School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
O. B. Whaley Elementary School	43-69435-6047161	May 20,2026	June 18,2026

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 O. B. Whaley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

O.B. Whaley Elementary is dedicated to ensuring all students receive a high-quality education. Each year, the school reviews and analyzes student data to guide the development of the School Plan for Student Achievement (SPSA). This plan is created with input from staff, students, and families through the School Site Council (SSC). The SPSA outlines key strategies and best practices designed to strengthen academic achievement, improve attendance, reinforce positive behavior expectations, and support students' social-emotional well-being. The goals within the

SPSA are aligned with the district's Local Control and Accountability Plan (LCAP), and the school follows a continuous improvement process to implement, monitor, and evaluate progress annually.

O.B. Whaley also prioritizes improving outcomes for English Learners, socioeconomically disadvantaged students, and students experiencing chronic absenteeism. To support this work, the school uses diagnostic assessments three times per year to measure academic growth and identify areas of need. This data helps teachers set individualized growth goals and provide targeted instruction and interventions. In addition, the school implements Positive Behavioral Interventions and Supports (PBIS) to reinforce the expectations of being safe, responsible, and respectful. A Response to Intervention (RTI) teacher also provides additional academic support for primary students who need targeted assistance. Through these combined efforts, O.B. Whaley works to ensure every student receives the support needed to learn, grow, and succeed.

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

Table of Contents

SPSA Title Page 1
Table of Contents 3
Plan Description 5
Educational Partner Involvement 5
Resource Inequities 5
Comprehensive Needs Assessment Components 5
- California School Dashboard (Dashboard) Indicators 6
- Other Needs 6

School and Student Performance Data 7
- Student Enrollment 7
- CAASPP Results 10
- ELPAC Results 15
- Student Population 19
- Overall Performance 21
- Academic Performance 23
- Academic Engagement 30
- Conditions & Climate 32

Goals, Strategies, & Proposed Expenditures 34
- Goal 1 34
- Goal 2 38
- Goal 3 42

Budget Summary 45
- Budget Summary 45
- Other Federal, State, and Local Funds 45

Budgeted Funds and Expenditures in this Plan 46
- Funds Budgeted to the School by Funding Source 46
- Expenditures by Funding Source 46
- Expenditures by Budget Reference 46
- Expenditures by Budget Reference and Funding Source 46
- Expenditures by Goal 47

School Site Council Membership 48
Recommendations and Assurances 49
Instructions 50
Appendix A: Plan Requirements 57
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 60
Appendix C: Select State and Federal Programs 63

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 O. B. Whaley Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

O.B. Whaley Elementary is dedicated to ensuring all students receive a high-quality education. Each year, the school reviews and analyzes student data to guide the development of the School Plan for Student Achievement (SPSA). This plan is created with input from staff, students, and families through the School Site Council (SSC). The SPSA outlines key strategies and best practices designed to strengthen academic achievement, improve attendance, reinforce positive behavior expectations, and support students' social-emotional well-being. The goals within the SPSA are aligned with the district's Local Control and Accountability Plan (LCAP), and the school follows a continuous improvement process to implement, monitor, and evaluate progress annually.

O.B. Whaley also prioritizes improving outcomes for English Learners, socioeconomically disadvantaged students, and students experiencing chronic absenteeism. To support this work, the school uses diagnostic assessments three times per year to measure academic growth and identify areas of need. This data helps teachers set individualized growth goals and provide targeted instruction and interventions. In addition, the school implements Positive Behavioral Interventions and Supports (PBIS) to reinforce the expectations of being safe, responsible, and respectful. A Response to Intervention (RTI) teacher also provides additional academic support for primary students who need targeted assistance. Through these combined efforts, O.B. Whaley works to ensure every student receives the support needed to learn, grow, and succeed.

Educational Partner Involvement

How, when, and with whom did O. B. Whaley 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

Meaningful involvement of parents, students, staff, and other stakeholders is essential to the development of the School Plan for Student Achievement (SPSA) and the school's budget process. In California, these groups are referred to as educational partners. O.B. Whaley ensures that the SPSA is shared with various site-based advisory groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), PBIS team, staff meetings, Principal's Coffees, and student leadership groups. Input from these groups is actively gathered and considered throughout the development of the SPSA.

Engaging educational partners is an ongoing, annual process that promotes collaboration and continuous improvement. During the 2026–2027 planning cycle, the School Site Council (SSC), English Learner Advisory Committee (ELAC), and District Advisory Council (DAC) reviewed and discussed the proposed goals and priorities. Staff also provided feedback during a dedicated planning session in spring 2026. The final School Plan for Student Achievement for the 2026–2027 school year was reviewed and approved by the School Site Council in May 2026.

Resource Inequities

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

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

OB Whaley does not qualify for ATSI or CSI at this time.

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.

O.B. Whaley Elementary currently serves approximately 268 students, with 23.8% of students identified as chronically absent. To address this challenge, the school has partnered with the Santa Clara County Office of Education to participate in an attendance improvement program. Through this partnership, the school is strengthening systems and implementing targeted supports to help families overcome barriers and ensure students attend school consistently.

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.

O.B. Whaley Elementary serves a diverse student population, with 71.6% of students identified as socioeconomically disadvantaged and 48.5% classified as English Learners. Our school is committed to closing achievement gaps and meeting the academic and language development needs of all students. To support our English Learners, teachers provide both designated and integrated English Language Development (ELD) along with targeted small-group instruction to strengthen language acquisition and academic skills. O.B. Whaley remains focused on building strong foundational skills in literacy and mathematics, ensuring students receive the support needed to make meaningful academic growth and progress toward proficiency.

Other Needs

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

O.B. Whaley Elementary serves a community where 71.6% of students are identified as socioeconomically disadvantaged. To support the needs of our families, the school has partnered with Santa Clara County organizations and Second Harvest Food Bank to provide a food distribution on campus every first and third Thursday, helping ensure families have access to nutritious food. In addition, O.B. Whaley has created an on-campus clothing closet to provide clothing for students and families who may need additional support. These resources help reduce barriers for families and ensure students come to school ready to learn.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for O. B. Whaley 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.39%	0.37%	0.79%	1	1	2
African American	1.95%	1.87%	3.16%	5	5	8
Asian	23.05%	20.15%	17.39%	59	54	44
Filipino	11.33%	10.82%	10.28%	29	29	26
Hispanic/Latino	59.38%	64.18%	64.03%	152	172	162
Pacific Islander	0.39%	%	%	1		
White	0.78%	0.37%	0.40%	2	1	1
Multiple/No Response	2.73%	2.24%	3.95%	7	6	10
			Total Enrollment	256	268	253

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		19	15
Kindergarten	24	23	24
Grade 1	31	37	27
Grade 2	35	34	37
Grade3	28	47	34
Grade 4	40	31	40
Grade 5	35	40	35
Grade 6	47	37	41
Total Enrollment	256	268	253

Conclusions based on this data:

1. Enrollment is increasing slightly over time. O.B. Whaley's total enrollment has grown from 260 students (2022–23) to 268 students (2024–25), indicating a small but steady increase in student population over the past three years.
2. The student population is predominantly Hispanic/Latino and continues to grow.Hispanic/Latino students make up the largest subgroup, increasing from 56.54% (147 students) in 2022–23 to 64.18% (172 students) in 2024–25. This reflects a growing need for culturally responsive practices and continued support for English Learners.

3. Enrollment shifts are occurring across grade levels. There are notable fluctuations across grade levels, with Grade 3 (47 students) and Grade 5 (40 students) showing higher enrollment in 2024–25, while Grade 6 has decreased compared to prior years. Additionally, the introduction of Transitional Kindergarten (19 students) reflects an expansion in early learning opportunities at the site.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	130	130	115	56.9%	50.8%	45.5%
Fluent English Proficient (FEP)	31	31	26	7.3%	12.1%	10.3%
Reclassified Fluent English Proficient (RFEP)	15	12	10	2.7%	5.9%	3.95%

Conclusions based on this data:

1. The percentage and number of English Learners (ELs) decreased over the three-year period, from 130 students (56.9%) in 2023–24 to 115 students (45.5%) in 2025–26. This indicates a declining EL population overall.
2. The percentage of Fluent English Proficient (FEP) students increased significantly from 7.3% in 2023–24 to 12.1% in 2024–25, before slightly decreasing to 10.3% in 2025–26. This suggests progress in students achieving English proficiency, though continued support is needed to sustain growth.
3. The percentage of Reclassified Fluent English Proficient (RFEP) students fluctuated across the three years, increasing from 2.7% in 2023–24 to 5.9% in 2024–25, then declining to 3.95% in 2025–26. While reclassification efforts showed improvement in 2024–25, the decline in 2025–26 highlights the need for continued targeted ELD instruction and reclassification supports.

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	42	31	50	38	27	46	38	27	46	90.5	87.1	92
Grade 4	43	46	32	40	42	29	40	42	29	93.0	91.3	90.6
Grade 5	47	35	40	46	32	40	46	32	40	97.9	91.4	100
Grade 6	55	46	38	53	44	38	53	44	38	96.4	95.7	100
All Grades	187	158	160	177	145	153	177	145	153	94.7	91.8	95.6

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	2380.	2365.	2354.	13.16	11.11	13.04	26.32	22.22	6.52	7.89	7.41	26.09	52.63	59.26	54.35
Grade 4	2398.	2406.	2400.	5.00	14.29	6.90	5.00	11.90	17.24	35.00	16.67	17.24	55.00	57.14	58.62
Grade 5	2441.	2443.	2452.	10.87	6.25	15.00	23.91	21.88	20.00	13.04	18.75	15.00	52.17	53.13	50.00
Grade 6	2482.	2473.	2472.	7.55	13.64	2.63	18.87	18.18	21.05	37.74	18.18	31.58	35.85	50.00	44.74
All Grades	N/A	N/A	N/A	9.04	11.72	9.80	18.64	17.93	15.69	24.29	15.86	22.88	48.02	54.48	51.63

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	15.79	*	6.52	39.47	*	54.35	44.74	*	39.13
Grade 4	5.00	7.14	*	62.50	78.57	*	32.50	14.29	*
Grade 5	6.52	12.50	7.50	54.35	59.38	57.50	39.13	28.13	35.00
Grade 6	7.55	15.91	7.89	60.38	34.09	39.47	32.08	50.00	52.63
All Grades	8.47	11.72	7.84	54.80	55.86	52.94	36.72	32.41	39.22

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	10.53	*	4.35	36.84	*	34.78	52.63	*	60.87
Grade 4	2.50	9.52	*	62.50	33.33	*	35.00	57.14	*
Grade 5	13.04	3.13	12.50	43.48	62.50	52.50	43.48	34.38	35.00
Grade 6	7.55	6.82	5.26	45.28	43.18	52.63	47.17	50.00	42.11
All Grades	8.47	6.21	6.54	46.89	43.45	45.10	44.63	50.34	48.37

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	0.00	*	8.70	76.32	*	69.57	23.68	*	21.74
Grade 4	2.50	0.00	*	65.00	71.43	*	32.50	28.57	*
Grade 5	13.04	9.38	7.50	65.22	59.38	75.00	21.74	31.25	17.50
Grade 6	9.43	11.36	2.63	79.25	56.82	76.32	11.32	31.82	21.05
All Grades	6.78	6.90	6.54	71.75	64.14	72.55	21.47	28.97	20.92

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	10.53	*	6.52	65.79	*	52.17	23.68	*	41.30
Grade 4	0.00	9.52	*	70.00	61.90	*	30.00	28.57	*
Grade 5	13.04	0.00	7.50	45.65	62.50	72.50	41.30	37.50	20.00
Grade 6	5.66	13.64	5.26	75.47	59.09	71.05	18.87	27.27	23.68
All Grades	7.34	8.97	7.19	64.41	60.00	64.71	28.25	31.03	28.10

Conclusions based on this data:

1. ELA performance remains below standard for a majority of students. Across all tested grades, a large percentage of students are performing below the standard in English Language Arts, indicating that continued focus on literacy instruction and foundational reading skills is needed to support overall student achievement.

2. Student performance varies by grade level. The data shows differences in achievement across grade levels, with some grades demonstrating slightly stronger performance near or above standard, while others have a higher percentage of students performing below standard. This suggests the need for targeted grade-level interventions and differentiated support.

3. Foundational literacy skills remain an area of need. When looking at the claim areas—reading, writing, listening, and research/inquiry—students generally perform lower in areas that require deeper comprehension, writing, and analytical skills. Strengthening foundational literacy, structured writing opportunities, and academic language development will be important for improving overall ELA outcomes.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	42	31	50	41	31	49	41	31	49	97.6	100	98
Grade 4	43	46	32	43	45	31	43	45	31	100.0	97.8	96.9
Grade 5	47	35	40	46	35	40	46	35	40	97.9	100	100
Grade 6	55	46	38	55	46	38	55	46	38	100.0	100	100
All Grades	187	158	160	185	157	158	185	157	158	98.9	99.4	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	2402.	2401.	2373.	14.63	16.13	10.20	24.39	22.58	16.33	19.51	16.13	18.37	41.46	45.16	55.10
Grade 4	2386.	2419.	2422.	2.33	0.00	6.45	2.33	17.78	19.35	32.56	44.44	29.03	62.79	37.78	45.16
Grade 5	2429.	2431.	2443.	13.04	2.86	2.50	8.70	8.57	25.00	15.22	31.43	25.00	63.04	57.14	47.50
Grade 6	2456.	2454.	2456.	7.27	8.70	7.89	10.91	17.39	7.89	21.82	17.39	36.84	60.00	56.52	47.37
Grade 11															
All Grades	N/A	N/A	N/A	9.19	6.37	6.96	11.35	16.56	17.09	22.16	28.03	26.58	57.30	49.04	49.37

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	9.76	19.35	8.16	51.22	41.94	44.90	39.02	38.71	46.94
Grade 4	2.33	4.44	9.68	27.91	60.00	32.26	69.77	35.56	58.06
Grade 5	6.52	5.71	5.00	21.74	22.86	55.00	71.74	71.43	40.00
Grade 6	10.91	10.87	5.26	34.55	36.96	47.37	54.55	52.17	47.37
Grade 11									
All Grades	7.57	9.55	6.96	33.51	41.40	45.57	58.92	49.04	47.47

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	14.63	25.81	12.24	46.34	29.03	38.78	39.02	45.16	48.98
Grade 4	2.33	0.00	0.00	27.91	55.56	58.06	69.77	44.44	41.94
Grade 5	10.87	2.86	2.50	41.30	54.29	52.50	47.83	42.86	45.00
Grade 6	5.45	8.70	2.63	41.82	36.96	42.11	52.73	54.35	55.26
All Grades	8.11	8.28	5.06	39.46	44.59	46.84	52.43	47.13	48.10

