agree that required technology is made available in a timely manner, as measured by the LCAP Parent survey for the 22-23 school year.
LCAP Survey - Parents, child can get help for behavioral issues	89.4% of families responded that they Strongly Agree or Agree that their child can get the help they need if they are struggling with behavior issues. But 10.6% disagreed	We will decrease the amount of families feeling that their child could not get the help they need to less than 8%.
Attendance rates- Aeries attendance reports	From 8/17/2021 to 6/03/2022 our attendance rate was 91%. However, when COVID	from 8/2022 to 6/2023, our attendance rate will increase to 95% or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	absences are subtracted, our rate was 93%	

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

Strategy/Activity

Build a positive culture and Improve educational outcomes by providing a multi-tiered system of academic, behavioral and social-emotional supports focused on growth and achievement (MTSS). Expenditures will include:

Title 1
 Extra hours for teachers on SART and MTSS - \$ 5,000
 Supplemental MTSS materials and supplies - \$1,200.
 Discretionary
 Common core standards-based field trips
 Contract services - outside providers and venues for experiences and programs to build passion program (CAMA)

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)
6,200.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ensure and enhance productive 21st-century learning environments by providing and maintaining educational technology hardware, digital content, and supplies. Expenditures will include:

Discretionary
 Supplemental Equipment

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Promote and maintain a safe learning environment by implementing and monitoring comprehensive policies and procedures including COVID guidelines for health and safety, dedicated to the security of students, staff, and others approved to be on campus.

Expenditures will include:

Discretionary

Additional student supervision

Supplemental Safety supplies and equipment to ensure protocols

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: 2021-22

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

ANALYSIS

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

Whitaker PBIS POWER expectations were taught to all students in the beginning of the school year. Behavioral data was monitored for trends and students received booster trainings to support pro-social skills. School community groups such as Whitaker Wellness and Student Council supported mental and physical health supportive activities. Parents and families were encouraged to participate in positive school culture and health and wellness events, while at the same time supporting the closed campus, office check-ins, and other safety procedures.

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

No major changes

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.

No changes

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

BPSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

Goal 3

Increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

Identified Need

Based on state and local assessments, there is still a need for improvement in English Language Arts and Math for students that have not met grade level standards. We need to increase parent engagement to support our academic achievement. By creating stronger parent engagement, students can receive support for academic achievement and social emotional development from both at school and at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey - The school informs me of ways I can be involved.	88.8% of families responded to the LCAP parent survey with Strongly Agree or Agree that the school informs me of ways I can be involved.	By June of 2023, 93% of the families responding to the LCAP parent survey will Strongly agree or Agree with the school informing me of ways I can be involved.
LCAP Parent Survey - Engagement	While 76.4% of those responding Agreed or Strongly Agreed that they feel they have a say in decision making at our school.	By June of 2023, we will increase by 3%, who Agree or Strongly Agree that they have a say in decision making at our school to at least 79.4%
LCAP Parent Survey - Increased Participation in Survey	There was an increase from 143 to 155 families responding to the LCAP parent survey.	By June 2023, Whitaker will Increase the number of respondents to 200 families.
Panorama SEL (Social Emotional Learning)	Only 42% students responded in a positive way regarding Emotional Regulation according to the Panorama SEL student survey.	By June of 2023, Whitaker will increase a minimum of 3 percentage points in the area of Emotional Regulation to 45% responding in a positive way, and measured by the Panorama student survey.

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

Strategy/Activity

Support parents with professional development through district provided trainings, and outside opportunities to build capacity to support parents and families.

Expenditures will include:

Title 1

Parent trainings \$1,600

Family nights- \$1000

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)

2600.00

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Committees for ELAC, SSC, and HSO will provide input on the SPSA including student programs, parent/ guardian supports, and school-wide activities. ELAC, SSC, HSO and SPED parent/ guardian meetings will be held to update stakeholders on school-wide progress being made toward goals.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support Social Emotional learning through curriculum and activities with our school counselor.

Discretionary
Supplemental materials

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)
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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Ongoing communication with parents/guardians to provide the most up to date information and assuring that all stakeholders are involved in decision making at our school.

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

No major changes

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.

No changes

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	\$105,055
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$105,055.00

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	\$105,055.00

Subtotal of additional federal funds included for this school: \$105,055.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$105,055.00

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
Stephanie Williamson	Principal
Scott Francisco	Classroom Teacher
Janet Goldgorin	Classroom Teacher
Carolyn Revtyak	Classroom Teacher
Linda Tetterer	Other School Staff
Stephanie Ruiz	Parent or Community Member
Jason McKenzie	Parent or Community Member
Kamila Nhim	Parent or Community Member
Michelle Ocampo	Parent or Community Member
Gabriela Marin-Fausto	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 12/20/2022.

Attested:



Principal, Stephanie Williamson on 12/20/2022



SSC Chairperson, Michelle Ocampo on 12/20/2022

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be 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);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be 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); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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