



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James A. Whitaker Elementary School	30-66456-6027569	4/13/2026	5/14/26

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

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

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

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

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

Schoolwide Program

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

Plan Description

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

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

Schoolwide Program

To enhance strategic planning, the School Plan for Student Achievement (SPSA) development cycle is shifting from a Fall to a Spring timeline. Since the 2024-25 SPSA was recently approved in December 2024, the 2025-26 SPSA will retain the existing goals. However, data will be updated to reflect current progress and needs. The 2025-26 SPSA will incorporate progress updates, data-driven input from educational partners, and will be reviewed and approved by the School Site Council (SSC).

In order to provide ALL students 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 guide instruction and services to meet the unique needs of all students. Standards aligned materials are used to deliver effective and targeted instruction that is supported by ongoing professional development.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Whitaker's SSC, ELAC, and Staff are all informed and involved every year for the purpose, requirements, development and monitoring of the SPSA, SPSA input gathering opportunities: Staff input on the 2/23/26 staff meeting. ELAC input on the 2/10/26 meeting. SSC input 4/13/26 and approval on 4/13/26 meeting.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the 2025 California School Dashboard, the State Indicators for which overall performance categories in the "Red" or "Orange" were as follows:

English Learner Progress-Orange
Mathematics-Orange

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

According to the 2025 California School Dashboard, the following state indicators in the Orange category: Mathematics for All Student performance with two or more performance levels below the "all student" performance.

Mathematics
Overall (All Students) Level-Orange
Student Groups in Red-Students with Disabilities
Student Groups in Orange- English Learners, Hispanic, Socio Econ Disadvantaged

Other Needs

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

Teachers meet in grade level groups to compare growth and discuss data. In the area of Math, Cognitively Guided Instructional math tasks (word problems), teacher create common formative assessments, as well as Interim Assessment Block (IAB) results are used. In the area of English Language Arts, On-Demand Writing Prompts, teacher created common formative assessments, and IAB results are used.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.47%	0.52%	0.36%	3	3	2
African American	3.13%	3.63%	3.04%	20	21	17
Asian	5.95%	5.35%	4.83%	38	31	27
Filipino	2.35%	2.76%	2.68%	15	16	15
Hispanic/Latino	79.34%	79.97%	81.04%	507	463	453
Pacific Islander	0.94%	0.52%	0.89%	6	3	5
White	4.23%	4.66%	4.65%	27	27	26
Two or More Races	2.66%	1.73%	1.97%	17	10	11
Not Reported	0.94%	0.86%	0.54%	6	5	3
Total Enrollment				639	579	559

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			48
Kindergarten	159	88	78
Grade 1	84	94	90
Grade 2	85	78	90
Grade3	110	86	72
Grade 4	93	103	82
Grade 5	108	83	98
Total Enrollment	639	579	559

Conclusions based on this data:

1. Our largest student population group continues to be Hispanic/ Latino and has increased to 81.04%.
2. The total enrollment continues to decline over time.
3. All grade levels have around 100 students each year with the largest drop in Kindergarten.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	210	199	172	32.9%	34.4%	30.8%
Fluent English Proficient (FEP)	55	39	41	8.6%	6.7%	7.3%
Reclassified Fluent English Proficient (RFEP)	35	17	24	1.6%	2.9%	4.3%

Conclusions based on this data:

1. Percentage of fluent English Proficient (FEP) students has increased from 23-24 school year from 6.7% to 7.3 %
2. Percentage of English Learners has decreased from 34.4% in 23-24 school year to 30.8% in 24-25.
3. We had a large increase of English Learners are becoming proficient in 24-25 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	82	73	104	79	73	104	79	73	96.3	96.3	100
Grade 4	90	105	84	89	104	84	89	104	84	98.9	99	100
Grade 5	109	83	100	108	81	97	107	81	97	99.1	97.6	97
All Grades	307	270	257	301	264	254	300	264	254	98.0	97.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2360.	2359.	2352.	13.46	7.59	8.22	8.65	15.19	9.59	27.88	29.11	24.66	50.00	48.10	57.53
Grade 4	2386.	2386.	2408.	3.37	7.69	9.52	13.48	7.69	19.05	23.60	20.19	22.62	59.55	64.42	48.81
Grade 5	2448.	2441.	2440.	10.28	12.35	11.34	16.82	22.22	16.49	28.97	13.58	16.49	43.93	51.85	55.67
All Grades	N/A	N/A	N/A	9.33	9.09	9.84	13.00	14.39	15.35	27.00	20.83	20.87	50.67	55.68	53.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.42	8.86	4.11	50.96	62.03	46.58	34.62	29.11	49.32
Grade 4	6.74	5.77	10.71	59.55	47.12	60.71	33.71	47.12	28.57
Grade 5	8.49	11.11	9.28	58.49	48.15	51.55	33.02	40.74	39.18
All Grades	10.03	8.33	8.27	56.19	51.89	53.15	33.78	39.77	38.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.88	5.06	6.85	39.22	44.30	35.62	54.90	50.63	57.53
Grade 4	2.25	4.81	2.38	41.57	42.31	54.76	56.18	52.88	42.86
Grade 5	7.62	4.94	9.28	49.52	54.32	45.36	42.86	40.74	45.36
All Grades	5.41	4.92	6.30	43.58	46.59	45.67	51.01	48.48	48.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.58	6.33	5.48	63.46	62.03	63.01	25.96	31.65	31.51
Grade 4	5.62	2.88	7.14	67.42	69.23	70.24	26.97	27.88	22.62
Grade 5	10.38	4.94	3.09	62.26	62.96	76.29	27.36	32.10	20.62
All Grades	9.03	4.55	5.12	64.21	65.15	70.47	26.76	30.30	24.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.58	10.13	6.85	55.77	55.70	56.16	33.65	34.18	36.99
Grade 4	5.62	8.65	5.95	64.04	50.00	70.24	30.34	41.35	23.81
Grade 5	13.08	9.88	12.37	58.88	60.49	56.70	28.04	29.63	30.93
All Grades	10.00	9.47	8.66	59.33	54.92	61.02	30.67	35.61	30.31

Conclusions based on this data:

