

James A. Whitaker Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	James A. Whitaker Elementary School
Street	8401 Montana Ave.
City, State, Zip	Buena Park, CA 90621
Phone Number	(714) 521-9770
Principal	Stephanie Williamson
Email Address	swilliamson@bpsd.us
School Website	https://whitaker.bpsd.us/
Grade Span	P-5
County-District-School (CDS) Code	30-66456-6027569

2024-25 District Contact Information

District Name	Buena Park Elementary School District
Phone Number	(714) 522-8412
Superintendent	Dr. Julienne Lee
Email Address	juliennelee@bpsd.us
District Website	http://www.bpsd.us/

2024-25 School Description and Mission Statement

Principal's Message
 Thank you for reviewing James A. Whitaker Elementary School's Annual School Accountability Report Card. By Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

James A. Whitaker Elementary School provides a warm and stimulating environment where students actively engage in

2024-25 School Description and Mission Statement

academics and positive social-emotional values. Students receive a standards-based, challenging curriculum from dedicated professional staff based on the individual needs of students. The curriculum, instruction, and student assessments align with the Common Core State Standards. Ongoing student progress and achievement evaluation helps us refine the instructional program to achieve foundational skills and academic proficiency. Rigorous foundational skill-building and ongoing enrichment programs engage students in real-world experiences that ignite a passion and purpose for learning.

We are committed to providing the best educational programs possible for James A. Whitaker Elementary School's students. We welcome any suggestions or questions about the information in this report or our school community. Together, our hard work, focus, and dedication will challenge our students to achieve high academic achievement and civic responsibility.

Vision Statement:

All students will achieve high levels in an engaging, challenging, and safe environment.

Mission Statement

We, the members of the James A. Whitaker Elementary School community, along with the Buena Park School District community, inspire and ignite all students to pursue high achievement, empowering them to follow their passions. We engage parents and community members as full partners in helping our children develop the ability to work with others, make responsible decisions, and continue to learn and grow throughout their lives. Building on our children's interests and abilities, our school will focus on communication skills and media arts enrichment to provide real-world applications in the essential skills of reading, writing, and public speaking. Our diverse school community will celebrate each child in a safe, healthy, and information-rich environment.

School Profile

James A. Whitaker Elementary School is located in the central region of Buena Park and serves students in preschool and transitional kindergarten through grade five. We are proud of our diverse learning community, representing varied learning styles, languages, cultures, and economic levels. Certificated support services include Counseling Services and GATE/High Achiever Services. Classified Support Services include a Library Media Clerk and Instructional Assistants (Kindergarten and Special Education.) The after-school SOARS. The program offers daily homework assistance, recreation, and enrichment for Transitional Kindergarten through 5th grade. There are active volunteer programs for parents, including GRIP Greeters and Whitaker H.S.O. Our school garden and outdoor learning lab provide access to learning in a natural setting for academic pursuits and Social-emotional wellness. Whitaker students are provided state-of-the-art instruction by highly qualified and dedicated teachers in fully modernized classrooms.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	135
Grade 1	94
Grade 2	78
Grade 3	86
Grade 4	103
Grade 5	83
Total Enrollment	579

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.5
Asian	5.4
Black or African American	3.6
Filipino	2.8
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.7
White	4.7
English Learners	34.4
Foster Youth	1.9
Homeless	9.3
Socioeconomically Disadvantaged	89.1
Students with Disabilities	21.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	88.00	159.20	89.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.50	2.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	3.00	12.00	13.90	7.83	18854.30	6.86
Total Teaching Positions	25.00	100.00	178.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.10	82.82	163.50	87.47	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.44	2.20	1.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.30	2.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	4.00	13.75	16.90	9.04	15831.90	5.67
Total Teaching Positions	29.10	100.00	186.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	83.44	166.90	86.58	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	1.21	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.80	3.05	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.50	0.82	11746.90	4.23
Unknown/Incomplete/NA	5.00	16.56	16.00	8.33	14303.80	5.15
Total Teaching Positions	30.10	100.00	192.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 9, 2024, the Buena Park School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #24-03 Pupil Textbook and Instructional Material Compliance 2024-2025, which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbooks and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed, and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The following information shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2024.

Year and month in which the data were collected

9/10/24

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, English Language Development Program Adopted 2012 Houghton Mifflin, Houghton Mifflin English Adopted 2006 Houghton Mifflin, California Reading Adopted 2003 Teacher Created Materials, Language Power Adopted 2021	Yes	0%
Mathematics	Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002	Yes	0%
Science	TWIG Science Adopted 2020	Yes	0%

History-Social Science	Studies Weekly (K-5) Adopted 2019	Yes	0%
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The custodian inspects facilities every morning before school begins for safety hazards or other conditions that need attention before students and staff enter the school grounds. One full-time day custodian and one full-time and one half-time evening custodian are assigned to James A. Whitaker Elementary School. The day custodian is responsible for the following:

- Classroom cleaning
- Cafeteria/kitchen setup and cleanup after breakfast and lunch
- Restroom cleaning
- Main office cleaning
- Event set up

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

Evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning
- Cafeteria cleaning
- Main office cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues. All classrooms, restrooms, and common areas are sanitized daily using peroxide-based cleaning agents and electrostatic sprayers as needed, all staff receive (Healthy School Act Required Annual Training). This training then gives each person the legal ability to personally use the TRU-SHOT disinfectant handheld sprayers in their work areas for added protection.