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	14.63	16.13	10.20	53.66	61.29	44.90	31.71	22.58	44.90
Grade 4	2.33	2.22	6.45	53.49	57.78	41.94	44.19	40.00	51.61
Grade 5	10.87	2.86	2.50	54.35	62.86	57.50	34.78	34.29	40.00
Grade 6	5.45	15.22	2.63	63.64	47.83	50.00	30.91	36.96	47.37
All Grades	8.11	8.92	5.70	56.76	56.69	48.73	35.14	34.39	45.57

Conclusions based on this data:

1. Mathematics performance remains below standard for many students. Across grade levels, a significant percentage of students are performing below the standard in mathematics, which aligns with the school's Orange performance level. This indicates a continued need for targeted math support and intervention.
2. Conceptual understanding and problem-solving are areas of need. In the claim areas—Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning—students show lower performance, particularly in problem solving and reasoning. This suggests students need more opportunities to engage in mathematical thinking, discourse, and real-world application of skills.
3. Performance varies by grade level, requiring targeted support. The data shows variation in achievement across grade levels, with some grades performing slightly closer to standard than others. This highlights the importance of grade-specific strategies, small group instruction, and differentiated supports to address learning gaps and strengthen foundational math skills across the school.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1436.7	1378.4	1397.8	1436.9	1388.8	1410.1	1436.3	1354.0	1369.1	14	22	16
1	1387.6	1380.8	1425.8	1403.4	1394.3	1436.1	1371.6	1366.8	1414.8	14	21	20
2	1435.8	1397.8	1440.1	1444.8	1384.1	1451.9	1426.4	1411.2	1427.8	15	19	21
3	1447.4	1402.8	1435.2	1438.3	1391.6	1436.3	1456.2	1413.7	1433.7	23	16	25
4	1483.0	1469.0	1479.2	1496.2	1460.5	1482.6	1469.3	1476.9	1475.5	23	24	15
5	1513.5	1502.3	1517.8	1511.1	1502.9	1525.0	1515.5	1501.0	1510.3	23	20	20
6	1535.8	1511.2	1526.6	1542.4	1519.5	1519.3	1528.7	1502.3	1533.4	29	21	15
All Grades										141	143	132

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	21.43	4.55	6.25	35.71	31.82	12.50	35.71	22.73	56.25	7.14	40.91	25.00	14	22	16
1	0.00	0.00	0.00	14.29	14.29	15.00	28.57	38.10	50.00	57.14	47.62	35.00	14	21	20
2	20.00	5.26	4.76	33.33	15.79	33.33	26.67	26.32	38.10	20.00	52.63	23.81	15	19	21
3	4.35	0.00	4.00	26.09	18.75	16.00	39.13	31.25	28.00	30.43	50.00	52.00	23	16	25
4	17.39	8.33	6.67	43.48	41.67	26.67	21.74	16.67	26.67	17.39	33.33	40.00	23	24	15
5	21.74	20.00	25.00	21.74	40.00	35.00	30.43	15.00	30.00	26.09	25.00	10.00	23	20	20
6	34.48	9.52	26.67	31.03	47.62	53.33	24.14	19.05	6.67	10.34	23.81	13.33	29	21	15
All Grades	18.44	6.99	9.85	29.79	30.77	26.52	29.08	23.78	34.09	22.70	38.46	29.55	141	143	132

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	14.29	9.09	12.50	28.57	31.82	25.00	50.00	18.18	31.25	7.14	40.91	31.25	14	22	16
1	14.29	9.52	15.00	14.29	33.33	25.00	50.00	19.05	35.00	21.43	38.10	25.00	14	21	20
2	26.67	5.26	23.81	33.33	26.32	33.33	26.67	31.58	28.57	13.33	36.84	14.29	15	19	21
3	17.39	6.25	16.00	34.78	25.00	28.00	21.74	18.75	12.00	26.09	50.00	44.00	23	16	25
4	56.52	29.17	20.00	21.74	29.17	53.33	8.70	16.67	6.67	13.04	25.00	20.00	23	24	15
5	30.43	40.00	60.00	34.78	35.00	15.00	21.74	0.00	15.00	13.04	25.00	10.00	23	20	20
6	55.17	47.62	33.33	34.48	23.81	53.33	0.00	14.29	0.00	10.34	14.29	13.33	29	21	15
All Grades	34.04	21.68	25.76	29.79	29.37	31.82	21.28	16.78	18.94	14.89	32.17	23.48	141	143	132

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		0.00	6.25		18.18	12.50		54.55	56.25		27.27	25.00		22	16
1		0.00	0.00		9.52	5.00		33.33	55.00		57.14	40.00		21	20
2		5.26	0.00		15.79	19.05		15.79	38.10		63.16	42.86		19	21
3		6.25	0.00		12.50	0.00		18.75	28.00		62.50	72.00		16	25
4		0.00	6.67		20.83	6.67		29.17	40.00		50.00	46.67		24	15
5		5.00	0.00		15.00	15.00		40.00	65.00		40.00	20.00		20	20
6	6.90	4.76	13.33	34.48	19.05	20.00	31.03	38.10	53.33	27.59	38.10	13.33	29	21	15
All Grades	5.67	2.80	3.03	23.40	16.08	10.61	36.88	33.57	46.97	34.04	47.55	39.39	141	143	132

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	21.43	9.09	6.25	71.43	63.64	81.25	7.14	27.27	12.50	14	22	16
1	21.43	33.33	15.00	57.14	33.33	65.00	21.43	33.33	20.00	14	21	20
2	20.00	15.79	28.57	60.00	47.37	52.38	20.00	36.84	19.05	15	19	21
3	8.70	12.50	20.00	69.57	62.50	36.00	21.74	25.00	44.00	23	16	25
4	34.78	29.17	13.33	52.17	54.17	66.67	13.04	16.67	20.00	23	24	15
5	17.39	35.00	15.00	56.52	45.00	70.00	26.09	20.00	15.00	23	20	20
6	17.24	19.05	20.00	62.07	66.67	60.00	20.69	14.29	20.00	29	21	15
All Grades	19.86	22.38	17.42	60.99	53.15	59.85	19.15	24.48	22.73	141	143	132

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	0.00	13.64	12.50	78.57	40.91	50.00	21.43	45.45	37.50	14	22	16
1	0.00	4.76	10.00	71.43	47.62	55.00	28.57	47.62	35.00	14	21	20
2	53.33	0.00	14.29	33.33	47.37	71.43	13.33	52.63	14.29	15	19	21
3	26.09	12.50	20.00	43.48	25.00	32.00	30.43	62.50	48.00	23	16	25
4	56.52	33.33	20.00	26.09	33.33	60.00	17.39	33.33	20.00	23	24	15
5	43.48	60.00	75.00	47.83	15.00	10.00	8.70	25.00	15.00	23	20	20
6	79.31	52.38	80.00	10.34	33.33	6.67	10.34	14.29	13.33	29	21	15
All Grades	42.55	25.87	31.82	39.72	34.97	40.91	17.73	39.16	27.27	141	143	132

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	14.29	0.00	6.25	78.57	72.73	75.00	7.14	27.27	18.75	14	22	16
1	0.00	0.00	0.00	28.57	38.10	45.00	71.43	61.90	55.00	14	21	20
2	13.33	5.26	0.00	66.67	31.58	47.62	20.00	63.16	52.38	15	19	21
3	0.00	0.00	0.00	39.13	25.00	36.00	60.87	75.00	64.00	23	16	25
4	4.35	0.00	6.67	56.52	41.67	40.00	39.13	58.33	53.33	23	24	15
5	8.70	5.00	0.00	47.83	50.00	65.00	43.48	45.00	35.00	23	20	20
6	6.90	4.76	6.67	44.83	47.62	40.00	48.28	47.62	53.33	29	21	15
All Grades	6.38	2.10	2.27	50.35	44.76	49.24	43.26	53.15	48.48	141	143	132

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	61.54	13.64	12.50	30.77	54.55	25.00	7.69	31.82	62.50	13	22	16
1	7.14	0.00	0.00	35.71	33.33	65.00	57.14	66.67	35.00	14	21	20
2	20.00	0.00	4.76	60.00	47.37	47.62	20.00	52.63	47.62	15	19	21
3	17.39	6.25	0.00	52.17	43.75	36.00	30.43	50.00	64.00	23	16	25
4	4.35	12.50	0.00	65.22	54.17	53.33	30.43	33.33	46.67	23	24	15
5	21.74	15.00	5.00	52.17	60.00	80.00	26.09	25.00	15.00	23	20	20
6	24.14	14.29	26.67	58.62	66.67	60.00	17.24	19.05	13.33	29	21	15
All Grades	20.71	9.09	6.06	52.86	51.75	52.27	26.43	39.16	41.67	140	143	132

Conclusions based on this data:

1. Most English Learners are performing in the middle proficiency levels (Levels 2 and 3). Across the overall ELPAC results, the majority of students fall within Level 2 (Somewhat Developed) and Level 3 (Moderately Developed).

This indicates that many students are making progress in their English language development but still require continued support to reach Level 4 (Well Developed) proficiency.

2. Students demonstrate stronger skills in oral language than in written language. The domain data shows that students tend to perform better in Listening and Speaking than in Reading and Writing. This suggests that while students are developing conversational and oral academic language, additional support is needed to strengthen literacy skills such as reading comprehension, vocabulary development, and written expression.

3. Early grade levels show the highest concentration of beginning English proficiency. Kindergarten through the primary grades have a higher percentage of students in the Beginning or Emerging levels, reflecting students who are in the early stages of English acquisition. This highlights the importance of strong Designated and Integrated English Language Development (ELD) instruction and targeted small-group support to help students build language skills early in their academic careers.

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**
268	**71.6%**	**48.5%**	**0.0%**
Total Number of Students enrolled in O. B. Whaley 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	130	48.5%
Foster Youth	0	0.0%
Homeless	6	2.2%
Socioeconomically Disadvantaged	192	71.6%
Students with Disabilities	36	13.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.9%
American Indian	1	0.4%
Asian	54	20.1%
Filipino	29	10.8%
Hispanic	172	64.2%
Two or More Races	6	2.2%
Pacific Islander	0	0.0%
White	1	0.4%

Conclusions based on this data:

1. O.B. Whaley serves a high percentage of socioeconomically disadvantaged students. Out of 268 enrolled students, 71.6% (192 students) are identified as socioeconomically disadvantaged. This indicates that many families may

face economic barriers, highlighting the importance of providing additional supports and resources to ensure students have equitable access to learning opportunities.

2. Nearly half of the student population are English Learners. The school has 130 English Learners, representing 48.5% of the total student population. This emphasizes the need for strong Designated and Integrated English Language Development (ELD) instruction and targeted academic supports to help students develop English proficiency while accessing grade-level content.

3. The student population is predominantly Hispanic/Latino. The largest racial/ethnic group at O.B. Whaley is Hispanic/Latino, representing 64.2% (172 students) of the school population, followed by Asian students at 20.1% (54 students) and Filipino students at 10.8% (29 students). This diverse student body highlights the importance of culturally responsive teaching practices and strong family engagement within the school community.

School and Student Performance Data

Overall Performance

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.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance is consistently in the Orange level across key areas. O.B. Whaley is performing at the Orange level in English Language Arts, Mathematics, and English Learner Progress, indicating that while students are making some progress, there is a continued need for targeted academic support and intervention to move toward higher performance levels.

2. Chronic absenteeism is a significant area of concern. The school is identified in the Red level for Chronic Absenteeism, the lowest performance category. This highlights a critical need to strengthen attendance systems, family outreach, and supports to ensure students are consistently present and able to engage in learning.

3. School climate shows moderate outcomes with room for improvement. The Suspension Rate is at the Orange level, suggesting that while behavior systems are in place, there is an opportunity to continue strengthening PBIS practices, student supports, and proactive behavior strategies to improve overall school climate and reduce suspensions.

School and Student Performance Data

Academic Performance
English Language Arts

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.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
64.6 points below standard	88.2 points below standard	Fewer than 11 students - No Data for Privacy
Declined 6.1 points	Declined 23.3 points	1 Student
149 Students	81 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	63.9 points below standard
	10 Students	Maintained 2.7 points
		116 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
177.1 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 3.8 points	2 Students	
14 Students		

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
34.1 points below standard	3.6 points below standard	85.5 points below standard
Declined 13.3 points	Declined 8.3 points	Maintained -0.1 points
31 Students	16 Students	95 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
4 Students		1 Student

Conclusions based on this data:

1. Overall ELA performance is below the state standard. All students at O.B. Whaley are performing at the Orange level in English Language Arts, scoring 64.6 points below the standard and showing a decline of 6.1 points from the previous year. This indicates a need for continued focus on strengthening literacy instruction and foundational reading and writing skills across grade levels.
2. English Learners and Hispanic students show the greatest need for academic support in ELA. English Learners are performing in the Red level, at 88.2 points below the standard with a decline of 23.3 points, indicating a significant achievement gap. Similarly, Hispanic students are also performing in the Red level, 85.5 points below the standard, which highlights the need for targeted language development and literacy support for these student groups.
3. Some student groups are closer to meeting the standard but still below expectations. Asian students and socioeconomically disadvantaged students are performing in the Orange level, indicating they are somewhat closer to meeting grade-level expectations but still below the state standard. This suggests that while progress may be occurring for some groups, additional academic supports and differentiated instruction are needed to improve outcomes for all students.

School and Student Performance Data

Academic Performance
Mathematics

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
75.2 points below standard	86 points below standard	Fewer than 11 students - No Data for Privacy
Declined 5.8 points	Declined 17.9 points	1 Student
151 Students	83 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	128 points below standard	74.9 points below standard
	11 Students	Increased 4 points
		118 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
160.4 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 8.3 points	2 Students	
14 Students		

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Red
29.3 points below standard	15.3 points below standard	101.9 points below standard
Declined 3 points	Declined 14.4 points	Declined 11.4 points
31 Students	16 Students	97 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
4 Students		1 Student

Conclusions based on this data:

1. Overall mathematics performance is below the state standard. All students at O.B. Whaley are performing at the Orange level in Mathematics, scoring 75.2 points below the standard, with a decline of 5.8 points from the previous year. This indicates a continued need to strengthen foundational math skills and provide targeted instructional support across grade levels.
2. Hispanic students and English Learners show the greatest need for support in mathematics. Hispanic students are performing in the Red level, scoring 101.9 points below the standard with a decline of 11.4 points, while English Learners are performing in the Orange level, 86 points below the standard with a decline of 17.9 points. These results highlight the need for focused math interventions and strategies that support both mathematical understanding and academic language development.
3. Some student groups are showing small improvements but remain below standard. Socioeconomically disadvantaged students are in the Yellow level, 74.9 points below the standard, and showed a 4-point increase, indicating some improvement. Additionally, students with disabilities increased by 8.3 points, suggesting that targeted supports may be helping some groups make progress, though continued efforts are needed to close achievement gaps.