1. Writing continues to show the lowest achievement, with all grade levels performing at 48.03% below standard. This is an additional decrease over the past 2 years.
2. All Grades overall achievement combining Exceeds, Met, and Nearly Met improved from 23-24 to 24-25, yet we still have more than 50% of students tested Below Standard.
3. Next Steps: Grade level teams will continue to analyze student work and we need to focus our attention on, and share current best practices to continue to support our lower achieving students, particularly in the area of writing. We have found a deficit in foundational skills, particularly in grades 4-5. To promote growth in this area, Learning Coach provided resources for teachers in the area of phonics and phonemic awareness. Professional development will be provided in ELD and Reading and Writing Workshop.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	83	74	107	79	71	107	79	71	99.1	95.2	95.9
Grade 4	90	105	84	90	104	83	90	104	83	100.0	99	98.8
Grade 5	109	83	100	108	80	97	108	80	97	99.1	96.4	97
All Grades	307	271	258	305	263	251	305	263	251	99.3	97	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2382.	2398.	2374.	16.82	7.59	7.04	12.15	29.11	18.31	22.43	29.11	19.72	48.60	34.18	54.93
Grade 4	2400.	2419.	2427.	2.22	9.62	8.43	16.67	9.62	21.69	26.67	33.65	27.71	54.44	47.12	42.17
Grade 5	2460.	2462.	2449.	11.11	13.75	11.34	10.19	15.00	13.40	31.48	21.25	25.77	47.22	50.00	49.48
Grade 11															
All Grades	N/A	N/A	N/A	10.49	10.27	9.16	12.79	17.11	17.53	26.89	28.52	24.70	49.84	44.11	48.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.69	17.72	11.43	34.58	51.90	35.71	46.73	30.38	52.86
Grade 4	8.89	13.46	18.07	34.44	38.46	32.53	56.67	48.08	49.40
Grade 5	11.11	13.75	15.46	45.37	45.00	38.14	43.52	41.25	46.39
Grade 11									
All Grades	13.11	14.83	15.20	38.36	44.49	35.60	48.52	40.68	49.20

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.21	10.13	7.04	39.25	54.43	46.48	49.53	35.44	46.48
Grade 4	4.44	9.62	7.23	36.67	32.69	50.60	58.89	57.69	42.17
Grade 5	11.11	10.00	5.15	49.07	41.25	51.55	39.81	48.75	43.30
All Grades	9.18	9.89	6.37	41.97	41.83	49.80	48.85	48.29	43.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.08	13.92	9.86	51.40	48.10	45.07	35.51	37.97	45.07
Grade 4	6.67	8.65	10.84	40.00	46.15	46.99	53.33	45.19	42.17
Grade 5	7.41	6.25	7.22	51.85	52.50	47.42	40.74	41.25	45.36
All Grades	9.18	9.51	9.16	48.20	48.67	46.61	42.62	41.83	44.22

Conclusions based on this data:

1. Although we increased in percentage of Standard Met, we declined in Exceeded and Nearly Met. We had an overall increase in percent Below Standard from 44.11% in 23-24 school year to 48.61% in the 24-25 year.
2. Overall scores from grades 3-5 show an decrease in percent of Standard Exceeded, Met, and Nearly Met from 55.9% in 23-24 school year to 51.38% in 24-25. Our percent of Standard Not Met remains close to 50% at 48.61%
3. Next steps: We need to analyze our data more deeply to determine why significant subgroups decreased this year. We need to find ways to better serve our subgroups (Students with disabilities, English Learners, Homeless). Teachers will continue to receive support from our Instructional Coach. We need to find creative ways to mainstream more students with their general education peers, as well as provide teachers with trainings on best practices for Universal Design for Learning to meet the needs of all learners.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1406.7	1400.5	1392.1	1407.4	1403.6	1400.6	1405.1	1393.1	1371.7	58	41	22
1	1417.9	1412.5	1414.2	1431.7	1424.2	1421.8	1403.6	1400.5	1406.2	28	31	27
2	1476.1	1423.5	1452.9	1479.9	1431.8	1457.0	1471.7	1414.8	1448.5	19	29	30
3	1471.3	1476.3	1463.0	1479.3	1468.9	1460.0	1462.8	1483.0	1465.7	44	19	26
4	1494.4	1485.0	1493.1	1504.6	1489.5	1495.1	1483.9	1480.1	1490.6	38	43	19
5	1530.2	1522.8	1519.9	1540.4	1528.9	1524.9	1519.5	1516.2	1514.4	32	35	41
All Grades										219	198	165

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.79	12.20	4.55	20.69	26.83	31.82	44.83	34.15	36.36	20.69	26.83	27.27	58	41	22
1	7.14	0.00	0.00	35.71	32.26	18.52	25.00	29.03	48.15	32.14	38.71	33.33	28	31	27
2	15.79	3.45	6.67	47.37	34.48	40.00	26.32	34.48	23.33	10.53	27.59	30.00	19	29	30
3	4.55	15.79	3.85	31.82	21.05	26.92	40.91	42.11	26.92	22.73	21.05	42.31	44	19	26
4	15.79	13.95	21.05	28.95	27.91	26.32	34.21	34.88	21.05	21.05	23.26	31.58	38	43	19
5	18.75	28.57	21.95	37.50	25.71	31.71	28.13	34.29	31.71	15.63	11.43	14.63	32	35	41
All Grades	12.33	12.63	10.30	31.05	28.28	29.70	35.62	34.34	31.52	21.00	24.75	28.48	219	198	165

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.07	7.32	4.55	18.97	29.27	40.91	46.55	31.71	27.27	22.41	31.71	27.27	58	41	22
1	28.57	9.68	3.70	25.00	38.71	22.22	28.57	32.26	40.74	17.86	19.35	33.33	28	31	27
2	26.32	20.69	20.00	36.84	34.48	36.67	26.32	24.14	23.33	10.53	20.69	20.00	19	29	30
3	31.82	21.05	15.38	36.36	52.63	38.46	11.36	10.53	15.38	20.45	15.79	30.77	44	19	26
4	42.11	34.88	31.58	26.32	32.56	36.84	26.32	13.95	15.79	5.26	18.60	15.79	38	43	19
5	43.75	42.86	46.34	37.50	37.14	36.59	9.38	17.14	12.20	9.38	2.86	4.88	32	35	41
All Grades	29.22	23.23	22.42	28.77	35.86	35.15	26.48	22.22	21.82	15.53	18.69	20.61	219	198	165