Facilities Inspection

The district's maintenance department inspects James A. Whitaker Elementary School annually per Education Code §17592.72(c)(1). James A. Whitaker Elementary School uses a site inspection survey to identify unsafe conditions and facility improvement needs. The most recent school inspection took place on December 3, 2024. Deficiencies are noted in the school inspection survey and corrected promptly by the district's maintenance department. During the fiscal year 2024-2025, all restrooms will be fully functional and available for student use. The district makes great efforts to ensure that all schools are clean, safe, and functional through proper facility maintenance and campus supervision. James A. Whitaker Elementary School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed promptly. A School and district staff use the work order process to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- replace emergency water supply, Cal shape HVAC program replace 38 HVAC units, add HVAC control to rooms # 17-25-29, remodel custodial closet of MPR, add white boards and electrical outlets in multiple portables, new restroom mirrors in #11 & 9, roof coating on portables # 35-36-37, replace brass covers on library outlets, replace staff restroom door locks with occupancy indicators.
- Annual Preventive Maintenance includes staff ID badges, air conditioning repairs & filter replacements with Merv 13 rated filters, test fire alarm system, service fire extinguishers, service backflow devices, trim trees, deep clean campus, replace basketball nets, paint front parking lot curbs.

Year and month of the most recent FIT report	12/3/2024
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School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			replace stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	22	23	40	41	46	47
Mathematics (grades 3-8 and 11)	23	27	33	36	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	265	97.79	2.21	23.40
Female	119	116	97.48	2.52	25.00
Male	152	149	98.03	1.97	22.15
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	221	217	98.19	1.81	20.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	98	95	96.94	3.06	12.63
Foster Youth	--	--	--	--	--
Homeless	29	29	100.00	0.00	10.34
Military	--	--	--	--	--
Socioeconomically Disadvantaged	249	245	98.39	1.61	22.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	64	95.52	4.48	1.56

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	264	97.06	2.94	27.27
Female	119	115	96.64	3.36	26.09
Male	153	149	97.39	2.61	28.19
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	217	97.75	2.25	25.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	98	95	96.94	3.06	16.84
Foster Youth	--	--	--	--	--
Homeless	29	28	96.55	3.45	10.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	250	244	97.60	2.40	26.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	63	94.03	5.97	4.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.82	14.81	28.08	28.45	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	82	97.62	2.38	15.85
Female	37	37	100.00	0.00	16.22
Male	47	45	95.74	4.26	15.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	69	98.57	1.43	11.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	34	97.14	2.86	8.82
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	74	97.37	2.63	16.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	4.55

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to participate in their child's learning environment by participating in a decision-making group, volunteering at school events, or attending school activities and family nights. Parents stay informed of upcoming events and school activities through parent conferences, the school marquee, and weekly updates on Parent Square - our multi-platform, school-wide communication application, Instagram postings, and school-home communication documents. Please contact our office at (714) 521-9770 for more information on becoming involved in your child's learning environment.

Volunteers:

- Red Ribbon Week
- Family Math Nights
- Family Literacy Nights
- Student Council events
- GRIP Greeter
- Whitaker Garden Days
- Career Night

Committees:

- School Site Council
- Home School Organization (HSO)/ PTA
- Parent Math Leadership Team
- English Learner Advisory Council
- District English Learner Advisory Council
- District GATE Committee
- Special Ed Advisory Council
- Whitaker Wellness and Garden Committee

School Activities:

2024-25 Opportunities for Parental Involvement

Family Nights
 HSO Fundraisers
 Open House
 Parent Training
 Awards Assemblies
 Curriculum Assemblies and Extra-Curricular Activities
 Gang Reduction Intervention Partnership (GRIP)
 Whitaker Welcome Walks
 Special Olympics- Unified Schools
 Student Performances

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	639	617	159	25.8
Female	287	278	65	23.4
Male	352	339	94	27.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	31	2	6.5
Black or African American	24	24	11	45.8
Filipino	17	17	1	5.9
Hispanic or Latino	511	495	135	27.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	1	9.1
White	29	28	6	21.4
English Learners	231	224	41	18.3
Foster Youth	11	11	1	9.1
Homeless	58	58	29	50.0
Socioeconomically Disadvantaged	571	554	147	26.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	159	154	52	33.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.46	1.16	0.63	2.57	2.85	2.03	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0.00
Female	0.35	0.00
Male	0.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.90	0.00
English Learners	0.43	0.00
Foster Youth	0.00	0.00
Homeless	3.45	0.00
Socioeconomically Disadvantaged	0.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.89	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for James A. Whitaker Elementary School in collaboration with local agencies, parent groups, and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall, 2024. A new version of the School Safety Plan will be completed and reviewed in Spring, 2025.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	23		3	
2	23		3	
3	23	1	3	
4	26		3	
5	23	1	2	
Other	14	5	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	5	
1	28		2	
2	26		3	
3	29		3	
4	31		2	
5	33		1	2
Other	16	5	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	1	
1	20	1	3	
2	23		3	
3	24		3	
4	24		3	
5	22		3	
Other	16	4	2	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	579

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19,948	6,886	13,062	110,665
District	N/A	N/A	12,853	\$102,168
Percent Difference - School Site and District	N/A	N/A	1.6	8.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	19.2	16.1

Fiscal Year 2023-24 Types of Services Funded

The school site offers various programs and services within the MTSS Framework, allowing for tiered support for students in academics and social-emotional development. Students are afforded quality services that span a continuum, starting with best first instruction and interventions, moving to supplemental services and enriching activities, and including specialized programs.

