

T. L. Whitehead Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	T. L. Whitehead Elementary School
Street	624 W Southwood Street
City, State, Zip	Woodland, CA 95695-4304
Phone Number	(530) 662-2824
Principal	Alison Evert
Email Address	alison.evert@wjusd.org
School Website	whitehead.wjUSD.org
Grade Span	K-6
County-District-School (CDS) Code	57727100000000

2025-26 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website	www.wjUSD.org

2025-26 School Description and Mission Statement

Whitehead Eagles SOAR! We are champions for high-quality education for all. We inspire and encourage a community of life-long learners who develop and utilize their voices to advocate for themselves and their future successes! The culture of Whitehead Elementary School reflects a strong belief that all learners can succeed academically and socially emotionally with the support of effective programs and multiple systems of support. Ongoing efforts are made to maintain a school-wide focus on a high-level, standards-based education. The Whitehead Elementary staff, teachers, parents, students, ELAC (English Learner Advisory Committee), and SSC (School Site Council) continue communicating clearly and working effectively to enable our students to meet standards and achieve our school-wide site plan goals and objectives.

Our team has developed and maintains a strong RTI (Response to Intervention) program to ensure all students are academically and socio-emotionally supported including the utilization of a Wellness Team that meets weekly to discuss student supports. Teachers collaborate weekly and have built solid PLCs that meet regularly to support student achievement. We also use Positive Behavior Interventions and Supports (PBIS) to support our scholars social emotional growth and development.

We are a school that serves many English Language Learners, nearly 40% of our students. To support their unique needs, ELD students have 45 minutes of daily English Language Development instruction as well as daily integrated ELD instruction.

The school operates on a traditional calendar starting in August and ending in June. Whitehead had 333 students enrolled in transitional kindergarten through sixth grade in the 2024-2025 school year.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	36
Grade 2	44
Grade 3	53
Grade 4	49
Grade 5	40
Grade 6	42
Total Enrollment	331

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
Asian	6.9
Black or African American	0.9
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	1.8
Two or More Races	2.4
White	10
English Learners	37.5
Foster Youth	0.9
Homeless	1.5
Migrant	2.4
Socioeconomically Disadvantaged	89.4
Students with Disabilities	21.1

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.6	88.26	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	1.2	6.35	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.29	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	18	3.7	15831.9	5.67
Total Teaching Positions	18.9	100	488.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.7	79.77	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.06	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	15.17	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	0	0	13.6	2.86	14303.8	5.15
Total Teaching Positions	19.7	100	477.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.2	74.07	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	2	10.37	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	10.37	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.19	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	19.2	100	485.7	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	2	1
Misassignments	0.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2025, regarding textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	0.0%
Science	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Whitehead Elementary School, originally constructed in the 1970's, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 24 classrooms, including portables and a preschool, one library, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of November 13, 2025.

Cleaning Process

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

11/13/2025 - 11/13/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MPR: Vents or grills are excessively dusty or dirty. Walls appear to have hazards from tears and holes-storage room has hole in ceiling. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-switch plate by stage is cracked. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light covers missing in storage. #11476, 11475, 11474, 11473
Interior: Interior Surfaces			X	Admin: Walls appear to have hazards from tears and holes-in principles office. Shelving in staff lounge over 4' not secure. Fewer than five percent of the bulbs have burned out-in nurses office and nurse bathroom. Fewer than five percent of the bulbs have burned out-in principles office. Fewer than five percent of the bulbs have burned out-in copy room. Fewer than five percent of the bulbs have burned out-in conference room. #11512, 11511, 11510 MPR: Vents or grills are excessively dusty or dirty. Walls appear to have hazards from tears and holes-storage room has hole in ceiling. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-switch plate by stage is cracked. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light covers missing in storage. #11476, 11475, 11474, 11473 C4: Walls appear to have hazards from tears and holes-by classroom exterior door. #11479 D3: Walls appear to have hazards from tears and holes-ceiling has small cracks in the seem. Fewer than five percent of the bulbs have burned out-in workroom. #11483, 11482 E1: Walls appear to have hazards from tears and holes-ceiling center of room. Restrooms are NOT stocked with menstrual products in compliance with AB 367-dispense is broken in the exterior boys restroom. #11486, 11484