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.13	12.20	0.00	32.26	24.39	13.64	35.48	43.90	59.09	16.13	19.51	27.27	31	41	22
1	9.09	3.23	3.70	27.27	29.03	18.52	21.21	19.35	40.74	42.42	48.39	37.04	33	31	27
2	13.79	3.45	6.67	48.28	20.69	30.00	27.59	17.24	23.33	10.34	58.62	40.00	29	29	30
3	11.54	10.53	0.00	15.38	15.79	23.08	57.69	42.11	19.23	15.38	31.58	57.69	26	19	26
4	0.00	2.33	0.00	13.64	13.95	31.58	45.45	39.53	15.79	40.91	44.19	52.63	22	43	19
5	7.41	11.43	12.20	11.11	14.29	14.63	48.15	42.86	46.34	33.33	31.43	26.83	27	35	41
All Grades	6.39	7.07	4.85	21.46	19.70	21.21	40.64	34.85	35.15	31.51	38.38	38.79	219	198	165

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.52	7.32	13.64	62.07	70.73	68.18	22.41	21.95	18.18	58	41	22
1	32.14	25.81	25.93	46.43	54.84	48.15	21.43	19.35	25.93	28	31	27
2	26.32	20.69	26.67	68.42	55.17	50.00	5.26	24.14	23.33	19	29	30
3	13.64	26.32	7.69	65.91	57.89	57.69	20.45	15.79	34.62	44	19	26
4	28.95	27.91	36.84	47.37	41.86	31.58	23.68	30.23	31.58	38	43	19
5	34.38	28.57	19.51	50.00	54.29	60.98	15.63	17.14	19.51	32	35	41
All Grades	23.29	22.22	21.21	57.08	55.56	53.94	19.63	22.22	24.85	219	198	165

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.17	9.76	0.00	67.24	48.78	54.55	27.59	41.46	45.45	58	41	22
1	17.86	3.23	0.00	64.29	67.74	59.26	17.86	29.03	40.74	28	31	27
2	47.37	20.69	23.33	42.11	58.62	63.33	10.53	20.69	13.33	19	29	30
3	43.18	36.84	26.92	40.91	47.37	42.31	15.91	15.79	30.77	44	19	26
4	44.74	55.81	36.84	52.63	27.91	47.37	2.63	16.28	15.79	38	43	19
5	71.88	73.53	73.17	21.88	26.47	19.51	6.25	0.00	7.32	32	34	41
All Grades	34.70	34.01	30.91	50.23	44.67	45.45	15.07	21.32	23.64	219	197	165

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.52	12.20	0.00	68.97	65.85	63.64	15.52	21.95	36.36	58	41	22
1	10.71	12.90	3.70	35.71	29.03	44.44	53.57	58.06	51.85	28	31	27
2	0.00	0.00	6.67	84.21	41.38	53.33	15.79	58.62	40.00	19	29	30
3	2.27	5.26	11.54	43.18	52.63	26.92	54.55	42.11	61.54	44	19	26
4	5.41	4.65	10.53	43.24	46.51	36.84	51.35	48.84	52.63	37	43	19
5	12.50	17.14	9.76	59.38	45.71	51.22	28.13	37.14	39.02	32	35	41
All Grades	8.72	9.09	7.27	55.05	47.47	46.67	36.24	43.43	46.06	218	198	165

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.93	31.71	50.00	36.21	51.22	27.27	25.86	17.07	22.73	58	41	22
1	10.71	0.00	7.41	50.00	58.06	40.74	39.29	41.94	51.85	28	31	27
2	21.05	13.79	6.67	68.42	48.28	60.00	10.53	37.93	33.33	19	29	30
3	4.55	5.26	0.00	72.73	63.16	57.69	22.73	31.58	42.31	44	19	26
4	10.53	2.33	0.00	60.53	67.44	63.16	28.95	30.23	36.84	38	43	19
5	9.38	17.14	7.32	68.75	57.14	65.85	21.88	25.71	26.83	32	35	41
All Grades	17.35	12.63	10.91	57.08	57.58	53.94	25.57	29.80	35.15	219	198	165

Conclusions based on this data:

- 24-25 continues to show our highest percent of level 4's is our 5th graders at 21.95%, a decrease from 28.57% in 23-24 school year.
- Our third grade show the highest percent of level 1's overall with 42.31% and 26.92% of third grade scoring level 2 overall. This puts 69.23% of our third grade students scoring level 1 or 2 overall.

3. Literacy continues to be a prime focus for Whitaker and the BPSD. Teachers will continue to examine the connection between ELA and ELD standards and all grade levels will unpack practice questions. Grade 3 -5 grade teachers will have students take the ELPAC Interim Assessment Block (practice tests) to better familiarize students with the language of the test. We will continue to focus on Designated ELD to better support the specific needs of our English Learners. We will continue school wide ELD time for grades 1-5 so we could better meet the diverse language needs of our students. Professional development with new version of ELD curriculum will be provided.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
559	92.1%	30.8%	1.1%
Total Number of Students enrolled in James A. Whitaker Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	172	30.8%
Foster Youth	6	1.1%
Homeless	53	9.5%
Socioeconomically Disadvantaged	515	92.1%
Students with Disabilities	133	23.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3%
American Indian	2	0.4%
Asian	27	4.8%
Filipino	15	2.7%
Hispanic	453	81%
Two or More Races	11	2%
Pacific Islander	5	0.9%
White	26	4.7%

Conclusions based on this data:

1. Current: Whitaker continues to have a high percentage of Socially Disadvantaged at 92.1% of our student population falling in this category.

2. 30.8% of our student population are English Learners, and our Students with Disabilities makes up 23.8% our our population and therefore, many student fall into several subgroups creating unique needs.
3. Prescriptive practices and strategic support needs to be given to each subgroup to increase student achievement. On going data analysis is essential and common formative assessments needs to be on going throughout the year. Teachers need to use strategies from our Universal Design for Learning trainings we had to best meet the needs of all students, and be aware of all subgroups of which students may be a part.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The CA Dashboard for fall 2023 shows low in areas of ELA, Math, and Suspension rate, and Chronic Absenteeism falling into the red..
- Trend:There is need for improvement in progress in all of our performance: English Language Arts, Mathematics, and attendance.