School and Student Performance Data

Academic Performance
Science

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
40.9 science points	39.3 science points	0 Students
Increased 2.2 points	Maintained -1 points	
39 Students	23 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	39.2 science points
	4 Students	Maintained 0.6 points
		31 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 37.6 science points Maintained 1.8 points 23 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Overall science performance is approaching the state standard and showing improvement. All students at O.B. Whaley are performing in the Yellow level in Science, with a score of 40.9 points below the standard and an increase of 2.2 points from the previous year. This suggests that students are making gradual progress in science achievement.
2. Some student groups are maintaining or slightly improving their science performance. Socioeconomically disadvantaged students and Hispanic students maintained or slightly increased their scores, with 39.2 science points (maintained) for socioeconomically disadvantaged students and 37.6 science points (increased by 1.8 points) for Hispanic students. This indicates some stability and incremental improvement among key student groups.
3. Several student groups do not have enough data for performance ratings. Many subgroups, including English Learners, Asian students, Filipino students, and students with disabilities, show “No Performance Color” due to small sample sizes. This limits the ability to fully evaluate science achievement trends for these groups and highlights the importance of monitoring future data as more students participate in the assessment.

School and Student Performance Data

Academic Performance
English Learner Progress

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.

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Orange	No Performance Color
40.5 making progress.	making progress.
Number Students: 111 Students	Number Students: 1 Student

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
16.2%	43.2%	2.7%	37.8%

Conclusions based on this data:

1. The English Learner Progress Indicator is currently in the Orange performance level, with 40.5% of English Learners making progress toward English language proficiency. This indicates that less than half of EL students are demonstrating adequate annual growth, highlighting a continued need for targeted ELD support and intervention.
2. A large percentage of students, 43.2%, maintained lower ELP levels rather than progressing. This suggests many English Learners are remaining stagnant in language development and may benefit from increased differentiated instruction, designated ELD time, and consistent progress monitoring.
3. While 37.8% of students progressed at least one ELPI level, only 2.7% maintained ELPI Level 4, and 16.2% decreased one ELPI level. This demonstrates that although some students are making gains, there is still a significant group experiencing regression or not reaching advanced proficiency levels, emphasizing the importance of strengthening language acquisition supports schoolwide.

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.

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

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


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	English Learners	Long-Term English Learners
 Red	 Red	 No Performance Color
27.6% Chronically Absent	25.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 2.7	Increased 3.3	1 Student
286 Students	138 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	55% Chronically Absent	31.1% Chronically Absent
	Declined 2.1	Increased 3.4
	20 Students	222 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
28.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 3.3	5 Students	1 Student
45 Students		

Asian	Filipino	Hispanic
		
Green	No Performance Color	Red
7.1% Chronically Absent	6.9% Chronically Absent	37.1% Chronically Absent
Declined 2.5	Declined 3.4	Increased 5.5
56 Students	29 Students	186 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
8 Students		1 Student

Conclusions based on this data:

1. Chronic absenteeism is a significant challenge for the school. O.B. Whaley is in the Red performance level for Chronic Absenteeism, with 27.6% of students chronically absent, representing 286 students. This rate increased by 2.7 percentage points, indicating that attendance remains a critical area for improvement.
2. Certain student groups experience higher rates of chronic absenteeism. Several student groups show elevated absenteeism rates, including Hispanic students (37.1%), socioeconomically disadvantaged students (31.1%), and English Learners (25.4%). These trends suggest that targeted supports and outreach may be needed to address barriers affecting attendance for these groups.
3. Some student groups show lower absenteeism rates. Asian students demonstrate a lower chronic absenteeism rate at 7.1%, performing in the Green level, which suggests stronger attendance patterns within this group. This highlights variation in attendance outcomes across student groups and the opportunity to learn from successful engagement strategies.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	1	1

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	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
1.7% suspended at least one day	2.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1%	Increased 2.1%	1 Student
296 Students	140 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.8% suspended at least one day
2 Students	Maintained 0%	Increased 0.9%
	21 Students	228 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
2.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 1.2%	5 Students	1 Student
47 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	3.3% suspended at least one day	2.1% suspended at least one day
Maintained 0%	Increased 3.3%	Increased 1.5%
57 Students	30 Students	193 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
8 Students	1 Student	1 Student

Conclusions based on this data:

1. Overall suspension rates are relatively low but have increased. O.B. Whaley is in the Orange performance level, with 1.7% of students suspended at least once, reflecting a 1% increase from the previous year. While suspension rates remain low overall, the increase suggests a need to continue strengthening proactive behavior supports.
2. Some student groups have higher suspension rates than others. English Learners (2.1%), Hispanic students (2.1%), and Filipino students (3.3%) show higher suspension rates, with increases noted for each group. This indicates a need for continued focus on equitable discipline practices and targeted behavioral supports.
3. Positive trends are evident for some student groups. Asian students had 0% suspension (Blue level), and students with disabilities showed a decrease in suspensions (down 1.2%), indicating that for some groups, behavior supports and interventions are having a positive impact.

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.

Conditions for Learning
O.B. Whaley Elementary will ensure equitable access to a high-quality education by creating the conditions necessary for all students to learn and succeed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

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.

O.B. Whaley Elementary reviews multiple data sources, including the California School Dashboard, CAASPP, ELPAC, i-Ready diagnostics, attendance data, and local assessments, to identify strengths and areas for growth. Current Dashboard data indicates the suspension rate is in the Orange performance level, with 1.7% of students suspended at least one day, highlighting the continued need to strengthen PBIS supports and maintain a safe, respectful, and supportive school climate.

Academic achievement remains an area of focus. O.B. Whaley is in the Orange performance level for both Mathematics and English Language Arts (ELA), with students performing 75.2 points below standard in Math and 64.6 points below standard in ELA. Achievement gaps continue for Hispanic students in Mathematics and English Learners in ELA, emphasizing the need for targeted, data-driven instruction and intervention. To address these needs, the school will continue focusing on essential standards, standards-aligned instruction, common assessments, and targeted interventions to accelerate student learning.

English Learner progress is also in the Orange performance level, with 40.5% of students making progress toward English proficiency. Strengthening designated and integrated ELD instruction and increasing reclassification rates remain priorities for the 2026–2027 school year.

Chronic absenteeism remains a significant concern, with 27.6% of students chronically absent, placing the school in the Red performance level. Continued attendance improvement efforts and family engagement strategies will remain a focus.

O.B. Whaley serves 268 students, with 71.6% identified as socioeconomically disadvantaged and 48.5% identified as English Learners. In response to identified needs, the school will continue to prioritize equitable access to rigorous, standards-aligned instruction, implementation of essential standards, targeted academic interventions, PBIS supports, and positive family partnerships to improve student outcomes and school climate.

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
CA Dashboard Conditions and Climate	Suspension rate is in the Orange performance level, with 1.7% of students suspended at least one day.	The suspension rate will decrease by at least 0.5%, moving toward the Yellow performance level.
CAASPP ELA	30% of students met or exceeded standards in English Language Arts, with overall performance in the Orange level.	Overall ELA proficiency will increase by at least 3%, and the proficiency gap among student subgroups will decrease by 2%.
CAASPP Math	23% of students met or exceeded standards in Mathematics; 28% nearly met standards, while 49% did not meet standards. Performance remains in the Orange level.	Overall Math proficiency will increase by at least 3%, and the proficiency gap among student subgroups will decrease by 2%.
CAST	Overall performance is below standard, with Hispanic students performing below standard. No performance color was assigned.	Science proficiency will increase, and the proficiency gap among student subgroups will decrease by 2%.
ELPAC	40.5% of English Learners are making progress toward English language proficiency, with performance in the Orange level.	At least 3% more English Learners will make progress toward proficiency, and reclassification rates will increase.
iReady Reading T3 Diagnostic	23% of students are at or above grade level, while 41% are one grade level below.	The percentage of students at or above grade level will increase by at least 3%, and the proficiency gap among student subgroups will decrease by 2%.
iReady Math T3 Diagnostic	23% of students are at or above grade level, while 44% are one grade level below.	The percentage of students at or above grade level will increase by at least 3%, and the proficiency gap among student subgroups will decrease by 2%.

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	Strategy 1.1 Intervention and Instructional Support Provide Tier 2 intervention and targeted supports for students identified below grade level in i-Ready Reading and/or Mathematics. Students requiring additional intensive literacy support will receive small-group intervention instruction delivered by teachers, intervention staff, and/or consultants using research-based programs and materials, including but not limited to Language!, Explode the Code, Corrective Reading, and Leveled Literacy Intervention (LLI). Interventions will focus on essential standards, foundational literacy skills, and differentiated instruction to accelerate student progress. Students participating in intervention programs will be regularly monitored through assessment data to evaluate growth and adjust supports as needed. Interventions may be provided	All Students EL Students Students Below Grade Level Students with behavior that impedes learning	18281.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries 7000.00 Supplemental Fund 4000-4999: Books And Supplies 2851.00 General Fund 4000-4999: Books And Supplies classroom supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	during the school day, with additional support from certificated staff and instructional assistants as appropriate.		
1.2	Strategy 1.2 Digital Content Students will have access to digital learning tools and resources that support standards-aligned instruction and student achievement in English Language Arts, Mathematics, and Science.	All Students ELs Students below grade level Students with behavior that impedes learning.	3650.00 General Fund 5800: Professional/Consulting Services And Operating Expenditures 4620.00 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures
1.3			
1.4			

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.

O.B. Whaley Elementary implemented a multi-tiered approach to strengthen student achievement in English Language Arts, Mathematics, and Science.

Strategy 1.1 focused on ongoing, data-driven professional development aligned to site priorities, including small group instruction, foundational literacy, and targeted math supports. Professional learning was provided through site-based collaboration days, coaching cycles, and grade-level PLCs, resulting in more consistent and intentional instructional practices across classrooms.

Strategy 1.2 emphasized targeted, tiered interventions using programs such as i-Ready Reading and Mathematics, SIPPS, and Leveled Literacy Instruction. Students performing below grade level received structured small group instruction, with designated intervention time increasingly protected and implemented with greater fidelity.

Strategy 1.3 increased student access to standards-aligned digital tools, including i-Ready MyPath. Usage and progress were regularly monitored to ensure students met expected instructional minutes, contributing to measurable growth on i-Ready diagnostics and classroom-based assessments.

Strategy 1.4 ensured that classrooms and learning environments remained safe, structured, and well-resourced, supporting student engagement, focus, and overall readiness to learn.

Overall, these strategies contributed to student growth and helped address performance gaps, particularly for English Learners and students performing below grade level. Moving forward, continued refinement of instructional practices, targeted interventions, and professional learning will be essential to further accelerate student outcomes.

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

All budgeted expenditures were implemented as intended to support the strategies and activities outlined in the SPSA. Resources were allocated and utilized in alignment with the plan to address identified student needs, and no major differences were noted between the intended implementation and expenditures.

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

Based on the analysis of current data, several refinements will be made to strengthen this goal, its associated outcomes, metrics, and strategies in the 2026–2027 SPSA.

The goal itself will remain focused on improving student achievement in English Language Arts, Mathematics, and Science, with an increased emphasis on accelerating outcomes for English Learners and students performing below grade level. Annual outcomes will be adjusted to reflect more targeted and measurable growth, including increases in overall proficiency rates (minimum of 3%) and a reduction in subgroup performance gaps (minimum of 2%). Additional emphasis will be placed on English Learner progress, including measurable increases in ELPAC progress and reclassification rates.

Metrics will be refined to align more closely with Dashboard indicators and local data. This includes continued use of CAASPP (ELA and Math), ELPAC progress, CAST (Science), and i-Ready Diagnostics (Reading and Math), as well as the inclusion of chronic absenteeism and suspension rate data to better monitor conditions that impact student learning.

Strategies and activities will be adjusted to increase effectiveness and consistency of implementation. Key changes include:

Strengthening designated and integrated ELD across all classrooms with a clearer focus on language objectives and academic discourse.
Increasing the intensity and monitoring of targeted interventions during the school day, including protected intervention blocks and progress monitoring cycles.
Enhancing the use of data within PLCs to drive instructional decisions and differentiate support for student groups.
Expanding professional development to focus on data-driven instruction, language-rich teaching strategies, and alignment to grade-level standards.
Increasing efforts to improve student attendance and engagement as a means to support academic growth.

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.

Engagement
O.B. Whaley will provide programs and opportunities that foster meaningful student participation and family engagement in the school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

Identified Need

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

The California School Dashboard identifies Chronic Absenteeism as a key indicator of student engagement. O.B. Whaley Elementary is currently in the Red performance level, with 27.6% of students classified as chronically absent, reflecting an increase. This data indicates a need for intensified, targeted supports, particularly for Hispanic students and socioeconomically disadvantaged students.

Suspension rate is also an indicator of student engagement and school climate. O.B. Whaley Elementary is in the Orange performance level, with 1.7% of students suspended at least one day, showing a slight increase. While rates remain relatively low, the data highlights the need for continued focus on proactive behavioral supports, especially for Hispanic students.

According to PowerSchool Chronic Absenteeism data, over one-quarter of students have been identified as chronically absent, reinforcing the need to strengthen attendance systems, family outreach, and early intervention strategies, particularly for socioeconomically disadvantaged students.

The PowerSchool Incident Management Report recorded 59 behavior-related office referrals, with Other Means of Correction (OMC) implemented in 95% of cases. This reflects strong alignment with PBIS practices; however, the data also suggests a need to expand proactive and preventative supports, particularly for Hispanic students.

Each fall, Evergreen School District administers the EESD Safety Survey to staff, families, and students in grades 3–6. Results from the most recent survey indicate that 95% of staff, 96% of students, and 77% of families report being familiar or very familiar with schoolwide behavior expectations and rules. While awareness among staff and students is high, continued efforts are needed to increase family understanding and engagement.

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
CA Dashboard Engagement	Chronic absenteeism is in the Red performance level, with 27.6% of students chronically absent, reflecting an increase. Hispanic students are disproportionately impacted and also fall within the Red level.	The overall chronic absenteeism rate will decrease by at least 4%, with rates for identified student groups (including Hispanic students) decreasing by at least 2%.
CA Dashboard Conditions and Climate	Suspension rate is in the Orange performance level, with 1.7% of students suspended at least one day, reflecting a slight increase.	The overall suspension rate will decrease by at least 0.5%, with suspension rates for identified student groups decreasing by at least 1%
PowerSchool Chronic Absenteeism Report	27.6% of students were identified as chronically absent based on PowerSchool data, with Hispanic students identified as a group of concern.	The percentage of chronically absent students will decrease to 23% or lower, with targeted reductions among identified student groups.
PowerSchool Incident Management	95% of behavior incidents were addressed using Other Means of Correction (OMC), with a total of 59 office referrals. Socioeconomically disadvantaged students were disproportionately represented in referrals.	The number of office referrals will decrease, with disproportionate referral rates for identified student groups reduced by at least 3%, while maintaining high use of OMC.
EESD Safety Survey	95% of staff, 96% of students, and 77% of families report being familiar or very familiar with schoolwide expectations and rules.	99% of staff and students, and at least 85% of families, will report being familiar or very familiar with school wide expectations and rules.