School Facility Conditions and Planned Improvements

			<p>F2: Walls appear to have hazards from tears and holes-back wall by sink under window base boards is falling off. Shelving over 4' are not secured to the wall. #11499, 11498</p> <p>F3: Holes appear in the flooring-by back door the base board is falling off. A leak is evident-faucet is leaking. #11502, 1500</p> <p>Room G1: Shelving over 4' is not secured to wall. Walls appear to have hazards from tears and holes-above tv. #11506, 11505</p> <p>G3: Remove projector and bracket #6522. Ceiling tiles have holes or stains-tiles by front door are stained. Evidence of water damage (EG condensation, dampness, staining, warping, peeling, mineral deposits etc)-by back door. #11465, 11464</p> <p>G4: Walls appear to have hazards from tears and holes-building seem is showing a split on cover. Blinds are damaged. #11467, 11466</p> <p>06: Base board falling off under white board Ceiling tiles have holes or stains-small holes. Fewer than five percent of the bulbs have burned out-one light in the bathroom is out. #11469, 11468</p> <p>Stage/Band Room: Ceiling tiles are missing-front of stage. Fire extinguishers are NOT current and/or NOT placed in all required areas. #11471, 11470</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>Admin: Walls appear to have hazards from tears and holes-in principles office. Shelving in staff lounge over 4' not secure. Fewer than five percent of the bulbs have burned out-in nurses office and nurse bathroom. Fewer than five percent of the bulbs have burned out-in principles office. Fewer than five percent of the bulbs have burned out-in copy room. Fewer than five percent of the bulbs have burned out-in conference room. #11512, 11511, 11510</p> <p>A2: Unsecured items are stored too high-very cluttered hallway between A1 and A2. #11514</p> <p>A3: Unsecured items are stored too high - in between A2 and A3. #11515</p> <p>C1: Unsecured items are stored too high. #11480</p> <p>D3: Walls appear to have hazards from tears and holes-ceiling has small cracks in the seem. Fewer than five percent of the bulbs have burned out-in workroom. #11483, 11482</p> <p>G2: Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-study room and custodial closet outside of classroom is missing light covers. #11508, 11507</p> <p>G6: Base board falling off under the white board. Ceiling tiles have holes or stains-small holes. Fewer than five percent of the bulbs have burned out-one light in the bathroom is out. #11469, 11468</p>
<p>Electrical</p>	<p>X</p>		<p>A1: Auto light sensor not working #6521</p> <p>MPR: Vents or grills are excessively dusty or dirty. Walls appear to have hazards from tears and holes-storage room has hole in ceiling. Outlets, access</p>

School Facility Conditions and Planned Improvements

			<p>panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-switch plate by stage is cracked. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light covers missing in storage. #11476, 11475, 11474, 11473</p> <p>F1: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-low voltage in copy room falling off wall. #11497</p> <p>G2: Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-study room and custodial closet outside of classroom is missing light covers. #11508, 11507</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Girls RR: Water pressure is inadequate-drinking fountains outside restroom does not work. #11679</p> <p>Library: A leak is evident-faucet in boys restroom leaking. #11513</p> <p>E1: Walls appear to have hazards from tears and holes-ceiling center of room. Restrooms are NOT stocked with menstrual products in compliance with AB 367-dispense is broken in the exterior boys restroom. #11486, 11484</p> <p>F3: Holes appear in the flooring-by back door the base board is falling off. A leak is evident-faucet is leaking. #11502, 1500</p> <p>G3 Restroom toilet not flushing #6523</p> <p>G5: Water pressure is inadequate-drinking fountains outside has to high of pressure. #11463</p>
Safety: Fire Safety, Hazardous Materials	X		<p>Stage/Band Room: Ceiling tiles are missing-front of stage. Fire extinguishers are NOT current and/or NOT placed in all required areas. #11471, 11470</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>G4: Walls appear to have hazards from tears and holes-building seem is showing a split on cover. Blinds are damaged. #11467, 11466</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	16	17	39	39	47	48
Mathematics (grades 3-8 and 11)	12	12	25	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	180	95.24	4.76	16.67
Female	95	92	96.84	3.16	20.65
Male	94	88	93.62	6.38	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	154	148	96.10	3.90	15.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	61	58	95.08	4.92	1.72
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	11.76
Socioeconomically Disadvantaged	167	160	95.81	4.19	15.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	43	95.56	4.44	0.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	181	95.77	4.23	12.15
Female	95	93	97.89	2.11	12.90
Male	94	88	93.62	6.38	11.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	154	149	96.75	3.25	12.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	61	60	98.36	1.64	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	5.88
Socioeconomically Disadvantaged	167	160	95.81	4.19	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	42	93.33	6.67	2.38

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.04	5.13	19.03	22.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	40	95.24	4.76	5.00
Female	24	24	100.00	0.00	8.33
Male	18	16	88.89	11.11	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	33	94.29	5.71	6.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.22	2.78	5.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	36.7%	90%	90%	90%	96.7%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Whitehead Elementary School is proud of its many opportunities for parents to participate in their student's education. Typically, these opportunities include classroom and project volunteers, field trip chaperones, fundraising, the English Learner Advisory Committee (ELAC), Parent Boosters, and the School Site Council (SSC). Back to School Night, Parent/Teacher conferences, festivals, Family Nights, and Open House are well attended. Whitehead values parent involvement and welcomes parents to our learning community. In addition, our Student Advisory Council meets with the principal monthly to ensure that students' voices are heard, data is reviewed, and recommendations are shared with the School Site Council, the School Leadership Team, and the PBIS Team.