3. Next Steps: To improve in English Language Arts performance, teachers will focus on developing student speaking, listening and 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 academic and social 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 through 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 problem situations. Interventions will also be provided within the classroom through strategic grouping, pre teach and reteach of content. In addition we have our Learning Coach providing targeted interventions in grades 3-5 in foundational reading skills and first and second grade students are receiving after school reading interventions as well. Teachers will use PBIS strategies and Social Emotional lessons to engage students to improve suspension rates. We have created an Attendance Task force team to address chronic Absenteeism. We have incentives for good attendance as well as improved attendance. Families will meet with our team to determine barriers and solutions to overcome the barriers. Our team will work with families on increasing attendance by providing resources that are needed.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 67.3 points below standard Increased 3.2 points 242 Students	English Learners Orange 77.7 points below standard Increased 8.1 points 98 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 100.3 points below standard Declined 12.8 points 28 Students	Socioeconomically Disadvantaged Yellow 69.8 points below standard Increased 5 points 228 Students

Students with Disabilities  Orange 146 points below standard Increased 13.4 points 55 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 7.2 points above standard Increased 6.4 points 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Red 73.4 points below standard Maintained 0 points 198 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. Data: According to the Fall 2022 Data, all subgroups received a low performance level in English Language Arts and subgroups of EL and Socially Disadvantaged maintained, while Students with Disabilities scored significantly low.
2. Trend: Current English Learners scores 85.3 points below standard, while our Reclassified scored 24.1 points above standards.
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, common core standards aligned instruction, and CGI (Cognitively Guided 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

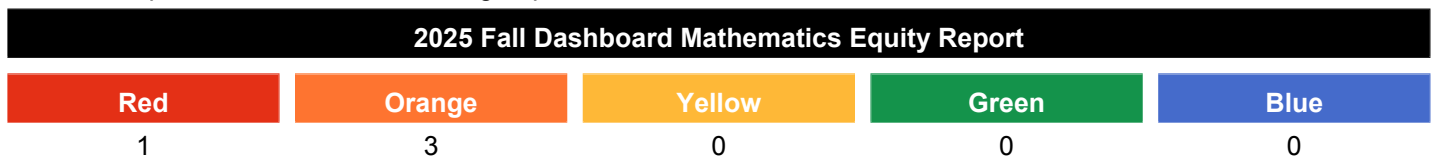
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 66 points below standard Declined 12 points 239 Students	English Learners  Orange 72.9 points below standard Declined 8.1 points 97 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 89 points below standard Declined 4.6 points 27 Students	Socioeconomically Disadvantaged  Orange 66.8 points below standard Declined 9 points 225 Students

Students with Disabilities  Red 154.4 points below standard Declined 13.1 points 54 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 1.4 points above standard Declined 36.1 points 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 72.5 points below standard Declined 11.6 points 195 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. All students were in the Orange zone with 66 points below standard. This is a decrease from the previous year of 12 points.
2. All significant subgroups declined from 23-24 school year, the largest decline of our significant subgroups occurred with our Students with Disabilities (- 13.1) and our Hispanic (-11.6) populations.
3. Next Steps: More in depth data analysis with including Students with Disabilities. Teachers will continue to use formative assessments to examine student work and determine small group interventions and opportunities for mainstreaming, co-teaching, and Universal Design for Learning strategies. We will continue to differentiate first instruction with the use of strategic support to groups and individual students based on diagnostic assessment through an MTSS model with a goal to shrink the distance from standard for all students.

School and Student Performance Data

Academic Performance Science

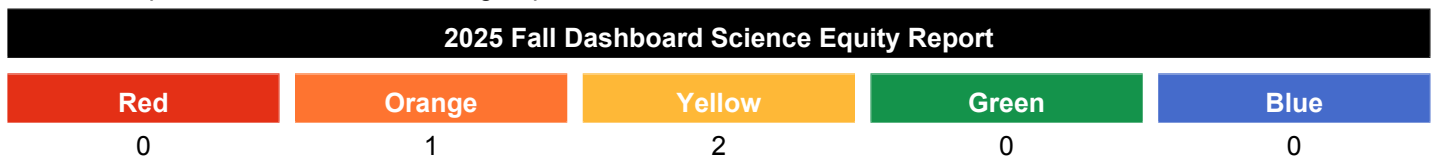
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 43.1 science points Increased 2.5 points 94 Students	English Learners Orange 37.8 science points Maintained 0 points 44 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Yellow 42.5 science points Increased 2.4 points 91 Students

Students with Disabilities  No Performance Color 29.9 science points Increased 2.8 points 25 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 42 science points Increased 4 points 78 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Overall student performance increased 2.5 points and fell in the yellow zone. All significant subgroups showed increase from the 23-24 school year, with the exception of our English Learners who maintained.
2. Of our three significant subgroups, Socioeconomically Disadvantaged and Hispanic scored in the yellow while our English Learners scored in the orange.
3. Teachers will use Universal Design for Learning strategies and ELD to increase domain specific vocabulary instruction in Science. Teachers will expand nonfiction reading to include science texts. Practice CAST questions will be supported in the classrooms.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Orange 41.5 making progress. Number Students: 135 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.1%	38.1%	3.7%	38.1%

Conclusions based on this data:

- 38.1 percent of EL's are making progress towards proficiency and 38.1 percent maintained their ELPI level, with 3.7 percent maintained at a level 4.
- 20.1% percent decreased one ELPI level.
- Next Steps: To promote growth in this area, students will receive designated and integrated ELD time daily and teachers will utilize strategies and specifically designed curriculum to support students with a focus on speaking, listening, reading and writing to increase language skills. Teachers will receive professional development in both designated ELD. We have school wide ELD time for grades 1-5 to better meet the needs of all of our language learners. This includes our students with disabilities.
This time also serves as mainstreaming time for our students with IEPs. Parents will be informed of the importance of redesignation during an ELAC meetings. We will continue to build positive culture and an inclusive school community.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

20.1% Chronically Absent

Declined 5.7

597 Students

English Learners



Yellow

16% Chronically Absent

Declined 2.3

188 Students

Long-Term English Learners

Foster Youth



No Performance Color

36.4% Chronically Absent

Increased 27.3

11 Students

Homeless



Orange

36.4% Chronically Absent

Declined 13.6

55 Students

Socioeconomically Disadvantaged



Yellow

20.8% Chronically Absent

Declined 5.7

553 Students

Students with Disabilities  Yellow 27.4% Chronically Absent Declined 6.4 157 Students	African American  No Performance Color 17.6% Chronically Absent Declined 28.2 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 12.9% Chronically Absent Increased 6.5 31 Students	Filipino  No Performance Color 6.7% Chronically Absent Increased 0.8 15 Students	Hispanic  Yellow 21.1% Chronically Absent Declined 6.2 484 Students
Two or More Races  No Performance Color 25% Chronically Absent Increased 12.5 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  No Performance Color 15.4% Chronically Absent Declined 6 26 Students

Conclusions based on this data:

1. Current Data: For fall 2023, all students were in the low achievement level. Homeless student group declined the most at 3.3 points and fell in the orange achievement level and Socioeconomically Disadvantaged declined .6. English Learners and Students with Disabilities showed and increase.
2. Chronic Absenteeism remains a major issue with our population.
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. Attendance task force including Student Engagement Outreach Clerk, Program Specialist, and Counselor will plan meetings with families and students to determine barriers for attendance and work to provide resources to overcome those barriers. Parent education about attendance will be provided.