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	Strategy 2.1 PBIS Staff will continue to implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) system to promote a safe, respectful, and positive school climate. Activities will include regular recognition of positive student behavior, ongoing review of behavior data, Tier 2 student supports, and professional development focused on effective behavior intervention strategies. Supports may include asset-building lessons and activities, social-emotional learning, Project Cornerstone lessons, schoolwide reward systems, PBIS rallies, and student assemblies.	All Students	1483.00 Supplemental Fund 4000-4999: Books And Supplies
2.2	Strategy 2.2 Family Engagement To strengthen family and community partnerships, the school will provide a variety of opportunities for parent, caregiver, and community engagement. Activities may include, but are not limited to, Family Nights in collaboration with PTA, Back to School Night, Open House, School Beautification Days, Spirit Days, community service opportunities, volunteer opportunities, attendance workshops,		1302.00 Title I 4000-4999: Books And Supplies 2500.00 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	parent education nights, and other events that promote meaningful family involvement and student success.		Kinder bootcamp 1463.00 Title III 1000-1999: Certificated Personnel Salaries Family Educational Nights
2.3	Strategy 2.3 Family Communication Support consistent family communication through the use of digital and printed resources to strengthen home-school partnerships and student success. Communication tools and resources may include, but are not limited to, PBIS handbooks, homework folders, Friday folders, student planners, ParentSquare messaging, email communication, translation services, home visits, SST handbooks, and 504 handbooks.		5415.00 Supplemental Fund 2000-2999: Classified Personnel Salaries 677.00 Title III 2000-2999: Classified Personnel Salaries
2.4	Strategy 2.4 Enrichment Opportunities Staff will provide students with regular leadership opportunities that promote positive school culture, responsibility, and student voice. Opportunities may include, but are not limited to, Student Council, Expect Respect, peer mentoring, intervention supports, and social skills groups and lessons. Students will also have opportunities to participate in enrichment activities outside of the regular school day to support engagement, creativity, and connectedness to school. Activities may include, but are not limited to, Artisans Club, collaborations with local high school programs, VAPA-related activities, and teacher-led clubs.	All Students	8510.00 General Fund 1000-1999: Certificated Personnel Salaries SEAT hours 3991.00 Title III 4000-4999: Books And Supplies
2.5	Strategy 2.5 Sports, Music, and Art	All Students	4000.00 Supplemental Fund 1000-1999: Certificated Personnel Salaries Wrestling

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.

O.B. Whaley Elementary implemented a series of strategies to strengthen school climate, increase student engagement, and improve attendance and behavior outcomes.

Strategy 2.1 focused on strengthening the Positive Behavior Interventions and Supports (PBIS) framework, including clear schoolwide expectations, student recognition systems, and consistent reinforcement practices. Incentives such as

Whaley Way recognition, assemblies, and classroom celebrations supported student engagement. As a result, 95% of behavior incidents were addressed using Other Means of Correction (OMC), reflecting strong alignment with PBIS practices.

Strategy 2.2 emphasized family engagement through events such as Math and Literacy Nights, Trunk-or-Treat, and other community-building activities. These efforts contributed to strong awareness of school expectations, with 95% of staff, 96% of students, and 77% of families reporting familiarity with schoolwide rules and expectations.

Strategy 2.3 promoted student voice and inclusion through leadership opportunities such as Student Council and Peace Ambassadors, helping to build a more inclusive and supportive school environment.

Strategy 2.4 focused on strengthening campus supervision and behavior supports, including increased adult presence, staff training in behavior response strategies, and structured lunchtime activities to promote positive student interactions.

While these strategies contributed to a positive school climate and strong use of proactive behavior supports, data indicates that additional focus is needed. Chronic absenteeism remains in the Red performance level at 27.6%, and suspension rates increased to the Orange level at 1.7%. Additionally, some student groups, including Hispanic students and socioeconomically disadvantaged students, continue to be disproportionately impacted.

Overall, the strategies under Goal 2 were implemented with fidelity and contributed to a positive and connected school culture. Moving forward, increased emphasis on attendance interventions, targeted supports for identified student groups, and continued strengthening of PBIS systems will be essential to improving student outcomes.

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

All budgeted expenditures were implemented as intended to support the strategies and activities outlined in the SPSA. Resources were allocated and utilized in alignment with the plan to address identified student needs, and no major differences were noted between the intended implementation and expenditures.

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

The goal will remain focused on improving school climate, student engagement, and attendance; however, there will be an increased emphasis on reducing chronic absenteeism and addressing disproportionate outcomes among Hispanic students and socioeconomically disadvantaged students. Annual outcomes will be revised to include more specific and measurable targets, such as decreasing chronic absenteeism by at least 4% overall and by 2% for identified student groups, as well as reducing suspension rates and disproportionality in behavior referrals.

Metrics will be refined to ensure closer alignment with Dashboard indicators and site data. Chronic absenteeism (Dashboard and PowerSchool), suspension rates, and incident data will continue to be key measures, with additional attention to subgroup performance. The EESD Safety Survey will remain a metric to monitor student, staff, and family perceptions of school climate and expectations.

Strategies and activities will be adjusted to address identified needs. Key changes include:

Strengthening attendance systems through earlier identification, consistent monitoring, and targeted interventions for students at risk of chronic absenteeism.
Increasing family engagement efforts specifically tied to attendance awareness and support.
Enhancing PBIS implementation with a greater focus on Tier 2 supports and proactive strategies for identified student groups.
Providing additional staff training on culturally responsive practices and behavior supports.
Expanding student engagement opportunities during the school day, particularly during unstructured times such as recess and lunch.

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.

Conditions for Learning
Students at O.B. Whaley Elementary will increase achievement and make measurable progress toward grade-level proficiency in Mathematics, English Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

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

The California School Dashboard uses student performance on the CAASPP in English Language Arts (ELA) and Mathematics to measure academic achievement. Schools are assigned a performance level based on both current achievement and change over time.

At O.B. Whaley Elementary, the school is in the Orange performance level for both ELA and Mathematics. Students are performing 64.6 points below standard in ELA and 75.2 points below standard in Mathematics, with both areas showing a decline in performance. These results indicate a continued need for targeted instructional support and acceleration of student learning.

The California Science Test (CAST), administered in grade 5, is reported as an informational indicator on the Dashboard. O.B. Whaley is currently in the Yellow performance level for Science, with approximately 26% of students meeting or exceeding standards, indicating moderate performance with room for growth.

To monitor ongoing academic progress, Evergreen School District utilizes i-Ready Diagnostic assessments in grades K–6. Current data shows that approximately 23% of students are performing at or above grade-level expectations in both Reading and Mathematics. Additionally, a significant percentage of students are performing one grade level below, indicating the need for continued targeted intervention and support to move students toward grade-level proficiency.

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 Results	30% of students met or exceeded standards in English Language Arts.	At least 33% of students will meet or exceed standards, reflecting a minimum 3% increase in overall proficiency.
CAASPP Math Results	23% of students met or exceeded standards in Mathematics.	At least 26% of students will meet or exceed standards, reflecting a minimum 3% increase in overall proficiency.
CAST Results	26% of students met or exceeded standards in Science.	At least 30% of students will meet or exceed standards, reflecting continued growth in Science achievement.

iReady Reading T3 Diagnostic	23% of students are performing at or above grade level in Reading.	At least 26% of students will perform at or above grade level, reflecting a minimum 3% increase.
iReady Math T3 Diagnostic	23% of students are performing at or above grade level in Mathematics.	At least 28% of students will perform at or above grade level, reflecting accelerated growth in Mathematics.

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	Strategy 3.1 Effective Learning Environments To support student access to learning, staff will provide the operational resources, materials, and services necessary to maintain effective instructional environments. Supports may include, but are not limited to, classroom and department budgets, copier maintenance and supplies, instructional materials, and overtime for staff to complete projects and responsibilities outside of contracted work hours.	All students	2011.00 Supplemental Fund 4000-4999: Books And Supplies 7000.00 General Fund 5000-5999: Services And Other Operating Expenditures Copy Machine Maintenance
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring to evaluate student achievement and inform instructional decisions. Monitoring processes and collaboration structures may include, but are not limited to, Professional Learning Communities (PLCs), Data Walks, Equity Walks, Instructional Rounds, data analysis meetings, and release time for teacher collaboration and instructional planning.	All Students	

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.

To support student progress toward proficiency in ELA, Mathematics, and Science, O.B. Whaley implemented key strategies focused on maintaining effective learning environments and strengthening the use of data to guide instruction.

Strategy 3.1 ensured that operational resources were allocated to support optimal learning conditions. This included providing classroom supplies, addressing facility needs, and offering additional support as needed to maintain safe, stable, and well-equipped environments for teaching and learning.

Strategy 3.2 focused on consistent progress monitoring through targeted staff meetings, data walks, equity walks, and instructional conversations. Staff regularly analyzed student data, including CAASPP, i-Ready diagnostics, and classroom assessments, to inform instruction and provide targeted support for students.

As a result of these efforts, systems for monitoring student progress and adjusting instruction have strengthened across the site. While overall proficiency levels in ELA, Math, and Science remain an area of need, data shows gradual

progress and improved alignment of instructional practices. These foundational systems position the school to accelerate student achievement and move closer to meeting expected outcomes.

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

All budgeted expenditures were implemented as intended to support the strategies and activities outlined in the SPSA. Resources were allocated and utilized in alignment with the plan to address identified student needs, and no major differences were noted between the intended implementation and expenditures.

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

Based on the analysis of current data, refinements will be made to strengthen Goal 3, including adjustments to annual outcomes, metrics, and strategies to better accelerate student achievement.

The goal will remain focused on improving student outcomes in ELA, Mathematics, and Science; however, there will be a stronger emphasis on increasing the rate of growth for students performing below grade level and for English Learners. Annual outcomes will be updated to reflect more ambitious yet attainable targets, including minimum increases of 3% in overall proficiency across CAASPP and i-Ready measures, along with a continued focus on reducing subgroup performance gaps.

Metrics will be refined to ensure clear alignment with both state and local data sources. CAASPP (ELA and Math), CAST (Science), and i-Ready Diagnostics (Reading and Math) will continue to be used as primary indicators, with more consistent progress monitoring checkpoints built into the cycle of instruction. Additional attention will be given to tracking growth over time rather than only end-of-year outcomes.

Strategies and activities will be adjusted to improve implementation and impact. Key changes include:

Strengthening data-driven instruction through more frequent and structured collaboration focused on student work and targeted next steps.
Increasing the use of formative assessments and progress monitoring tools to respond more quickly to student needs.
Providing additional professional development on differentiation, small group instruction, and scaffolding for English Learners.
Ensuring protected time for intervention and acceleration during the instructional day, with clearer systems for monitoring effectiveness.
Expanding instructional rounds and data walks with a more explicit focus on student discourse, engagement, and access to grade-level content.

These changes are reflected throughout the 2026–2027 SPSA, specifically in the revised Goal 3 narrative, updated Annual Measurable Outcomes table, refined Metrics/Indicators section, and the Strategies and Expenditures section aligned to Goal 3.

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$74,754.00
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	$3,802.00
Title III	$6,131.00

Subtotal of additional federal funds included for this school: $9,933.00

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 ($)
General Fund	$22,011.00
Supplemental Fund	$42,810.00

Subtotal of state or local funds included for this school: $64,821.00

Total of federal, state, and/or local funds for this school: $74,754.00

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
Supplemental Fund	49952.00	7,142.00
Title I	58915.00	55,113.00
Title III	7410.00	1,279.00
General Fund	25728.00	3,717.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	22,011.00
Supplemental Fund	42,810.00
Title I	3,802.00
Title III	6,131.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,754.00
2000-2999: Classified Personnel Salaries	6,092.00
4000-4999: Books And Supplies	18,638.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,270.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	8,510.00
4000-4999: Books And Supplies	General Fund	2,851.00
5000-5999: Services And Other Operating Expenditures	General Fund	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	3,650.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	22,281.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	5,415.00
4000-4999: Books And Supplies	Supplemental Fund	10,494.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	4,620.00
1000-1999: Certificated Personnel Salaries	Title I	2,500.00
4000-4999: Books And Supplies	Title I	1,302.00
1000-1999: Certificated Personnel Salaries	Title III	1,463.00
2000-2999: Classified Personnel Salaries	Title III	677.00
4000-4999: Books And Supplies	Title III	3,991.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,402.00
Goal 2	29,341.00
Goal 3	9,011.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Andrea Fangonilo	Other School Staff
Rachel Pintor	Classroom Teacher
Rachelle Dewees	Parent or Community Member
Huanimban Baltazar	Parent or Community Member
Isabel Gonzalez	Parent or Community Member
Gina Ornellas	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/20/2025.

Attested:

	Principal, Gina Ornellas on May 20,2026
	SSC Chairperson, Andrea Fangonilo on May 20,2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Prop 28 Arts & Music

2024-25

SCHOOL: *OB WHALEY* **SITE #** **003** **ALLOCATION:** **$ 42,532.00**

8506.4 $ 34,025.