The staff and school are utilizing Parent Square to communicate with families. A monthly Calendar and Newsletter are sent out to inform parents of upcoming events and activities. The administration and office staff ensure that communication with parents is made by text, post, email, and all calls weekly. Interpreters are provided for our Spanish-speaking parents for meetings as needed. The website is also updated regularly.

Parents who wish to participate in Whitehead Elementary School's School Site Council, ELAC, and school committees or to become volunteers in any capacity may contact the school office at (530) 662-2824. The district's website (www.wjUSD.org) provides various resources for parents, students, and community members. Parents are also encouraged to participate in community forums at the district level and are supported by Community and Family Engagement (CAFE).

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	370	360	122	33.9
Female	185	179	61	34.1
Male	185	181	61	33.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	6	25.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	279	271	99	36.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	41	40	10	25.0
English Learners	136	134	56	41.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	322	312	116	37.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	85	31	36.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.18	2.9	3.24	6.5	5.87	6.43	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.05	0.07	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.24	0.00
Female	2.16	0.00
Male	4.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.44	0.00
English Learners	2.94	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.60	0.00

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

2025-26 School Safety Plan

Whitehead Elementary School's Comprehensive School Safety Plan is revised annually by the School Site Council, which consists of administrators, teachers, classified staff, and parents/community members. The 2025-26 Comprehensive School Safety Plan was approved by the Whitehead Site SSC, ELAC, and Leadership Team in December 2025. Key elements of the Comprehensive School Safety Plan include student safety, conflict resolution strategies, and emergency preparedness. In a typical school year, teachers, the principal, and certified noon duty supervisors supervise students throughout the day. There is a designated area for student drop-off and pick-up at the school. Visitors to the school must check in at the office and wear a visitor's badge while on campus. The parking lot is monitored in the morning to ensure traffic and pedestrian safety at drop-off and pick-up.

The Youth Advisory Council meets with the principal monthly to discuss school safety and student engagement. They support various leadership opportunities and survey their peers about school safety and engagement. Their feedback is shared with the Wellness Team, PBIS Team, and SSC to inform school-wide initiatives.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. All safety drills continue to be held on campus. Emergency drills are conducted regularly throughout the school year, including monthly fire evacuations, quarterly earthquake drills, and quarterly lockdown drills. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	2	0
1	20	2	0	0
2	24	0	2	0
3	22	1	1	0
4	23	1	1	0
5	19	1	1	0
6	16	1	2	0
Other	8	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	0	0
1	19	2	0	0
2	23	0	2	0
3	23	0	2	0
4	18	1	1	0
5	23	1	1	0
6	19	2	0	0
Other	12	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	18	2		
2	21		2	
3	16	1	2	
4	23	1	1	
5	19	1	1	
6	22		2	
Other	9	2		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	317

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,414	\$3,104	\$7,310	\$75,265
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	9.5	-33.5
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-41.6	-28.3

Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,363 to educate each student (based on 2024-25 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2023--2024 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,155	\$62,145
Mid-Range Teacher Salary	\$75,690	\$97,088
Highest Teacher Salary	\$108,398	\$120,436
Average Principal Salary (Elementary)	\$123,297	\$151,343
Average Principal Salary (Middle)	\$129,274	\$159,514
Average Principal Salary (High)	\$142,605	\$177,261
Superintendent Salary	\$286,624	\$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

Professional Development

Teacher's participate in 5 district sponsored PD Days in August and January. Teachers are able to pick from various options to meet their needs and grade level.

2nd and 3rd grade teachers participated in Lego Education PD to further our use of STEAM in the classroom.

In addition, teachers collaborate weekly on Wednesdays. A majority of the collaborations focus on week with their PLCs including lesson planning, creating common assessments, analyzing student data and planning for re-teaching based on student data.

We have also began cycles on Instructional Rounds focusing on student engagement. Each of the 3 rounds including a pre-meeting to share best practices and norm on walk throughs as well as a post-meeting to review findings, discuss data and decide on next steps.

5 staff members will participate in the Youth Leadership Development Institute this year to support efforts to increase student voice and leadership development.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement			5