School and Student Performance Data

Conditions & Climate Suspension Rate

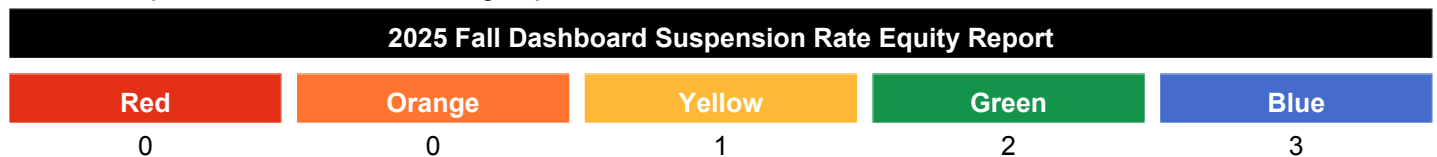
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 0.6% suspended at least one day Maintained 0% 620 Students	English Learners Blue 0.5% suspended at least one day Maintained 0.1% 195 Students	Long-Term English Learners
Foster Youth No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Homeless Green 1.7% suspended at least one day Declined 1.7% 58 Students	Socioeconomically Disadvantaged Green 0.7% suspended at least one day Maintained 0% 572 Students

Students with Disabilities  Yellow 1.8% suspended at least one day Maintained -0.1% 165 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 32 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Hispanic  Blue 0.4% suspended at least one day Maintained 0% 501 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  No Performance Color 7.7% suspended at least one day Increased 0.8% 26 Students

Conclusions based on this data:

- 203-24 data show that Suspension rates for all students was in the green with a 0.6% of our population being suspended at least once.
- Highest percentage student group is our Homeless subgroup with 1.7% of our 58 students were suspended at least once. This still scored in the green zone.
- Next Steps: Whitaker School will continue to focus on our Positive Behavior Intervention and Supports (PBIS) matrix and protocols, Proactive and Restorative practices, specific instruction and supports, alternatives to suspension, and progressive discipline and consequences for students with undesired behaviors. Activities will promote positive behavior. All staff, including classified, will have refresher training 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. Professional development will include working with Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Develop critical competencies in ELA, math and language proficiency

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.

Identified Need

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

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. Teachers work as Professional Learning Teams and will continue to analyze data from the previous CAASPP and ELPAC assessment for implications to teaching and modifications needed for instruction. 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 CARE 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.

MATH

All students declined 12 points

Overall growth: Average 71.2% of students showed improvement from prior year

4 subgroups growth is Average: Hispanic, Homeless, Soc. econ. disadv., Stud. w/Disabilities

1 subgroup growth is Accelerated: English Learners

Success due to...

CGI, 100% of teachers reporting the use of Number Sense Routines (foundational skills)

School wide ELD

Use of IABs

Challenges due to...

Large number of students with disabilities (23%)

Lack of Math interventions

SDC teachers participated with Gen Ed teachers during collaboration time and many students mainstreamed during math. Monthly IABs were given in all classes, which helped to familiarize all students with not only the language of the tests, but also the test tools and accommodations that were available to them.

Parents were more aware of Math-3 teachers had Bring a Family Member to Math Class and parents were involved in solving CGI problems, counting collections, We also had Math Parent night led by our Parent Math Leadership group.

ELA

Overall growth of 1.35 in met or exceeds

Overall growth is Moderate, 79.5% students improved their score from the prior year

4 subgroups showed moderate growth: EL's, Hispanic, Soc. Econ. Disadvantaged, and Stud.w Disabilities

1 subgroup showed average growth: Homeless

Success due to...

Learning Coach (interventions) grades 3-5

Support materials provided

Embedded ELA content into CGI math

Focus returning to ELA

Challenges due to...

Less accountability for Math

Large number of students with disabilities (23%)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA for Grades 3rd - 5th Source:	Baseline: Whitaker's goals were identified based on CAASPP ELA Data Spring 2024 Achievement Levels 3rd- Exceeded: 7.59% Met: 15.19% Nearly Met: 29.11% (51.89) Not Met: 48.10% 4th -Exceeded: 7.69% Met:7.69% Nearly Met. 20.19% (35.57) Not Met: 64.42% 5th- Exceeded: 12.35% Met: 22.22% Nearly Met. 13.58% (48.15) Not Met: 51.85% CAASPP ELA Data Spring 2025: Achievement Levels 3rd- Exceeded: 8.22% Met: 9.59% Nearly Met: 24.66% (42.47) Not Met: 57.53% 4th -Exceeded: 9.52% Met:19.05% Nearly Met. 22.62% (51.19) Not Met: 48.81% 5th- Exceeded: 11.34% Met: 16.49% Nearly Met. 16.49% (44.32) Not Met: 55.67%	Site goal: CAASPP 2026 Achievement Levels of Exceed, Met and Nearly Met combined will increase -Minimum of 3 pts. Not Met will decrease 3 points 3rd- Exceeded, Met, and Nearly Met. (45.47%) Not Met: 54.53% 4th -Exceeded, Met, and Nearly Met. (54.19%) Not Met: 51.53% 5th- Exceeded, Met, and Nearly Met. (47.32%) Not Met: 53.67%
CAASPP - Mathematics for Grades 3rd - 5th Source:	Baseline: Whitaker's goals were identified based on CAASPP ELA Data Spring 2024 Achievement Levels 3rd- Exceeded: 7.59% Met: 29.11% Nearly Met: 29.11% (65.81) Not Met: 34.18% 4th -Exceeded:9.62% Met:9.62% Nearly Met. 33.65% (52.89) Not Met: 47.12% 5th- Exceeded: 13.75% Met: 15.00% Nearly Met. 21.25% (50.00) Not Met: 50.00% CAASPP ELA Data Spring 2025: Achievement Levels 3rd- Exceeded: 7.04% Met: 18.31% Nearly Met. 19.72% (45.07) Not Met: 54.39% 4th- Exceeded: 8.43% Met:21.69% Nearly Met. 27.71% (57.83) Not Met: 42.17% 5th- Exceeded: 11.34% Met: 3.40% Nearly Met. 25.77% (50.15) Not Met:49.48%	Site Goal: CAASPP 2026 Achievement Levels-Mimimum of 3 pts improvement (decrease in negative distance) 3rd- Exceeded, Met, and Nearly Met. (48.07%) Not Met: 51.59% 4th Exceeded, Met, and Nearly Met. (60.83%) Not Met: 39.17% 5th- Exceeded, Met, and Nearly Met. (53.15%) Not Met: 46.48%
i-Ready Diagnostic Reading Source: i-Ready	Baseline: 2025 Initial Reading for grades K-5th	Site Goal for All Students: By Spring of 2027, our diagnostic in Reading will