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-6770-0	1120	00-1110	1000	003	27,941
Substitute Teachers (*paid by site)*	060-6770-0	1150	00-1110	1000	003	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	060-6770-0		00-1110		003	
21.71% Benefits	060-6770-0	3xx1	00-1110		003	6,067
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-6770-0	2190	00-1110	1000	003	
*Other**	060-6770-0		00-1110		003	
36.61% Benefits	060-6770-0	3xx2	00-1110		003	-
Supplies (for POs & reimbursements)						
Books	060-6770-0	4200	00-1110	1000	003	
Classroom Supplies	060-6770-0	4310	00-1110	1000	003	
Equipment $500 -4,999 *(function depends on use*)*	060-6770-0	4400	00-1110		003	
*Other**	060-6770-0		00-1110		003	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-6770-0	5210	00-1110	1000	003	
Conference Registration Fees	060-6770-0	5220	00-1110	1000	003	
Mileage Reimbursement	060-6770-0	5299	00-1110	1000	003	
Consultant/Contractors	060-6770-0	5815	00-1110	1000	003	$ 8,506
Field Trip	060-6770-0	5840	00-1110	1000	003	
*Other**	060-6770-0		00-1110		003	
*Other**	060-6770-0		00-1110			

**Fill out with Business Office - we're happy to help*

TOTAL BUDGET **42,514**

should match Allocation

variance: 18

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
Business Services

Supplemental Site Budget

2024-25

SCHOOL: *OB WHALEY* **SITE #** **003** *3 digits - 0##* **ALLOCATION:** **$ 41,284.86**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	003	5,000
Hourly Teacher	010-0159-0	1120	00-1590	1000	003	
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	003	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		003	
21.71% Benefits	010-0159-0	3xx1	00-1590		003	1,086
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	003	
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	003	
Hourly Clerical	010-0159-0	2460	00-1590	2700	003	7,000
Hourly Health Aide	010-0159-0	2950	00-1590	3140	003	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	003	
*Other**	010-0159-0		00-1590		003	
36.61% Benefits	010-0159-0	3xx2	00-1590			2,563
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**003**	
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**003**	13,735
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**003**	
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**003**	
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		003	
*Other**	010-0159-0		00-1590		003	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0159-0	5210	00-1590	1000	003	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	003	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	003	
Maintenance Repair	010-0159-0	5610	00-1590	8100	003	
Computer Repair	010-0159-0	5611	00-1590	1000	003	
Copier Maintenance	010-0159-0	5615	00-1590	1000	**003**	
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**003**	6,400
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**003**	5,500
Field Trip	010-0159-0	5840	00-1590	1000	003	
*Other**	010-0159-0		00-1590		003	
*Other**	010-0159-0		00-1590			

**Fill out with Business Office - we're happy to help*

TOTAL BUDGET **41,284**

should match Allocation

variance: 1

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
Business Services

Title III Budget

2024-25

SCHOOL: *OB WHALEY* **SITE #** **003** *3 digits - 0##* **ALLOCATION:** **$ 7,217.44**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	003	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	003	
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	003	
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
*Other**	060-4203-0-		00-1551		003	
21.71% Benefits	060-4203-0-	3xx1	00-1551			-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	003	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	003	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	003	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	003	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	003	
*Other**	060-4203-0-		00-1551		003	
36.61% Benefits	060-4203-0-	3xx2	00-1551			-
Supplies (for POs & reimbursements)						
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**003**	1,130
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**003**	
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**003**	
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**003**	
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		003	
*Other**	060-4203-0-		00-1551		003	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-4203-0-	5210	00-1551	1000	003	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	003	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	003	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	003	
Computer Repair	060-4203-0-	5611	00-1551	1000	003	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**003**	
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**003**	
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**003**	6,087
Field Trip	060-4203-0-	5840	00-1551	1000	003	
*Other**	060-4203-0-		00-1551		003	
*Other**	060-4203-0-		00-1551			

**Fill out with Business Office - we're happy to help*

TOTAL BUDGET **7,217**

should match Allocation

Statutory Benefits Calculation	

19.10%	STRS (Certificated only)	3101	859
27.80%	PERS (Classfied only)	3202	
6.20%	OASDI (CL)	331X	
1.45%	Medicare (CE & CL)	332X	65
0.05%	State Unemployment (CE & CL)	350X	3
1.11%	Workers Comp (CE & CL)	360X	54
			981

variance: 0

EVERGREEN SCHOOL DISTRICT
Business Services

Title I Budget

2024-25

SCHOOL: *OB WHALEY* **SITE #** **003** *3 digits - 0##* **ALLOCATION:** **$ 53,555.54** 3800

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-3010-0-	1120	00-1510	1000	003	
Hourly Teacher	060-3010-0-	1120	00-1510	1000	003	
Substitute Teachers (*paid by site)*	060-3010-0-	1150	00-1510	1000	003	
Subs for absences are charged to the District:	060-3010-0-	1150	00-1298	1000	081	
*Other**	060-3010-0-		00-1510		003	
21.71% Benefits	060-3010-0-	3xx1	00-1510			-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-3010-0-	2190	00-1510	1000	003	
Hourly M&O / Custodian	060-3010-0-	2224	00-1510	8100	003	
Hourly Clerical	060-3010-0-	2460	00-1510	2700	003	
Hourly Health Aide	060-3010-0-	2950	00-1510	3140	003	
Hourly Noon Duty	060-3010-0-	2950	00-1510	3900	003	
*Other**	060-3010-0-		00-1510		003	
36.61% Benefits	060-3010-0-	3xx2	00-1510			-
Supplies (for POs & reimbursements)						
Books	**060-3010-0-**	**4200**	**00-1510**	**1000**	**003**	
Classroom Supplies	**060-3010-0-**	**4310**	**00-1510**	**1000**	**003**	1,070
Office Supplies	**060-3010-0-**	**4351**	**00-1510**	**2700**	**003**	1,000
Equipment $500 -4,999 *(function depends on use*)*	060-3010-0-	4400	00-1510		003	
*Other**	060-3010-0-		00-1510		003	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-3010-0-	5210	00-1510	1000	003	
Copier Maintenance	060-3010-0-	5615	00-1510	1000	**003**	
Consultant/Contractors	**060-3010-0-**	**5815**	**00-1510**	**1000**	**003**	32,240
Software, Subscriptions & Licenses	**060-3010-0-**	**5826**	**00-1510**	**1000**	**003**	12,600
Field Trip	060-3010-0-	5840	00-1510	1000	003	
*Other**	060-3010-0-		00-1510		003	
Parent Engagement - required	060-3010-0-		**00-1511**			1,345
Kinder Boot Camp Supplies	060-3010-0-	1120	**00-1512**	1000	003	**500**
Kinder Boot Camp Timesheets	060-3010-0-	1120	**00-1512**	1000	003	**4,800**
21.7137% Benefits	060-3010-0-	3xx1	**00-1512**			

**Fill out with Business Office - we're happy to help*

TOTAL BUDGET **53,555**

should match Allocation

variance: 1

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X

1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
Business Services

General Fund Budget

2024-25

SCHOOL: *OB WHALEY* **SITE #** **003** **ALLOCATION:** **$ 23,998.94**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	003	
SEAT School Enrichment ***(required $54.5 x 125 hours)***	010-0000-0	1120	00-1170	1000	003	**6,813**
Substitute Teachers (*paid by site)*	010-0000-0	1150	00-1170	1000	003	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	010-0000-0		00-1170		003	
21.71% Benefits	010-0000-0	3xx1	00-1170		003	1,479
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	003	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	003	
Hourly Clerical	010-0000-0	2460	00-1170	2700	003	2,000
Hourly Health Aide	010-0000-0	2950	00-1170	3140	003	500
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	003	500
*Other**	010-0000-0		00-1170		003	
36.61% Benefits	010-0000-0	3xx2	00-1170		003	1,098
Supplies (for POs & reimbursements)						
Books	**010-0000-0**	**4200**	**00-1170**	**1000**	**003**	
Classroom Supplies	**010-0000-0**	**4310**	**00-1170**	**1000**	**003**	950
Office Supplies	**010-0000-0**	**4351**	**00-1170**	**2700**	**003**	1,000
Parts/Supplies M.O.T.	**010-0000-0**	**4365**	**00-1170**	**8100**	**003**	8,500
Equipment $500 -4,999 *(function depends on use*)*	010-0000-0	4400	00-1170		003	
*Other**	010-0000-0		00-1170		003	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0000-0	5210	00-1170	1000	003	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	003	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	003	
Maintenance Repair	010-0000-0	5610	00-1170	8100	003	
Computer Repair	010-0000-0	5611	00-1170	1000	003	
Copier Maintenance *(required = Purchasing PO)*	010-0000-0	5615	00-1170	1000	**003**	3,000
Consultant/Contractors	**010-0000-0**	**5815**	**00-1170**	**1000**	**003**	
Software, Subscriptions & Licenses	**010-0000-0**	**5826**	**00-1170**	**1000**	**003**	
Field Trip	010-0000-0	5840	00-1170	1000	003	
*Other**	010-0000-0		00-1170		003	
*Other**	010-0000-0		00-1170			

**Fill out with Business Office - we're happy to help*

TOTAL BUDGET **25,840**

should match Allocation

Statutory Benefits Calculation	

19.10%	STRS (Certificated only)	3101		*variance:*	#REF!
27.80%	PERS (Classfied only)	3202			
6.20%	OASDI (CL)	331X			
1.45%	Medicare (CE & CL)	332X			
0.05%	State Unemployment (CE & CL)	350X			
1.11%	Workers Comp (CE & CL)	360X			

Family Engagement Plan
2025 - 2026

OB Whaley Elementary school believes family engagement is the participation of parents and family members in authentic, two-way, and meaningful communication involving student learning and related school activities.

OB Whaley Elementary school has jointly developed with parents and family members and mutually agreed upon, this parent and family engagement policy that establishes the school's objectives for meaningful family engagement. OB Whaley Elementary school commits to the following to strengthen student achievement, learning, and success:

- Parents play an integral role in supporting their child's learning.
- Parents are encouraged to be actively involved in their child's education. This involvement can include regularly communicating with classroom teachers, attending conferences and school events, participating in School Site Council (SSC), English Learner AdvisoryCommittee (ELAC), District Advisory Committee (DAC), Parent Teacher Association (PTA), and attending district/school parent workshops.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making on advisory committees to assist in the education of their child.

This policy guides the strategies the school implements to strengthen school and parent partnerships in all programs. When schools, families, and communities work together to support learning, children do better in school, stay in school longer, and better engage in their learning.

Communication and Collaboration:

- Distribute yearly parent surveys to all parents of students enrolled in our school to involve parents in the development of this plan and provide input on the use of parent and family engagement funds. ·
- Provide parents access to the information in the district's parent and family engagement plan, the district's Local Control Accountability Plan (LCAP), and the School Accountability Report Cards (SARCs), through the school/district website. Copies of these documents are available for parents upon request at the individual school sites.

Engage parents in dialogue about parent engagement during the following meetings:

- District Parent Advisory Committee Meetings
- Open Houses
- SSC (open to the public)
- Parent Workshops
- Cafecitos with Principal

- Back to School Night
- School Hosted Events
- PTA Events
- SEL program / Partnerships

OB Whaley Elementary school commits to building the schools' staff and parent capacity for cultivating strong family engagement. Through planned collaboration and training, we will ensure there is authentic engagement of parents and family members. This authentic engagement will cultivate the necessary partnerships among the school, families, and their communities needed to improve student engagement and academic achievement.

OB Whaley Elementary school will help parents understand:

- California and District academic standards and metrics connected to student learning and progress.
- Programs for parents to gain knowledge about the challenging State academic standards and local academic assessments, including alternative forms of assessment that might be provided.
- Opportunities to participate in activities and workshops supporting social-emotional learning, mental health, wellness, and other topics related to student success.

OB Whaley Elementary school will provide support to staff in developing and maintaining family engagement in the schools. Information and resources on strengthening family engagement and improving school-family communication strategies will be regularly disseminated to increase:

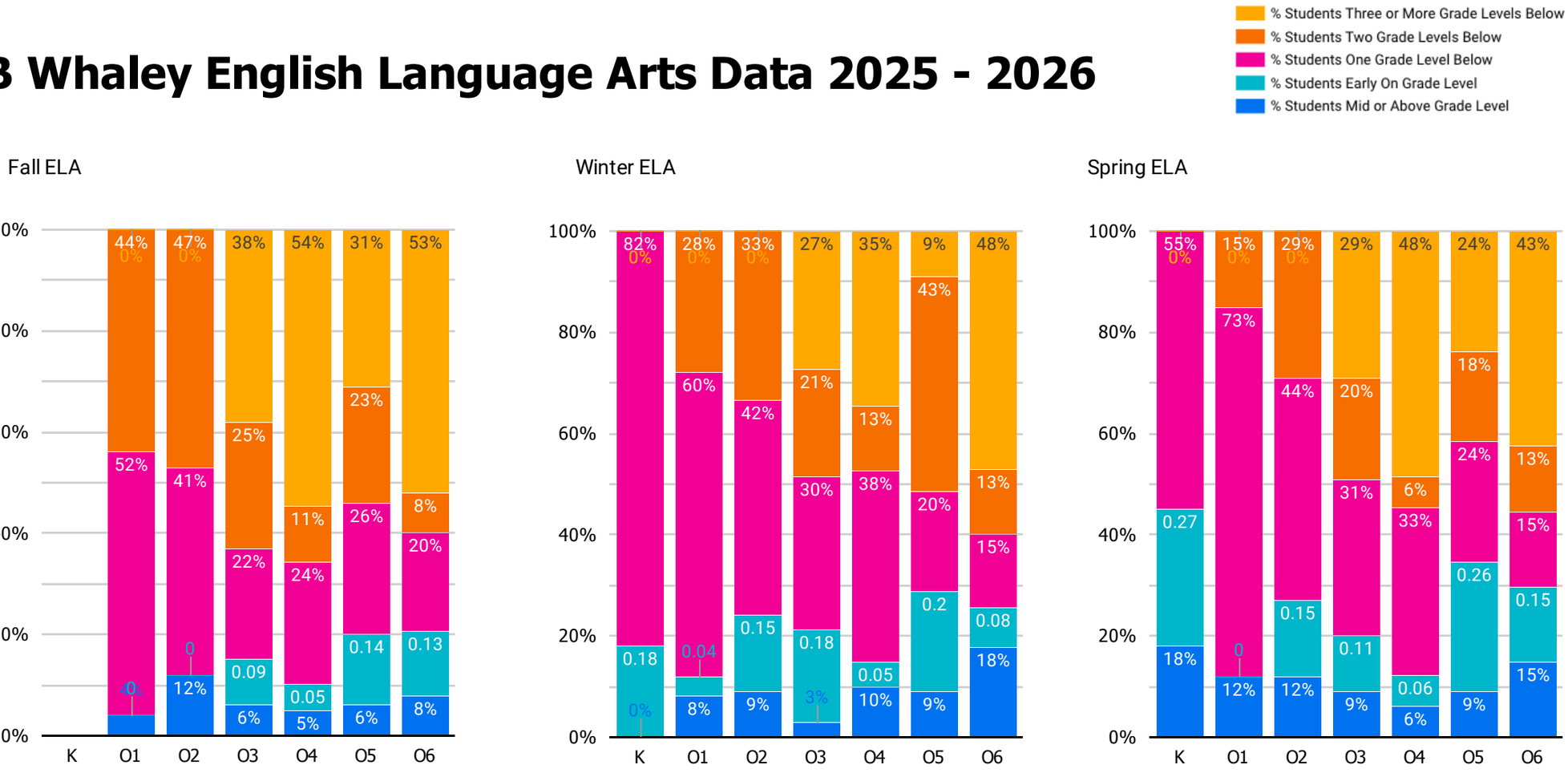
- Family participation
- Improve school-family connections
- Strengthen ties within the school community

To ensure that information related to district, school, parent programs, and activities are available to all families, our school will regularly communicate through multiple platforms:

- Written notices
- Phone calls
- Emails
- Posted information on digital platforms in a comprehensible language and easy-to-read format.