Fiscal Year 2023-24 Types of Services Funded

Universal Programs and Services:

- Daily English Language Development for all English Learners
- District Wellness teacher to coordinate physical fitness and wellness activities
- Full-time PE teachers at all elementary sites
- PE Instructional Aides to assist with daily fitness activities
- Universal access to digital devices and connectivity for all grade levels
- Grade-level intervention and enrichment sessions four days/week
- Full-day Kindergarten program
- Full-day Transitional Kindergarten program
- PreK program
- Special Education Services - Speech, RSP, SDC on-site
- Site Intervention team - reviews the status of interventions and recommendations
- Instruction using social-emotional curriculum - Second Steps
- PBIS- Evidence-based tiered framework of behavior practices
- Tiered interventions for SEL and mental health
- Tiered interventions for academic instruction
- Counselors to provide group and individual social-emotional support and behavior interventions
- Bilingual Instructional assistant to support language learners
- Supplemental Supports and Services:
 - Additional Classified positions to support student academic and behavioral needs
 - C.A.R.E process for supporting students with academic, behavioral, and social-emotional needs
 - Care Solace, which provides mental health referrals for families and staff
 - Math & reading intervention using i-Ready online instruction
 - Intervention LLI and Phonics for Reading
 - Enrichment activities to enhance the curriculum and build student's experience base, including field trips, assemblies, and the arts
- Instructional coach to support tier 1 and tier 2 learning
- Learning Coach to support tier 3 learning
- Student Engagement Outreach Clerk
- GATE program that includes differentiated instruction and enrichment opportunities
- Interventions to provide differentiated support for students
- ESY and Summer Academy will provide ongoing instructional support for at-risk and Spe. Ed. students
- 13 days of Intersession (academic support during extended breaks)
- BPSD year-round competitive Speech program
- Site Passion Program activities- Communication and Media Arts
- Social Emotional learning activities for students
- SOARS. Program in collaboration ASES from Cal State Fullerton
- Site/district-led parent education and family curriculum events
- Supplementary instructional materials, supplies, and equipment to support differentiated instruction and curricular access

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,246	\$57,839
Mid-Range Teacher Salary	\$89,483	\$90,040
Highest Teacher Salary	\$118,862	\$118,647
Average Principal Salary (Elementary)	\$132,823	\$144,639
Average Principal Salary (Middle)	\$130,288	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$250,970	\$229,986
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional learning for the Buena Park faculty has been aligned to the California State Content Standards and Frameworks, Multi-Tiered System of Support (MTSS), and Whitaker Elementary's School Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction identifies teaching and learning strengths and specific areas of need. Using site surveys combined with data analysis from state assessments and District benchmark tests, a district-wide focus on increasing academic proficiency levels for all students is planned.

On-site Professional Development: Every week, teachers are provided professional development opportunities in instructional strategies, assessments, and curriculum planning. During the year, time is devoted to data analysis and planning for differentiated instruction and intervention. Site professional development is mirrored with the district plan for instruction and assessment and is designed to meet the specific needs of Whitaker Elementary students.

District Professional Development: The school district provides teachers with ongoing professional development to advance content knowledge, instructional expertise, and collaborative planning. Training to support teachers with implementing district-wide initiatives, including Common Core State Standards, new curriculum and units of study, assessment development, and establishing Professional Learning Communities. Teachers are given opportunities to develop both the art of teaching and instructional leadership skills by attending ongoing training and coaching led by OCDE (Orange County Department of Education) consultants in CGI (Cognitively Guided Instruction), literacy consultants, ELD (English Language Development) consultants, and the District TOSA.

Whitaker Elementary School staff participated in the following professional learning activities

- Behavior trainings
- Non violent Crisis Intervention (NCI)
- Balanced Literacy
- Artificial Intelligence(AI) training
- iReady Training
- Assessment and data analysis
- Reading and Writing Workshop
- Cognitively Guided Instruction (CGI) training
- Academic discourse and student engagement
- Next Generation Science Standards (NGSS) instructional shifts, curriculum, and resources
- Designated English Language Development (D-ELD) training in instructional practices and assessment
- Innovative integrated technology
- Positive Behavior Intervention Support (PBIS)
- SEL Training

Professional Development

- Common formative Assessment
- Professional Learning Community (PLC)
- MTSS academic behavior and social-emotional development training

The site supports new and veteran teachers through professional development, peer coaching, and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	13