	19% of our students scored Mid or Above Grade Level, or Early or On Grade Level, while 36% of our students scored Two Grade Levels Below or Three or More Grade Levels Below. Actual Progress: 2026 D2 Reading for grades K-5th 31% of our students scored Mid or Above Grade Level, or Early or On Grade Level, while 30% of our students scored Two Grade Levels Below or Three or More Grade Levels Below.	have 40% of our students scoring Mid or Above, or Early On Grade Level and decrease to 25% or less of our students scoring Two Grade Levels Below or Three or More Grade Levels Below.
i-Ready Diagnostic Math Source: i-Ready	Baseline: 2025 Initial Math for grades K-5th 7% of our students scored Mid or Above Grade Level, or Early or On Grade Level, while 48% of our students scored Two Grade Levels Below or Three or More Grade Levels Below. Actual Progress: 2026 D2 Math i-Ready Data for grade K- 5th 18% of our students scored Mid or Above Grade Level, or Early or On Grade Level, while 28% of our students scored Two Grade Levels Below or Three or More Grade Levels Below.	Site Goal for All Students: By Spring of 2027, our diagnostic in Math will have 30% of our students scoring Mid or Above, or Early On Grade Level and decrease to 25% or less of our students scoring Two Grade Levels Below or Three or More Grade Levels Below.
Reclassification rate	During the 2023-2024 year we had 18 students reclassify. (12%) During the 24-25 year we had 11 students reclassify. (8%)	By Spring of 2027, we will increase by 3 percentage point to 11% of our English Learners reclassifying.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Develop critical competencies in ELA, math and language proficiency using evidence-based instruction tailored to increase cognitive engagement for all students while diminishing disparities among subgroups, such as multilingual and multicultural learners, low-income students, students with disabilities, and foster youth.	All Students	8,000 Title I 4000-4999: Books And Supplies Non fiction and current events levelled texts including Storyworks and other Scholastic subscriptions - Standards-based Reading Magazines with Digital Component 8,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I 4000-4999: Books And Supplies supplemental math manipulatives and math tools 9,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development and substitutes
1.2	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 Students with disabilities, English Learners, low-income students, homeless and foster youth. Expenditures will include: Title 1 -Substitute teachers and extra hours for on-site training/lesson studies, teacher/teacher modeling, Leadership, CARE, ELD, data analysis, etc. - \$3,000. + current rate incidentals	All Students	3,000 Title I 1000-1999: Certificated Personnel Salaries additional hours for staff/ TK/Kinder Good Start
1.3	Literacy and Math: Continue to modify and improve the components of literacy and execute strategic literacy support in order to increase reading achievement, while supporting language learners. Increase knowledge and skill of teachers in Cognitively Guided Instruction CGI Math, Reading, and Writing Expenditures will include: Title 1 -Conferences and contracts for consultants in area of CGI Math- \$8,000 -Conferences and contracts for consultants in area of Literacy- \$6,000 -Substitutes for teachers- \$4,000 Discretionary -Additional leveled reading books to support growing readers and writers	All Students	8,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development in CGI Math 6,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development in Reading and Writing 4,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Substitutes for teachers attending professional development/ conferences.
1.4	Provide supplemental support and resources for the academic language needs of students that incorporates research-based instructional strategies and integrates the ELA/ELD Framework.	All Students	9,000 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Maximize learning time with strategy groups in Literacy for specific interventions. Supplemental support and resources for Students with disabilities (including behaviors), Foster, Homeless students. Expenditures will include: Title 1 -Professional Development for teachers focus on interventions- \$9,000 -Bilingual Instructional Assistant- \$18,715- including incidentals Discretionary -Supplementary materials and resources for interventions- \$6,000 Teachers will provide targeted interventions after school in areas of ELA and/or math (up to 150 hours total extra hours for intervention) ELA: Pre-assessments of DRA and BPST will be used to determine below grade level (tier 3) 1st and 2nd grade students. Teachers will work with small intervention groups (7-8 students) using leveled guiding reading and strategic phonics lessons for 50 minutes 2X weekly in 6-8 week cycles. Math: Pre- assessments from Focused Math will be used to determine below grade level (tier 3) 1st and 2nd grade students. Teachers will work with small intervention groups (7-8 students) using Focused Math and CGI strategies for 50 minutes 2X weekly in 6-8 week cycles.		Additional hours for teachers providing targeted after school interventions in ELA and in Language Development 18,715 Title I 2000-2999: Classified Personnel Salaries Instructional Assistant- Bilingual

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We utilized Title 1 funds to provide substitute teachers and extra hours for our staff to engage in intensive on-site training and lesson studies. This allowed teachers to participate in teacher-to-teacher modeling and collaborate with my Leadership team at least 3 times this year. During PLC's grade levels discussed student work and interventions. If deeper needs were noticed, they were brought to our CARE team met monthly to analysis student needs. By dedicating time to frequent data analysis, staff monitored the progress of Students with Disabilities, English Learners, and foster youth in real-time. This collaborative structure ensured that interventions were not just reactive but were evidence-based and tailored to the specific achievement gaps identified in our assessments. Staff members attended conferences and profession developments with the expectation that they would share the new learning. We did not reach our intended goal, one possible barrier was the large increase in our students with disabilities population and the uptick of extreme behaviors.

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

Some teachers found it challenging to implement strategic interventions, particularly in the area of foundational reading. In addition, many felt that we were lacking in tier 2 resources.

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.