Each year, OB Whaley Elementary will include an evaluation of the content and effectiveness of the parent and family engagement plan and family engagement activities to improve the academic quality through parent surveys. This survey link is distributed to parents through the schools' digital platforms and posted on the schools website for parents to complete

OB Whaley English Language Arts Data 2025 - 2026

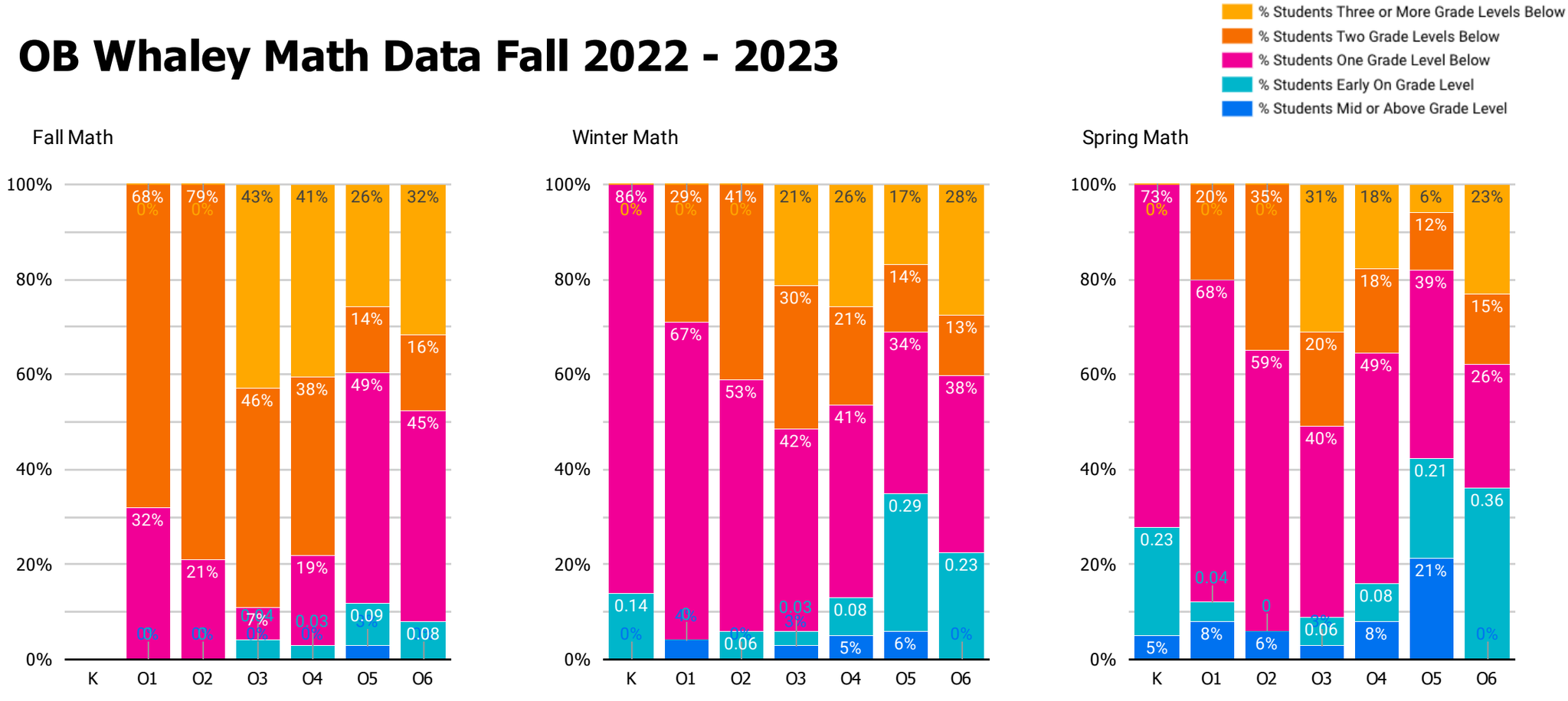


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	1	0	13	11	0
O2	4	0	14	16	0
O3	2	3	7	8	12
O4	2	2	9	4	20
O5	2	5	9	8	11
O6	3	5	8	3	21

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	0	4	18	0	0
O1	2	1	15	7	0
O2	3	5	14	11	0
O3	1	6	10	7	9
O4	4	2	15	5	14
O5	3	7	7	15	3
O6	7	3	6	5	19

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	4	6	12	0	0
O1	3	0	19	4	0
O2	4	5	15	10	0
O3	3	4	11	7	10
O4	2	2	11	2	16
O5	3	9	8	6	8
O6	6	6	6	5	17

OB Whaley Math Data Fall 2022 - 2023



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	0	0	8	17	0
O2	0	0	6	23	0
O3	0	1	2	13	12
O4	0	1	7	14	15
O5	1	3	17	5	9
O6	0	3	17	6	12

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	0	3	19	0	0
O1	1	0	16	7	0
O2	0	2	18	14	0
O3	1	1	14	10	7
O4	2	3	16	8	10
O5	2	10	12	5	6
O6	0	9	15	5	11

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	1	5	16	0	0
O1	2	1	17	5	0
O2	2	0	20	12	0
O3	1	2	14	7	11
O4	3	3	19	7	7
O5	7	7	13	4	2
O6	0	14	10	6	9

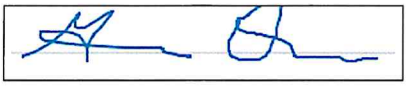
Recommendations and Assurances

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
Clear	☐ State Compensatory Education Advisory Committee
Clear 	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

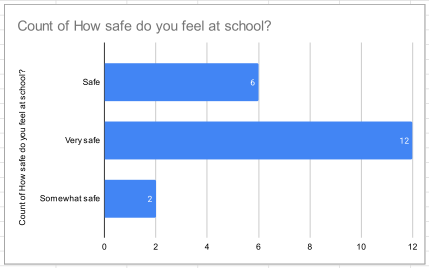
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

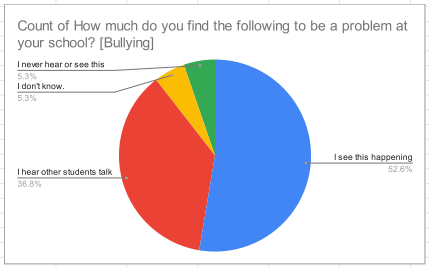
This SPSA was adopted by the SSC at a public meeting on 05/20/2025.

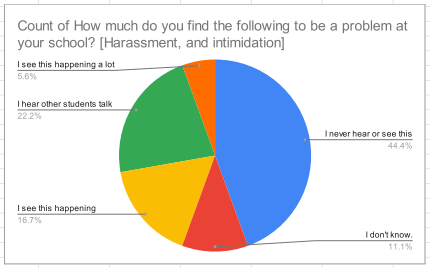
Attested:

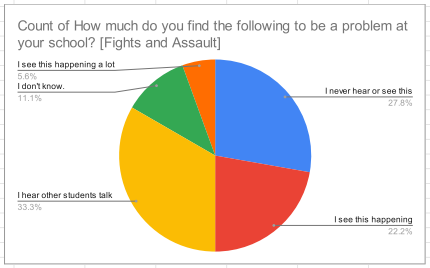
Clear 	Principal, Gina Ornellas on May 20,2026
Clear	SSC Chairperson, Andrea Fangonilo on May 20,2026

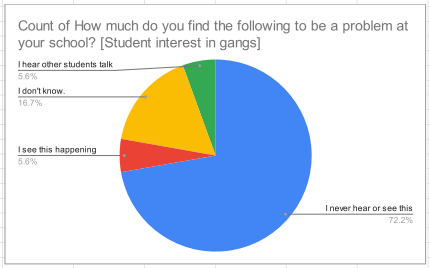


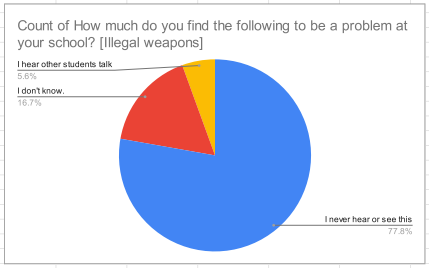

Count of How safe do you feel at school?
Count of How safe do you feel at school?
Safe
Very safe
Somewhat safe
6
12
2
0
2
4
6
8
10
12

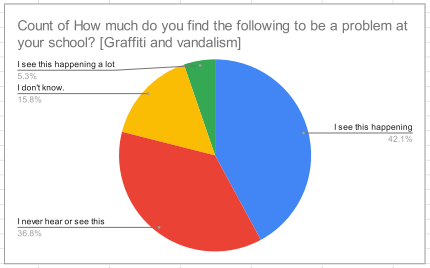

Count of How much do you find the following to be a problem at your school? [Bullying]
I never hear or see this
5.3%
I don't know.
5.3%
I see this happening
52.6%
I hear other students talk
36.8%

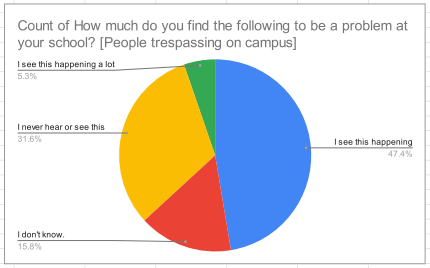

Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]
I see this happening a lot
5.6%
I hear other students talk
22.2%
I never hear or see this
44.4%
I see this happening
16.7%
I don't know.
11.1%

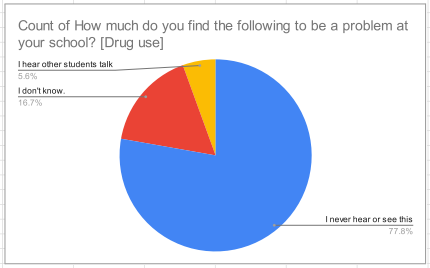

Count of How much do you find the following to be a problem at your school? [Fights and Assault]
I see this happening a lot
5.6%
I don't know.
11.1%
I never hear or see this
27.8%
I hear other students talk
33.3%
I see this happening
22.2%

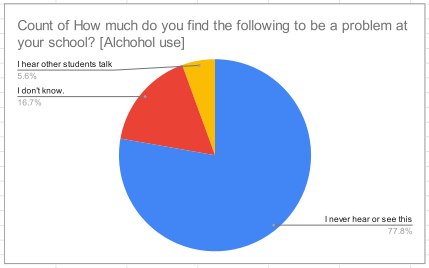

Count of How much do you find the following to be a problem at your school? [Student interest in gangs]
I hear other students talk
5.6%
I don't know.
16.7%
I see this happening
5.6%
I never hear or see this
72.2%

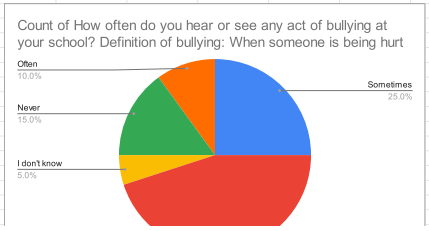

Count of How much do you find the following to be a problem at your school? [Illegal weapons]
I hear other students talk
5.6%
I don't know.
16.7%
I never hear or see this
77.8%


Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]
I see this happening a lot
5.3%
I don't know.
15.8%
I see this happening
42.1%
I never hear or see this
36.8%

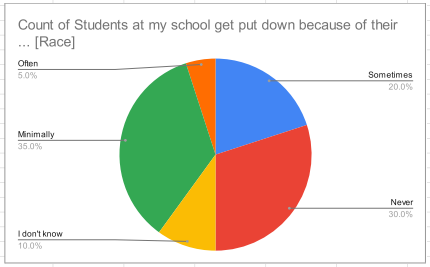

Count of How much do you find the following to be a problem at your school? [People trespassing on campus]
I see this happening a lot
5.3%
I never hear or see this
31.6%
I see this happening
47.4%
I don't know.
15.8%

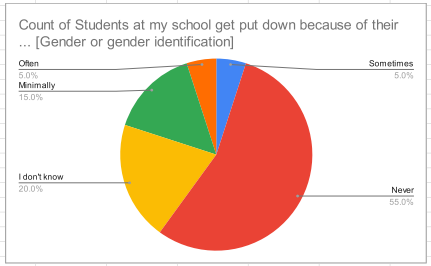

Count of How much do you find the following to be a problem at your school? [Drug use]
I hear other students talk
5.6%
I don't know.
16.7%
I never hear or see this
77.8%

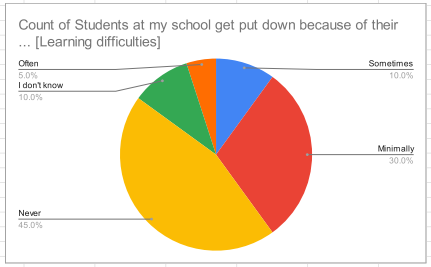

Count of How much do you find the following to be a problem at your school? [Alchohol use]
I hear other students talk
5.6%
I don't know.
16.7%
I never hear or see this
77.8%

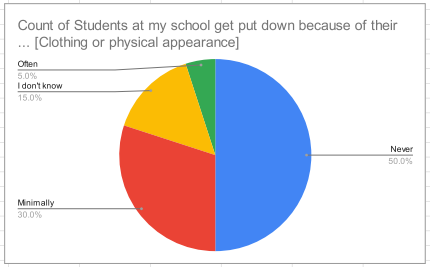

Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt
Often
10.0%
Sometimes
25.0%
Never
15.0%
I don't know
5.0%

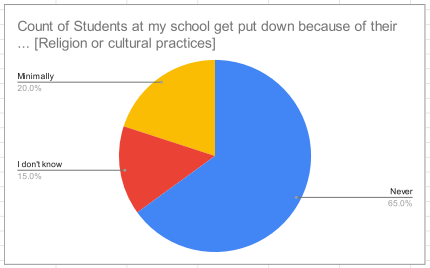

Minimally
45.0%

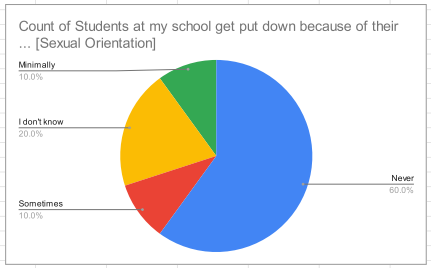

Count of Students at my school get put down because of their ... [Race]
Often
5.0%
Sometimes
20.0%
Minimally
35.0%
Never
30.0%
I don't know
10.0%