Goal 2

Title and Description of School Goal

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

Highly qualified staff

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Highly qualified staff will deliver standards-based instruction and support district systems designed to increase cognitive engagement for all students, especially those with unique needs, within clean, well-maintained school facilities that foster a positive learning environment.

Identified Need

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

Whitaker proudly houses the district's Mild/ Moderate Special Day Program which consists of 7 self- contained special education classrooms. Including the Lighthouse, our program for students in K-2 with significant behavior concerns. This creates unique needs on our site specifically in the areas of of behavior and supporting our English Language learners, many who are double identified as students with disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Questions Related to school facilities Source: LCAP Parent Survey	Baseline: 23-24 LCAP Parent Survey: 98.4% of parents agree that school facilities and school grounds are kept neat and clean. 24-25 LCAP Parent Survey: 97.9% of parents agree that school facilities and school grounds are kept neat and clean. 25-26 LCAP Parent Survey: 100% of parents agree that school facilities and school grounds are kept neat and clean.	We will maintain 100% of parents will agree that school facilities and school grounds are kept neat and clean.
Questions Related to Professional Learning and Teacher Needs Source: LCAP Staff Survey	Baseline: 23-24 LCAP Staff Survey 72.7% of Staff agree that students can get the help they need if they are struggling with behavior issues. 24-25 LCAP Staff Survey 81.4% of Staff agree that students can get the help they need if they are struggling with behavior issues.	We will have an minimum increase of at least 3% will agree or strongly agree that students can get the help they need if they are struggling with behavior issues.

	25-26 LCAP Staff Survey 87% of Staff agree that students can get the help they need if they are struggling with behavior issues.	
Questions Related to English Learner Supports Source: LCAP Staff Survey	Baseline: 23-24 LCAP Staff Survey 84.9% of responding staff agrees that they have books and resources used in their class are engaging to their EL students. 24-25 LCAP Staff Survey 92.3 % of responding staff agrees that they have books and resources used in their class are engaging to their EL students. 25-26 LCAP Staff Survey 93 % of responding staff agrees that they have books and resources used in their class are engaging to their EL students.	We will have an minimum increase of at least 3% will agree or strongly agree that they have books and resources used in their class are engaging to their EL students.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide Professional Development specific to behavior to all staff in De-escalation strategies, Positive Behavior Interventions and Supports. Expenditures will include: Title 1 Professional development related to behavior- \$2,026	All Students and Students with Disabilities	2,026 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development related to behavior
2.2	Purchase resources/ conferences/ professional development and books that culturally responsive for better engagement for our English Learners. Title 1 Books and resources for classroom libraries that reflect culture and or language of our English learners for better engagement.- \$1,000 Professional development related to culture and equity- \$1000	All	1,000 Title I 4000-4999: Books And Supplies Culturally responsive literature for classroom libraries 1,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development related to Culture and equity
2.3	Promote and maintain a safe learning environment by implementing and monitoring comprehensive policies and procedures for health and safety, dedicated to the security of students, staff, and	All	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	others approved to be on campus. Refresher check-in's about customer service, staff surveys. Expenditures will include: Discretionary Supplemental Safety supplies and equipment to ensure protocols- \$1,000		Raptor Visitor and Volunteer Digital Check-in System GRIP Greeter Volunteers - Welcoming, Safe and Secure presence New and increased number of two-way radios to ensure good communication

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We had the opportunity to work with behavior trained assistants learning de-escalation strategies. Our classified staff also received PD about behaviors and the brain. Our PBIS (positive behavior interventions and supports) team received training, during the school year, some came during the summer as well. Our Program Specialist and Instructional Coach created lists of books that feature prominent heroes of underrepresented populations, provided lessons, and books were purchased for classrooms.

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

none

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

We will continue to use the LCAP survey, but we need to find a way to get more responses. Also would like to get additional learning opportunities(conferences/ professional developments) for more staff members.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Recruit and retain highly qualified staff

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student outcomes through impactful instruction of core subjects and expand college and career pathway programs.

Identified Need

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

According to results of our LCAP survey by parents and staff members, our community is not adequately informed about our Passion program focused around Communication and Media Arts. In addition Whitaker needs to provide more opportunities for parents and students to engage in career and college pathways events.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Questions Related to Parent Engagement Source: LCAP Parent Survey	Baseline: According to the 23-24 LCAP data, 76.3% of responding families Strongly Agree or Agree that they are provided adequate information on our Passion Program (Communication And Media Arts) According to the 24-25 LCAP data, 89.5% of responding families Strongly Agree or Agree that they are provided adequate information on our Passion Program (Communication And Media Arts) According to the 25-26 LCAP data, 69% of responding families Strongly Agree or Agree that they are provided adequate information on our Passion Program (Communication And Media Arts)	We have a 3% positive increase of the responding families, who Strongly Agree or Agree that they have adequate information about our Passion program.
Questions Related to Parent Engagement Source: LCAP Staff Survey	Baseline: According to the 23-24 LCAP data, 87.9% of staff responded positively that families are provided adequate information on our Passion	We will increase a minimum of 3 percentage points of staff respond positively that families are provided

	Program (Communication And Media Arts) According to the 24-25 LCAP data, 84.6% of staff responded positively that families are provided adequate information on our Passion Program (Communication And Media Arts) According to the 25-26 LCAP data, 77% of staff responded positively that families are provided adequate information on our Passion Program (Communication And Media Arts)	adequate information on our Passion Program.
Questions Related to Parent Engagement Source: LCAP Parent Survey	Baseline: According to the 23-24 LCAP data, 96.1% of the families responded Strongly Agree or Agree that they feel they are encouraged to attend events (online) related to preparing for college / career readiness. According to the 24-25 LCAP data, 94.1% of the families responded Strongly Agree or Agree that they feel they are encouraged to attend events (online) related to preparing for college / career readiness. According to the 25-26 LCAP data, 94% of the families responded Strongly Agree or Agree that they feel they are encouraged to attend events (online) related to preparing for college / career readiness.	We have a 3% positive increase of the responding families, who Strongly Agree or Agree that they are encouraged to attend events (online) related to preparing for college / career readiness.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Support parents with professional development through district provided trainings, and outside opportunities to build capacity to support parents and families with college and career pathway information and opportunities and parent engagement events. Expenditures will include: Title 1 Parent trainings \$801 Supplemental resources and activities for Career Week- \$1777	All	801 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Parent Workshops and trainings 1,777 Title I 4000-4999: Books And Supplies Reources and supplies for carrer week.
3.2	Professional development/ Consultants to further develop Passion Program and extra hours for staff to support after school programs. Professional Development- \$2000	All Students with Disabilities	2000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Extra hours for staff- \$ 4,000 Professional Development specific for UDL - \$2000 Equipment specific to assist with disabilities: wireless mics, adaptive handles-\$2147		5800: Professional/Consulting Services And Operating Expenditures Professional development and Consultants 3000 Title I 1000-1999: Certificated Personnel Salaries Extra hours for staff 2,000 Title I 4000-4999: Books And Supplies Adaptive equipment for Passion program 2,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development and Consultants specific for UDL

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We began working with a consultant to better define our Passion Program, but that did not come to fruition. As a staff we need to determine what our "Signature Programs" are. Our Digital Media Club is going strong and has developed a great routine of older students training younger students.