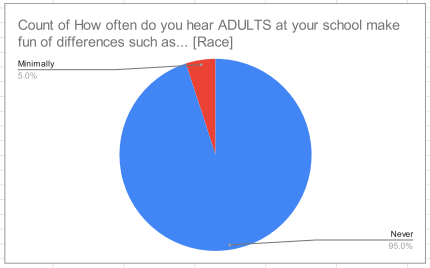

Count of Students at my school get put down because of their ... [Gender or gender identification]
Often
5.0%
Sometimes
5.0%
Minimally
15.0%
I don't know
20.0%
Never
55.0%

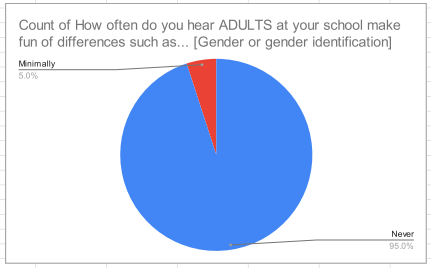

Count of Students at my school get put down because of their ... [Learning difficulties]
Often
5.0%
Sometimes
10.0%
I don't know
10.0%
Minimally
30.0%
Never
45.0%

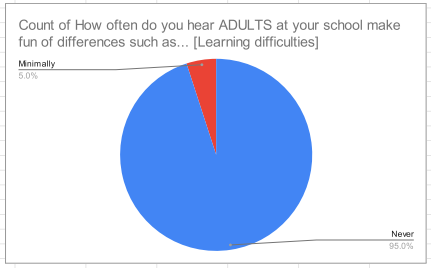

Count of Students at my school get put down because of their ... [Clothing or physical appearance]
Often
5.0%
I don't know
15.0%
Never
50.0%
Minimally
30.0%

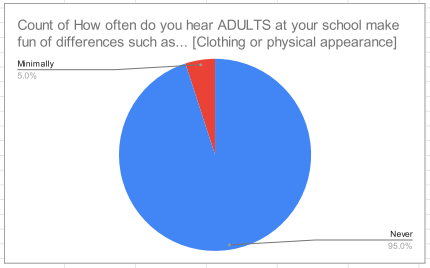

Count of Students at my school get put down because of their ... [Religion or cultural practices]
Minimally
20.0%
I don't know
15.0%
Never
65.0%

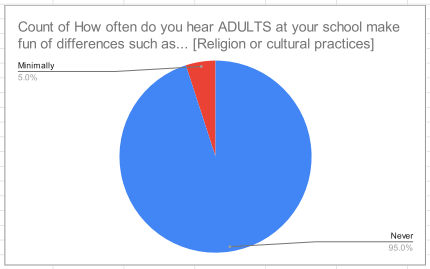

Count of Students at my school get put down because of their ... [Sexual Orientation]
Minimally
10.0%
I don't know
20.0%
Never
60.0%
Sometimes
10.0%

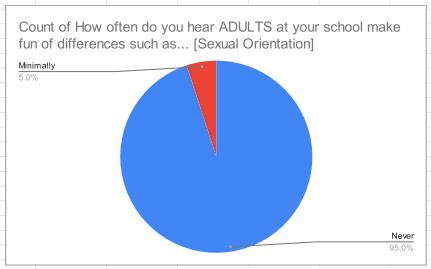

Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]
Minimally
5.0%
Never
95.0%

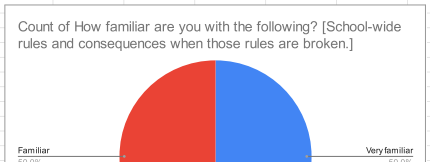

Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]
Minimally
5.0%
Never
95.0%

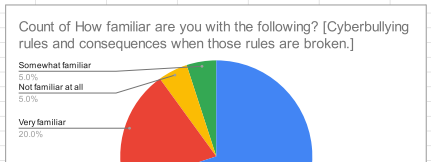

Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]
Minimally
5.0%
Never
95.0%

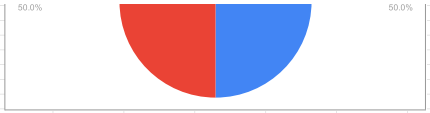

Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]
Minimally
5.0%
Never
95.0%

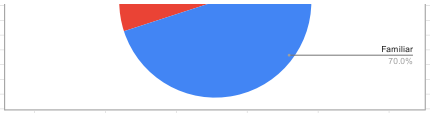

Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]
Minimally
5.0%
Never
95.0%

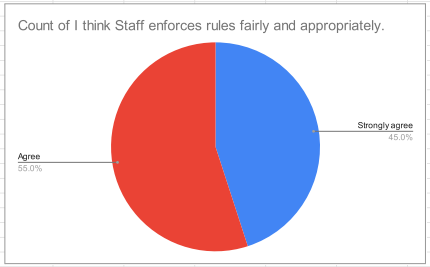

Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]
Minimally
5.0%
Never
95.0%

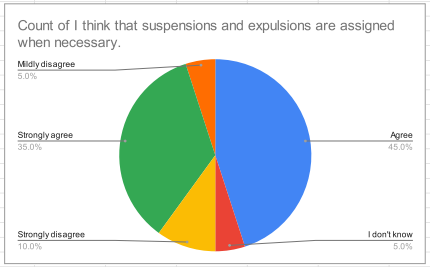

Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]
Familiar
Very familiar

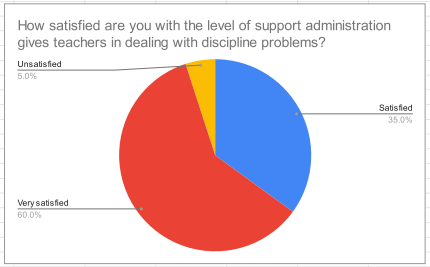

Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]
Somewhat familiar
5.0%
Not familiar at all
5.0%
Very familiar
20.0%

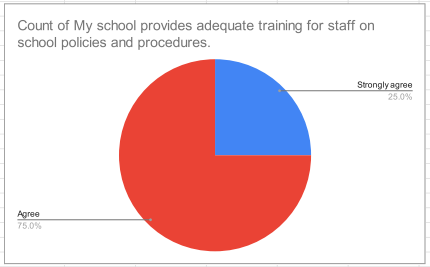

50.0%
50.0%

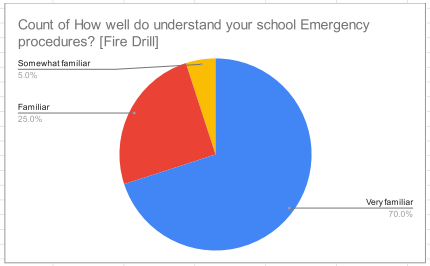

Familiar
70.0%

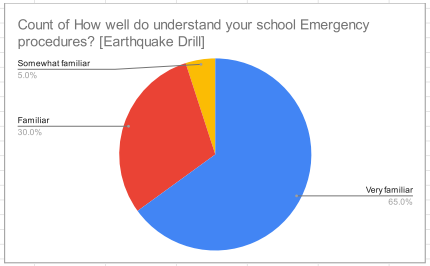

Count of I think Staff enforces rules fairly and appropriately.
Strongly agree
45.0%
Agree
55.0%

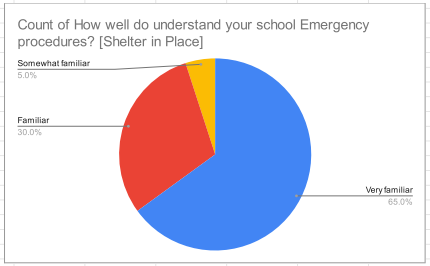

Count of I think that suspensions and expulsions are assigned when necessary.
Mildly disagree
5.0%
Strongly agree
35.0%
Agree
45.0%
Strongly disagree
10.0%
I don't know
5.0%

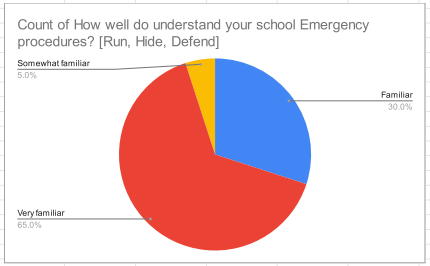

How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?
Unsatisfied
5.0%
Satisfied
35.0%
Very satisfied
60.0%

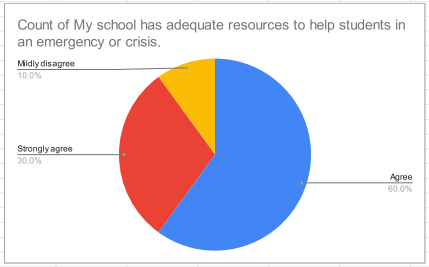

Count of My school provides adequate training for staff on school policies and procedures.
Strongly agree
25.0%
Agree
75.0%

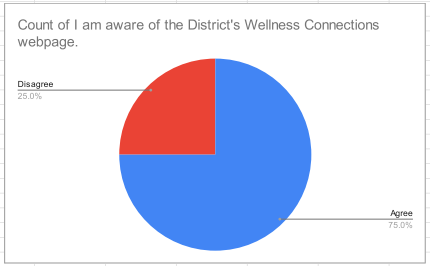

Count of How well do understand your school Emergency procedures? [Fire Drill]
Somewhat familiar
5.0%
Familiar
25.0%
Very familiar
70.0%

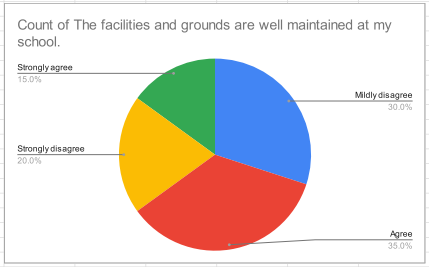

Count of How well do understand your school Emergency procedures? [Earthquake Drill]
Somewhat familiar
5.0%
Familiar
30.0%
Very familiar
65.0%

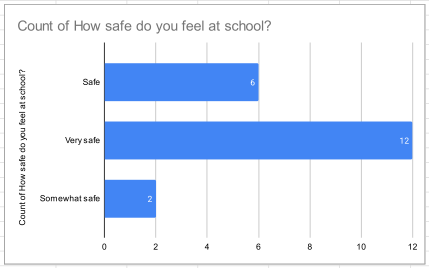

Count of How well do understand your school Emergency procedures? [Shelter in Place]
Somewhat familiar
5.0%
Familiar
30.0%
Very familiar
65.0%

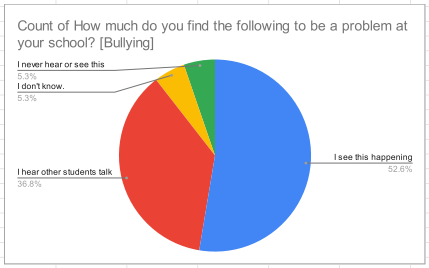

Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]
Somewhat familiar
5.0%
Familiar
30.0%
Very familiar
65.0%

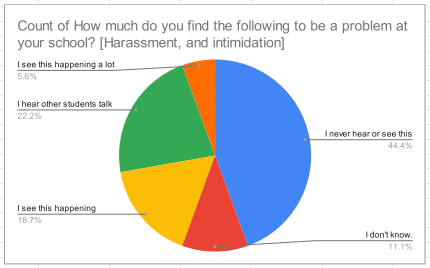

Count of My school has adequate resources to help students in an emergency or crisis.
Mildly disagree
10.0%
Strongly agree
30.0%
Agree
60.0%

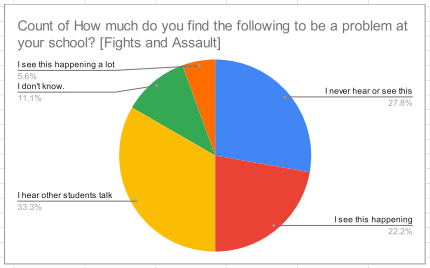

Count of I am aware of the District's Wellness Connections webpage.
Disagree
25.0%
Agree
75.0%

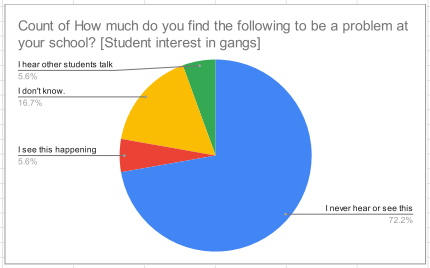

Count of The facilities and grounds are well maintained at my school.
Strongly agree
15.0%
Mildly disagree
30.0%
Strongly disagree
20.0%
Agree
35.0%

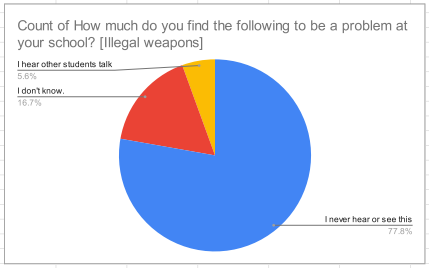

Count of How safe do you feel at school?
Count of How safe do you feel at school?
Safe
Very safe
Somewhat safe
6
12
2
0
2
4
6
8
10
12

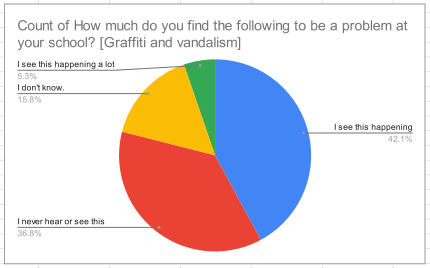

Count of How much do you find the following to be a problem at your school? [Bullying]
I never hear or see this
5.3%
I don't know.
5.3%
I see this happening
52.6%
I hear other students talk
36.8%

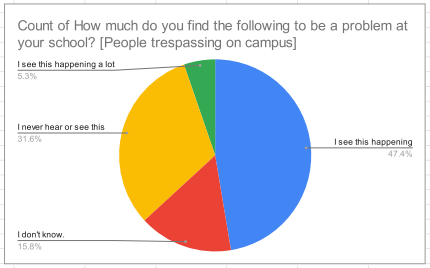

Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]
I see this happening a lot
5.6%
I hear other students talk
22.2%
I never hear or see this
44.4%
I see this happening
16.7%
I don't know.
11.1%

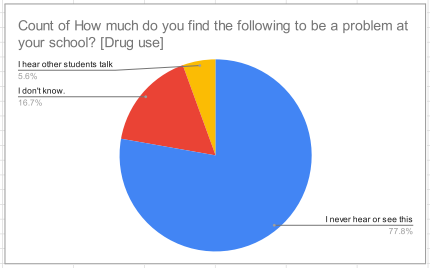

Count of How much do you find the following to be a problem at your school? [Fights and Assault]
I see this happening a lot
5.6%
I don't know.
11.1%
I never hear or see this
27.8%
I hear other students talk
33.3%
I see this happening
22.2%

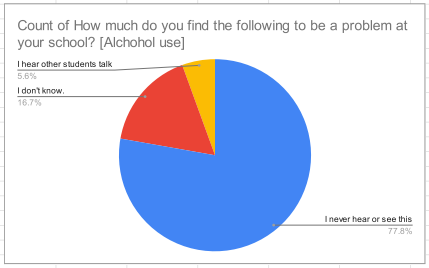

Count of How much do you find the following to be a problem at your school? [Student interest in gangs]
I hear other students talk
5.6%
I don't know.
16.7%
I see this happening
5.6%
I never hear or see this
72.2%

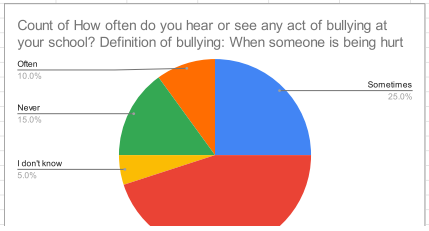

Count of How much do you find the following to be a problem at your school? [Illegal weapons]
I hear other students talk
5.6%
I don't know.
16.7%
I never hear or see this
77.8%


Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]
I see this happening a lot
5.3%
I don't know.
15.8%
I see this happening
42.1%
I never hear or see this
36.8%

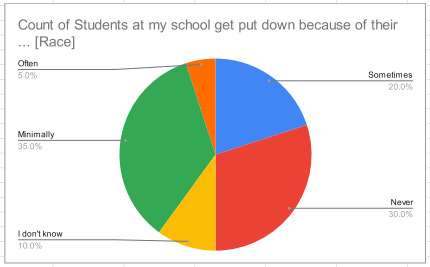

Count of How much do you find the following to be a problem at your school? [People trespassing on campus]
I see this happening a lot
5.3%
I never hear or see this
31.6%
I see this happening
47.4%
I don't know.
15.8%

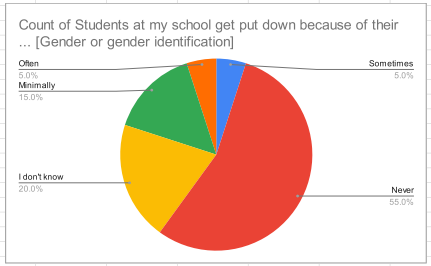

Count of How much do you find the following to be a problem at your school? [Drug use]
I hear other students talk
5.6%
I don't know.
16.7%
I never hear or see this
77.8%

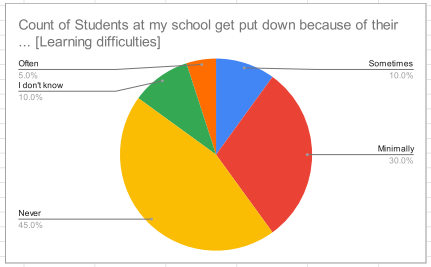

Count of How much do you find the following to be a problem at your school? [Alchohol use]
I hear other students talk
5.6%
I don't know.
16.7%
I never hear or see this
77.8%

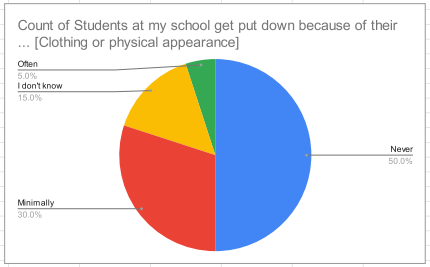

Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt
Often
10.0%
Sometimes
25.0%
Never
15.0%
I don't know
5.0%

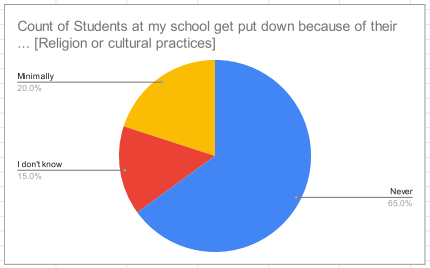

Minimally
45.0%

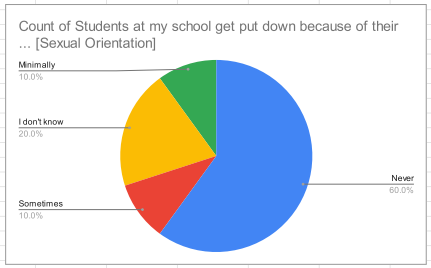

Count of Students at my school get put down because of their ... [Race]
Often
5.0%
Sometimes
20.0%
Minimally
35.0%
Never
30.0%
I don't know
10.0%

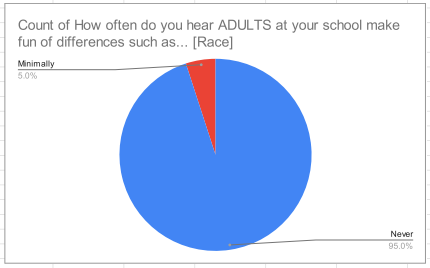

Count of Students at my school get put down because of their ... [Gender or gender identification]
Often
5.0%
Sometimes
5.0%
Minimally
15.0%
I don't know
20.0%
Never
55.0%

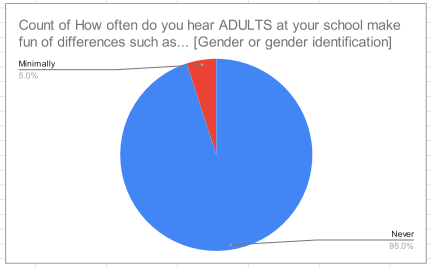

Count of Students at my school get put down because of their ... [Learning difficulties]
Often
5.0%
Sometimes
10.0%
I don't know
10.0%
Minimally
30.0%
Never
45.0%

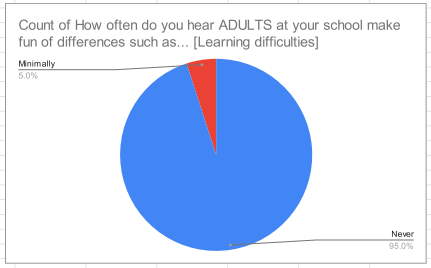

Count of Students at my school get put down because of their ... [Clothing or physical appearance]
Often
5.0%
I don't know
15.0%
Never
50.0%
Minimally
30.0%

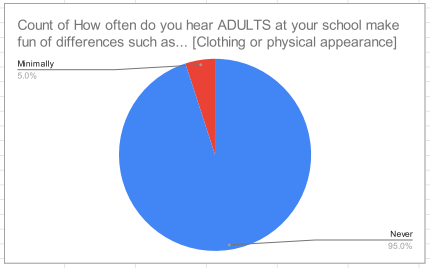

Count of Students at my school get put down because of their ... [Religion or cultural practices]
Minimally
20.0%
I don't know
15.0%
Never
65.0%

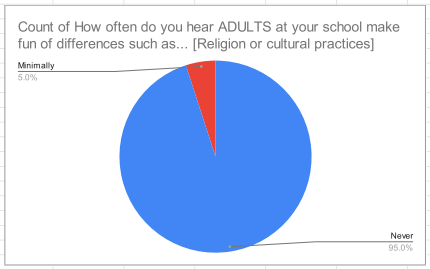

Count of Students at my school get put down because of their ... [Sexual Orientation]
Minimally
10.0%
I don't know
20.0%
Never
60.0%
Sometimes
10.0%

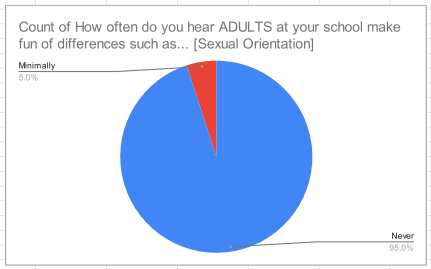

Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]
Minimally
5.0%
Never
95.0%

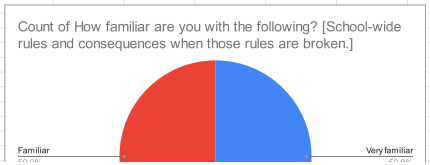

Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]
Minimally
5.0%
Never
95.0%

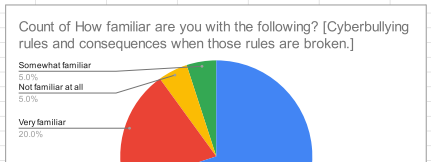

Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]
Minimally
5.0%
Never
95.0%

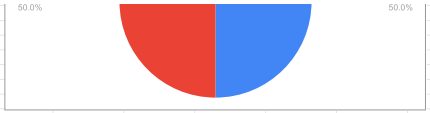

Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]
Minimally
5.0%
Never
95.0%

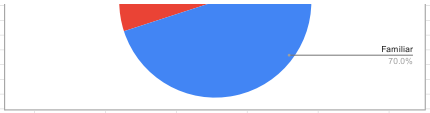

Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]
Minimally
5.0%
Never
95.0%

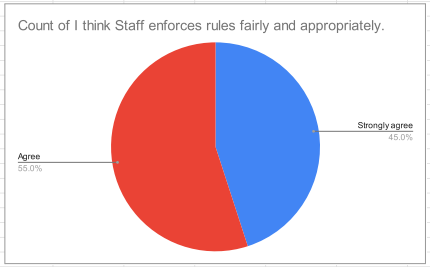

Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]
Minimally
5.0%
Never
95.0%

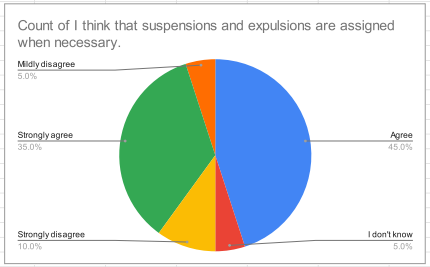

Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]
Familiar
Very familiar

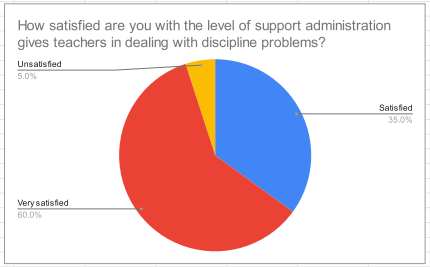

Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]
Somewhat familiar
5.0%
Not familiar at all
5.0%
Very familiar
20.0%

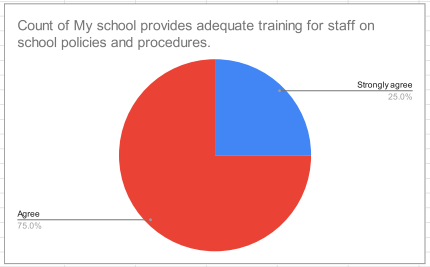

50.0%
50.0%

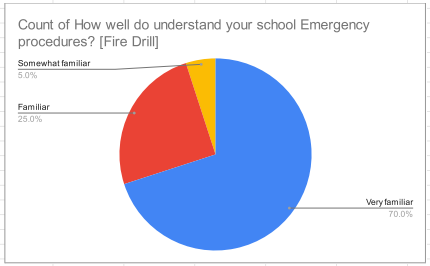

Familiar
70.0%

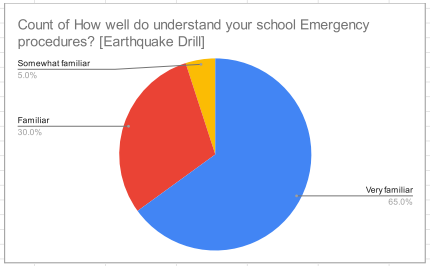

Count of I think Staff enforces rules fairly and appropriately.
Strongly agree
45.0%
Agree
55.0%

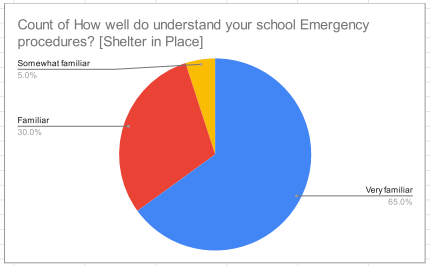

Count of I think that suspensions and expulsions are assigned when necessary.
Mildly disagree
5.0%
Strongly agree
35.0%
Agree
45.0%
Strongly disagree
10.0%
I don't know
5.0%

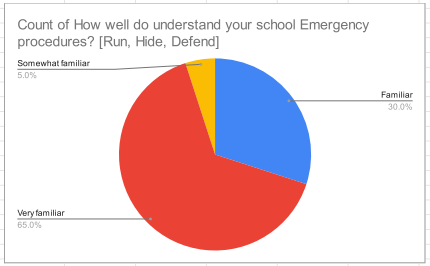

How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?
Unsatisfied
5.0%
Satisfied
35.0%
Very satisfied
60.0%

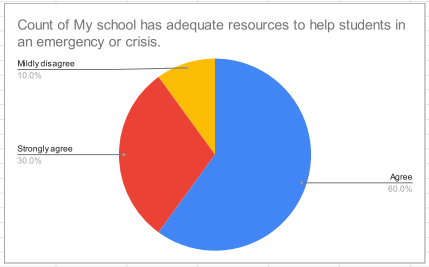

Count of My school provides adequate training for staff on school policies and procedures.
Strongly agree
25.0%
Agree
75.0%

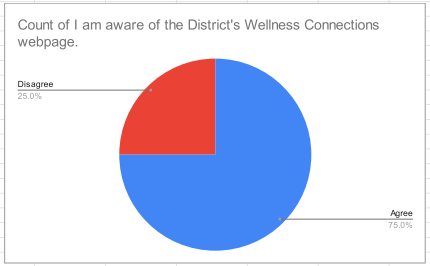

Count of How well do understand your school Emergency procedures? [Fire Drill]
Somewhat familiar
5.0%
Familiar
25.0%
Very familiar
70.0%

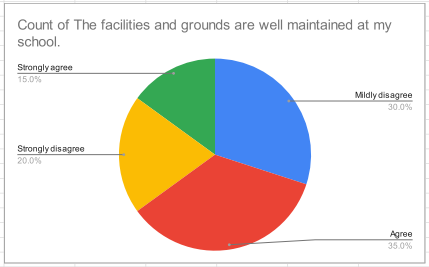

Count of How well do understand your school Emergency procedures? [Earthquake Drill]
Somewhat familiar
5.0%
Familiar
30.0%
Very familiar
65.0%


Count of How well do understand your school Emergency procedures? [Shelter in Place]
Somewhat familiar
5.0%
Familiar
30.0%
Very familiar
65.0%


Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]
Somewhat familiar
5.0%
Familiar
30.0%
Very familiar
65.0%


Count of My school has adequate resources to help students in an emergency or crisis.
Mildly disagree
10.0%
Strongly agree
30.0%
Agree
60.0%


Count of I am aware of the District's Wellness Connections webpage.
Disagree
25.0%
Agree
75.0%


Count of The facilities and grounds are well maintained at my school.
Strongly agree
15.0%
Mildly disagree
30.0%
Strongly disagree
20.0%
Agree
35.0%