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

none

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

Passion programs will be changing to "Signature Programs"

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Enhance Parent & Community Communication & engagement

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote emotional engagement and connectedness among students, families, and staff by fostering safe and culturally responsive learning environments.

Identified Need

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

Whitaker School continues to implement the multi-tiered system of academic , behavioral and social-emotional supports focused on growth and achievement (MTSS). Through PBIS, Student Council 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 an 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate from 8/23- 5/24 Source: Aeires	Baseline: From 8/14/2023 to 5/30/2024 our attendance rate was 92.6% 8/12/24- 5/29/25 attendance rate 93.24%	Our attendance rate will increase by 3%.
Suspensions Source: Aeires	For the 2023-24 there were 8 suspensions For the 2024-25 year there were 5 suspension	Our suspension rate will maintain or decrease during the 25-26 year.
Questions Related to Supportive Relationships Source: Panorama-SEL (Social Emotional Learning) Survey	According to the Panorama Fall 2024 data, 88% of students responded positively that they have a teacher or other adult they can count on, no matter what. According to the Panorama Fall 2025 data, 94% of students responded positively that they have a teacher or	By Fall of 2026, Whitaker will increase a minimum of 3 percentage points in the area of Supportive Relationships to 97% responding in a positive way, and measured by the Panorama student survey.

	other adult they can count on, no matter what.	
Questions Related to Student Engagement and SEL Source: LCAP Parent Survey	Baseline: According to the 23-24 LCAP Parent Survey, 69% of responding families are aware of the mental health supports provided by the district (Care Solace Mental Health referrals, etc). According to the 24-25 LCAP Parent Survey, 79.5% of responding families are aware of the mental health supports provided by the district (Care Solace Mental Health referrals, etc). According to the 25-26 LCAP Parent Survey, 79.5% of responding families are aware of the mental health supports provided by the district (Care Solace Mental Health referrals, etc).	We will have a minimum increase of 3% of the responding families agree.
Chronic Absenteeism Source: California Dashboard 2024	Baseline: According to the CA Dashboard from 2023 data shows the Whitaker was is the Red, 35.1% of students for Chronic Absenteeism. Student Subgroup Data: English Learners- 29.9% Homeless- 63.3% Socioeconomically Disadvantaged- 35.1% Students with Disabilities- 44.3% The 2024 CA Dashboard for Chronic Absenteeism shows that Whitaker is now in YELLOW category for all students at 25.8%. Student subgroup data: English Learner-18.3% Homeless-50% Socioeconomically Disadvantaged - 26.5% Students with Disabilities- 33.8% The 2025 CA Dashboard for Chronic Absenteeism shows that Whitaker is now in YELLOW category for all students at 20.1%. Student subgroup data: English Learner-16% Homeless-36.4% Socioeconomically Disadvantaged - 20.8% Students with Disabilities- 27.4%	For the CA Dashboard we will see a 3% positive increase in the area of all students, as well as with each subgroup.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Create positive incentives to increase attendance and alternatives to suspension. Attendance Task force will work with families to identify barriers and find solutions for attendance issues. Title 1 Extra hours for teachers on Attendance Task Force and MTSS (Multi tiered Systems of Support) including (Positive Behavior System Intervention and Supports)PBIS, all teams with include teachers of Students with disabilities - \$ 2500. Extra hours for classified staff (Student Engagement and Outreach Clerk) on Attendance Task Force and PBIS to take part in after hours trainings,meeting, parent meetings- \$3000	All Homeless/ Foster Youth	1500 Title I 1000-1999: Certificated Personnel Salaries Extra hours for certificated staff 3,000 Title I 2000-2999: Classified Personnel Salaries Extra hours for classified staff
4.2	Conferences and Professional development pertaining to behavior and alternatives to suspension. PD for Counselor, Program Specialist, Education Specialists, General Education teachers, and classified staff. -\$2,000 Discretionary Extra hours for certificated to attend professional developement Extra hours for classified to attend professional developement	All Students with Disabilities	1,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Behavior trainings for certificated and classified
4.3	Increase family and student engagement by planning and offering "Family Nights" in both Literacy and Math Extra hours for staff to plan with parent group- \$800 Supplies - \$792	All	800 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Extra hours for certificated staff for planning 792 Title I 4000-4999: Books And Supplies Supplies for Family Nights

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Attendance task force planned incentives for attendance and spent time working with families to increase attendance. Our SEOC had extra hours to work with specific families, encouraging them to become involved in school, attend family

night, join clubs, and over time we saw a change. We also changed our "Whitaker Walk" when family members and caregivers join our students for morning walk from the last Friday of the month, to every Friday morning. This had a bonus effect of more families getting to know each other and helping to create a stronger community as well as increasing our attendance.

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

none

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

none

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$95,862
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$96,411.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$94,810.00
Title I Part A: Parent Involvement	\$1,601.00

Subtotal of additional federal funds included for this school: \$96,411.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$96,411.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	94,810	0.00
Title I Part A: Parent Involvement	1,601	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	94,810.00
Title I Part A: Parent Involvement	1,601.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,300.00
2000-2999: Classified Personnel Salaries	21,715.00
4000-4999: Books And Supplies	21,569.00
5800: Professional/Consulting Services And Operating Expenditures	35,827.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	16,500.00
2000-2999: Classified Personnel Salaries	Title I	21,715.00
4000-4999: Books And Supplies	Title I	21,569.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	35,026.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	801.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	73,715.00
Goal 2	4,026.00
Goal 3	11,578.00
Goal 4	7,092.00

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 4/13/26.

Attested:



Principal, Stephanie Williamson on 4/13/26



SSC Chairperson, Ezekiel Mohammed on 4/13/26